



Margarita Prieto

Ready for Success

Teacher's Guide

1



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



Estimado(a) maestro(a):

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

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

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

Le deseamos éxito.

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Margarita Prieto

Ready for Success



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Block 1
Getting Ready

Unit 1 FAMILY AND COMMUNITY

Social practice of the language: Exchange views of a community service.

Communicative activity: Exchanges associated with specific purposes.

Contents	21	Lesson 4 - Achieve	32
Reader section	22	Final Product	35
Lesson 1 - Understand	23	Assessment Instrument ...	36
Lesson 2 - Focus	26	Exam	37
Lesson 3 - Build	29		

Unit 2 ACADEMIC AND EDUCATIONAL

Social practice of the language: Write instructions to use a bilingual dictionary.

Communicative activity: Interpretation and follow-up of instructions.

Contents	38	Lesson 4 - Achieve	49
Reader section	39	Final Product	52
Lesson 1 - Understand	40	Assessment Instrument ...	53
Lesson 2 - Focus	43	Exam	54
Lesson 3 - Build	46		

Unit 3 FAMILY AND COMMUNITY

Social practice of the language: Exchange compliments, likes, and dislikes in an interview.

Communicative activity: Exchanges associated with information of oneself and of others.

Contents	55	Lesson 4 - Achieve	66
Reader section	56	Final Product	69
Lesson 1 - Understand	57	Assessment Instrument ...	70
Lesson 2 - Focus	60	Exam	71
Lesson 3 - Build	63	Project	72

Block 2
Places to Go

Unit 4 FAMILY AND COMMUNITY

Social practice of the language: Agree with others a travel itinerary.

Communicative activity: Exchanges associated with the environment.

Contents	74	Lesson 4 - Achieve	85
Reader section	75	Final Product	88
Lesson 1 - Understand	76	Assessment Instrument ...	89
Lesson 2 - Focus	79	Exam	90
Lesson 3 - Build	82		

Unit 5 RECREATIONAL AND LITERARY

Social practice of the language: Produce constructive forecasts about others.

Communicative activity: Recreational expression.

Contents	91	Lesson 4 - Achieve	102
Reader section	92	Final Product	105
Lesson 1 - Understand	93	Assessment Instrument ...	106
Lesson 2 - Focus	96	Exam	107
Lesson 3 - Build	99		



Unit 6

FAMILY AND COMMUNITY

Social practice of the language: Compose dialogs and interventions for a silent short movie.

Communicative activity: Exchanges associated with media.

Contents	108	Lesson 4 - Achieve	119
Reader section	109	Final Product	122
Lesson 1 - Understand	110	Assessment Instrument ...	123
Lesson 2 - Focus	113	Exam	124
Lesson 3 - Build	116	Project	125

Unit 7

RECREATIONAL AND LITERARY

Social practice of the language: Read comics to discuss cultural expressions.

Communicative activity: Understanding oneself and others.

Contents	127	Lesson 4 - Achieve	138
Reader section	128	Final Product	141
Lesson 1 - Understand	129	Assessment Instrument ...	142
Lesson 2 - Focus	132	Exam	143
Lesson 3 - Build	135		

Unit 8

RECREATIONAL AND LITERARY

Social practice of the language: Read classic tales.

Communicative activity: Literary expression.

Contents	144	Lesson 4 - Achieve	155
Reader section	145	Final Product	158
Lesson 1 - Understand	146	Assessment Instrument ...	159
Lesson 2 - Focus	149	Exam	160
Lesson 3 - Build	152		

Unit 9

ACADEMIC AND EDUCATIONAL

Social practice of the language: Write notes to elaborate human body diagrams.

Communicative activity: Search and selection of information.

Contents	161	Lesson 4 - Achieve	172
Reader section	162	Final Product	175
Lesson 1 - Understand	163	Assessment Instrument ...	176
Lesson 2 - Focus	166	Exam	177
Lesson 3 - Build	169		

Unit 10

ACADEMIC AND EDUCATIONAL

Social practice of the language: Present information about linguistic diversity.

Communicative activity: Handling information.

Contents	178	Lesson 4 - Achieve	189
Reader section	179	Final Product	192
Lesson 1 - Understand	180	Assessment Instrument ...	193
Lesson 2 - Focus	183	Exam	194
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Ready for Success is a new secondary school course that helps students consolidate their knowledge of English and the social practices developed in the previous stages of their education, and acquire new knowledge and skills to help them take their English to the next level.

The *Ready for Success* series's aim is to expose students to a variety of learning-by-doing communicative situations specially selected to reflect the social practices of the English language. It does not merely rely on language analysis, but rather seeks to make learning meaningful by having students build up to an interesting product task to practice what they have studied. At the same time, this approach encourages students to develop not only their communication skills, but also the general learning skills or competencies they will need in life. The methodological focus of the *Ready for Success* series is communicative-based.

Students will work extensively on the production of oral and written texts with the intention of improving their knowledge of different text genres, and of producing texts for specific communicative situations that are both coherent and cohesive, and that follow grammar, punctuation, and spelling conventions. In addition to this, students will develop skills that allow them to revise and repair their written and oral texts to help them deal with communication breakdowns. *Ready for Success* contains lessons that challenge students, build their learning skills, and teach them real language in real-life contexts through its different components.

Ready for Success is designed so that by the end of the series students:

- can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- can understand the main points of many texts or conversations on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- can understand texts that consist mainly of high frequency, everyday or job-related language.
- can understand the description of events, feelings, and wishes.
- can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- can enter unprepared into conversation, on topics that are familiar, of personal interest, or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events).
- can connect phrases in a simple way in order to describe experiences and events, their dreams, hopes and ambitions.
- can briefly give reasons and explanations for opinions and plans.





- can narrate a story or relate the plot of a book or film and describe their reactions.
- can write simple connected texts on topics which are familiar or of personal interest.
- can write personal letters describing experiences and impressions¹.

Components for the Students

Student's Book

The Student's Book is divided into ten units covering many different topics and themes that are familiar and come from the student's daily life. The scope and sequence is ordered according to a natural progression of contents and subjects.

Each unit has four lessons that will help students develop their language skills and will help them be *Ready for Success*. Each lesson takes them step by step, to help them understand, focus, build, and achieve their goals to enhance their skills and ends with a final product that brings together all that students have learned throughout the unit.

Lesson 1 - Understand

Students are presented with the language in context (texts) to analyze general aspects of it.

Lesson 2 - Focus

Students are presented with the language in-depth and prompted to work with it.

Lesson 3 - Build

Students use language in context using strategies and skills.

Lesson 4 - Achieve

Students use language collaboratively and share the result of their process.

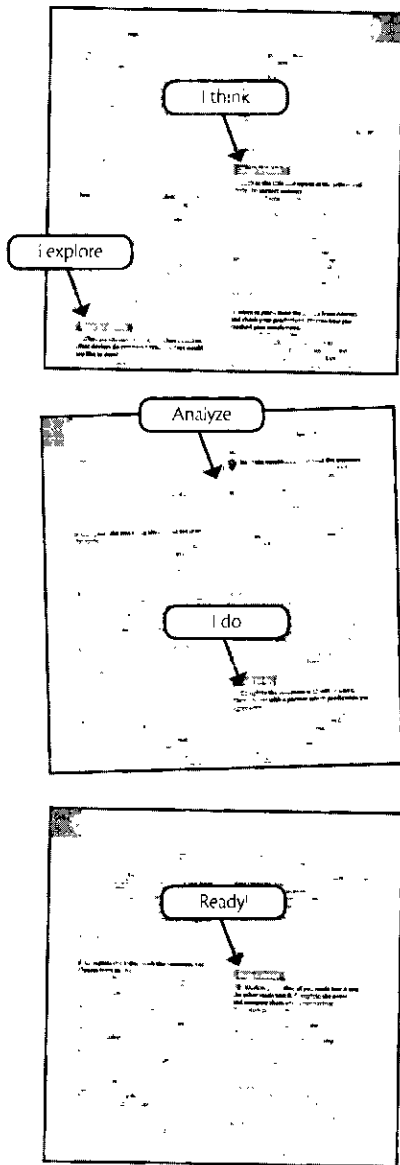
Final Product

Students follow step-by-step guidelines to make a personalized language product which is aimed to tie in the learning goals and the social practice. This final product is the result of subproducts done in each lesson. This makes the learning in the lessons meaningful and relevant as the lessons culminate in this personalized language product.

Each lesson has activities and sections that will help students have a full

¹ From www.coe.int/lang-CEFR. Copyright is held by the Council of Europe:
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understanding of the topic because they are presented in a well-developed learning cycle:



This block contains several small images of classroom activities, including students working in groups and a central text box:

Stage 3
Analyze
Summarizing
the learning
contents from
the lesson

I Explore

In this first stage, students activate their previous knowledge.

I think

In the next stage, students explore the new language items in an oral or written text.

Analyze

The following stage allows students to analyze the language involved in the objectives of the lesson. Students are encouraged to notice, compare, relate, distinguish, or analyze the teaching point.

I do

This fourth stage guides students to apply the analyzed language and new knowledge. Students are presented with exercises to ensure the comprehension of the teaching points.






Ready!

These exercises go from controlled to free practice to help students progress by doing meaningful work with the language.

Each lesson is aimed to fulfill an achievement, a Can-do statement. The Can-do statements appear at the end of the page.

Other Features

Check out the Contents pages to find all these great features and many more. The Student's Book also contains icons next to activities that help students decide what to do. It is essential to read and understand these icons because they will help you use the book more efficiently.

-  It indicates a listening activity. Have students read the activity before playing the Class CD.
-  It indicates when an activity helps students develop their language skills even more. It also builds towards the final product. You can use this activity as Portfolio evidence as well.
-  It indicates the suggested moment to approach the Reader chapter of the unit.
-  It can be found in the Final Product, and its purpose is to give suggestions about how to use technology in the development of the product.
-  It indicates that students can find words they do not understand in the Glossary.

At the end of each unit, students will find the Glossary. At the end of each block, they will find the Success page which is an assessment section, and at the end of the book, they will find the Bibliography page.

Reader

The *Ready for Success* Reader is specifically designed to complement the Student's Book. It includes 10 chapters which are related to the social practices from the Student's Book units. Given the importance of interesting and motivating texts to learn a language, the Reader chapters from *Ready for Success* are an essential tool to help students develop their reading skills and text knowledge. There are two types of texts in the Reader:

Narrative texts

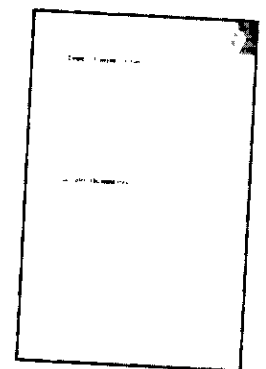
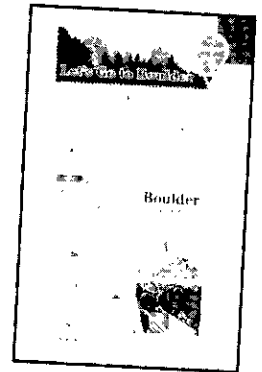
These are original narrative texts and provide opportunities for students to read and discuss stories related to cultural, literary, and everyday topics, with illustrations that are closely related to the text. These texts are about particular characters with a specific plot line. Students can easily identify with the characters because most of the time they are teenagers like themselves. The narrative prose is accompanied by beautiful art and illustrations.

Informative texts

These are texts that help students learn about the world around them. They contain factual texts and support cross-curricular content. These texts include facts, statistics, and analysis of many different topics that relate to the social practice of the units. The informative texts are illustrated by vibrant and appropriate photos that are relevant for each chapter.

Comprehension Questions, Glossary, and Bibliography.

The comprehension and further practice activities are found at the end of each chapter in both the narrative and informative texts; they are followed by a glossary designed to help comprehension during the reading process. There is also a bibliography section at the end of each chapter in case students want to research and learn more on the subject.



Components for the Teacher

Teacher's Guide

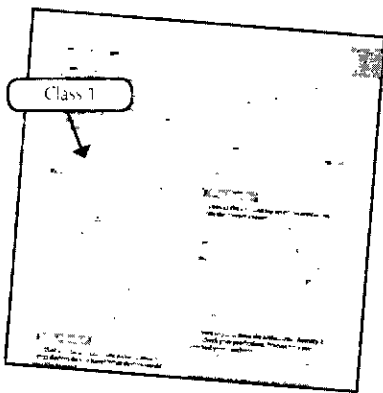
This guide provides step-by-step comprehensive teaching notes on how to cover the material in the Student's Book. Each corresponding term of the Teacher's Guide is clearly sub-divided into units, lessons, and classes, so that the teacher has suggestions for each step of every class.

All units begin with a box which clearly sets out the lesson's main contents and teaching guidelines before the lessons begin. The lesson notes contain key features, like answer keys and cross references to all sections of the Student's Book. The lesson follows the previously mentioned five-stage language development learning cycle.

The lessons build up knowledge to complete the final outcome of the unit. Students will demonstrate the skills and knowledge in the final product and this will articulate the knowledge and outcomes, giving meaning and relevance to everything learned in the unit. The Final Product is a wrap-up of the unit and takes all of the subproducts done in each lesson to create a personalized final product.

Teaching Notes

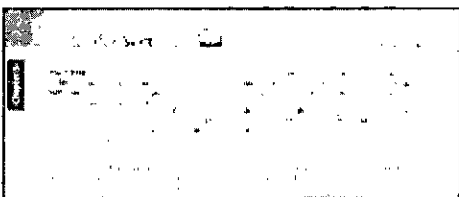
The teaching notes for activities in the *Ready for Success* Teacher's Guide provide a wide variety of carefully staged and scaffolded suggestions on how to approach the activities. Please feel free to use them as a guideline or adapt them for your classes.



Each unit starts with a Reader Section. The Reader Section includes a set of suggestions on how to present and carry out the activities related to the Reader (indicated in the Student's Book by the Reader icon). This section also gives ideas for a variety of reading strategies. For best results, you can go to the Reader chapter when the icon appears at the beginning of the lesson (indicated in the Teacher's Guide by the Reader icon), or you may use the suggested activities as warm up or wrap-up in a class. (R)

Lessons are planned to be taught in two classes. At the beginning of the lesson, there is a box containing the achievements, teaching guidelines, and material for that lesson. Every class begins with a Warm up. It serves as a gentle activity to get the students involved and interested in the lesson.

Social and emotional skills and attitudes influence students' cognitive development. It is crucial to understand what we want our young people to know how to learn, and also how they grow towards a productive and healthy life as they grow up. For that purpose, it is important to build up their strengths and promote academic and life success. The *Ready for Success* Teacher's Guide provides notes on how to guide students to interact or work individually with emotions. In these activities, students are prompted to recognize their feelings, make constructive choices about personal and social development, form positive relationships, and show empathy with others. You will find these skills and attitudes when you see this icon: (S)





Features:

These features in *Ready for Success* will help you deal with methodological, cultural, or other variants in the class.

a) Teaching Tip boxes

They provide methodological or class management suggestions, designed to help the class run more smoothly in general. These tips usually have useful explanations about the topic of that specific class. They will explain difficult or more complicated themes so students have a better understanding of these structures or topics. They also may include examples of techniques you may use to enhance your class.

Teaching Tip

Teach students to take notes. Some students believe that in order to take good notes they must write down absolutely everything that was said or done. Use any opportunity to show them how useful charts and organizers can be when taking notes in a hurry. Practice so they can identify key words and ideas easily. Afterwards, give them some time so they can complete the information in their charts with more details they remember.

b) Intercultural Note boxes

These provide useful cultural information related to the subject being covered or the language being taught.

Intercultural Note

Fun in winter can be extreme! Natives of Siberia welcome their minus 30 degrees Celsius winter weather by running with a few pieces of clothing through the snow and swimming in ponds. Followers of this tradition believe that doing this is the best way to stay young and healthy. Ask students what activities they do in cold weather.

c) Extra Activity boxes

These offer the teacher an alternative way to do the activity depending on the level of language students need, the size of the class, etc. They also include the suggested timing for the activity.

Extra Activity

Have students work in teams to produce a weather collage. Have them bring old newspapers or magazines and give them time to cut out the pictures that fit the different weathers. Encourage them to share (or trade) the images with other teams so that every team has a variety of pictures to complete the activity.

Time: 15 minutes

d) Assessment Tools for the Teacher

These can be found only at the end of the unit, in the Final Product. They list the assessment suggestions for the teacher.


e) Remember

These can be found at the end of some classes. They prompt the teacher about the material required for the next class.

Remember

Remind students to bring the material they require for their final project, such as colored paper, scissors, color markers, etc.

f) Media resources icon

This icon appears where additional material from the Class CD can be used:  MEDIA RESOURCES

Other sections

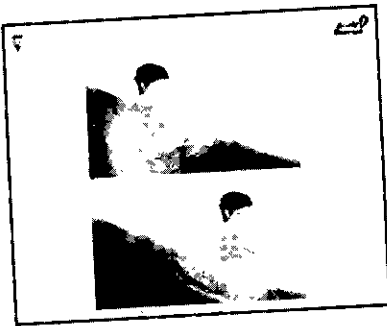
Ready for Success includes several other useful sections.

- The *Introduction* briefly guides the teacher throughout the components of the series and the Teacher's Guide.
- The *Quarter Term Lesson Planning* indicates what the teacher needs to cover in each class period. It lists the Student's Book activities, the chapters of the Reader, the competencies to be developed, the stages in each lesson, and the assessment and review moments throughout the course.
- The *Assessment Guidelines* section offers a detailed explanation of the different types of assessment provided in *Ready for Success*, which include self-assessment, peer-assessment, continuous, global, formal, and teacher assessment. There is a *Success* section at the end of the block that serves as a wrap-up session.
- *Three projects* to be used as final assessment at the end of each block.
- The *ELT Glossary* section provides a comprehensive list of ELT terms used in the teacher's notes or that are essential to the successful implementation of the course.

- *List of Verbs* section with regular and irregular verbs.
- *Exams Answer Key*.
- *Bibliography for Teachers* and *Bibliography for Students* pages provide a list of reference materials for teachers.
- *Audioscripts* and *Tracklist* sections provide the tracks and reference to all listening activities in the Student's Book.

Class CD

The *Ready for Success* Class CD contains all the audio material for the course plus additional material to provide further practice for your students. The recordings from the audio tracks are read by both native and non-native English speakers. The tracks are indicated in both the Student's Book and the Teacher's Guide. It can be played in CD players, computers, external CD players, etc.



How to access your Class CD

Access Additional Resources

To run the CD, follow these steps:

1. Insert the CD on the disc tray of your computer or on an external CD reader connected to it.
2. Go to My Computer and right-click on the CD/DVD RW drive (any letter from D:).
3. Right-click and hold on the *Ready for Success* Class CD icon.
4. Select "Open" on the displayed Menu.
5. Right click on the folder you want to see ("Introduction" or "Additional Resources" or Audio Tracks).

Access Audio Tracks

Computer

1. Open your computer's media player.
2. Select the *Ready for Success* Class CD Audio Tracks icon and double click on it to display the list of tracks.
3. Click on the track you want to listen.

CD player

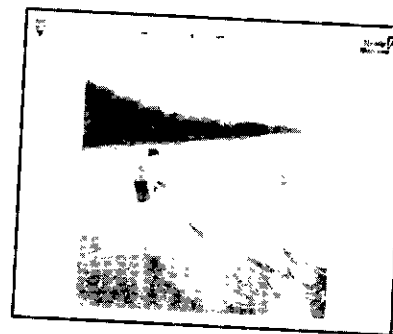
1. Insert the CD on the disc tray of your player.
2. Click on the track you want to listen.

Additional Resources

The Additional Resources section includes a myriad of projectable and printable material to be used apart from the classes to improve students' abilities. This section includes:

Reader Flashcards

Five pictures per chapter to be used to retell the stories, start discussions on specific topics, or reconstruct segments from the stories. *Ready for Success* also includes a summary flashcard containing the five pictures. They are particularly useful in activities that require critical thinking skills and promote creativity by encouraging students to look at information in new ways.

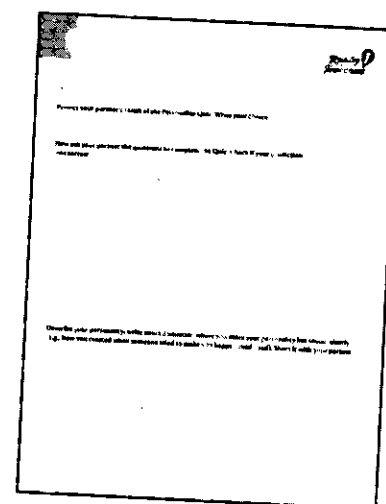


Communication Activities

Pair work (Student A and B) speaking activities that promote learner's autonomy by giving students the means to organize their newly acquired language in ways which are meaningful to them, and to use them in a short conversation.

Graphic Organizers

Five general graphic organizers that integrate visual and verbal elements of learning. They benefit both left and right hemispheres of the brain because they are designed to help students organize and make sense of information, and create a connection between different ideas through visual means. While the left hemisphere of the brain analyzes information, the right side is in charge of spatial relationships. These attributes combined help students gain significant learning through visually stimulating pages. They can be used in all stages of the lesson, for instance, when brainstorming or when organizing information, and they can be used individually or in groups.

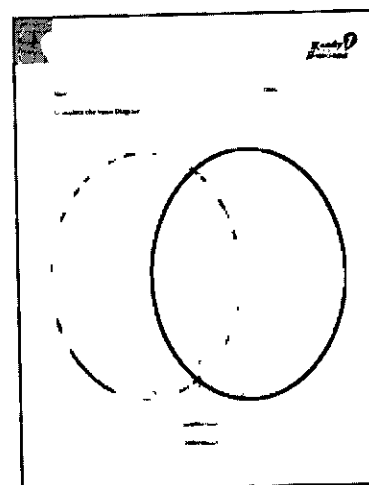


Lists of Verbs

Two lists, regular and irregular verbs, that include not only the main verbs from the Student's Book units, but the most common verbs in English.

Extensive Reading

Three general activities that promote the habit of reading for general understanding and pleasure. The pages help students focus on reading fluency. The tasks in these pages integrate their reading skills with writing and speaking. They can be adapted to any reading material you have available, whether students use their Readers or other texts from your school library.



Classes	Units	Lessons	Reader	Social Practices	Communicative Activities
1 Starting up					
2-3	1	1 Understand		Exchanges associated with specific purposes.	Exchange views of a community service.
4-5		2 Focus	Chapter 1		
6-7		3 Build			
8-9		4 Achieve	Chapter 1		
10-11		Final Product			
12		Assessment			
13-14	2	1 Understand		Write instructions to use a bilingual dictionary.	Interpretation and follow-up of instructions.
15-16		2 Focus	Chapter 2		
17-18		3 Build			
19-20		4 Achieve	Chapter 2		
21-22		Final Product			
23		Assessment			
24-25	3	1 Understand		Exchange compliments, likes and dislikes in an interview.	Exchanges associated with information of oneself and of others.
26-27		2 Focus	Chapter 3		
28-29		3 Build			
30-31		4 Achieve	Chapter 3		
32-33		Final Product			
34		Assessment			
35	Success!				
36	Extensive Reading (Suggested)				
37	Project 1 (Suggested)				

Classes	Units	Lessons	Reader	Social Practices	Communicative Activities
38-39	4	1 Understand		Agree with others a travel itinerary.	Exchanges associated with the environment.
40-41		2 Focus	Chapter 4		
42-43		3 Build			
44-45		4 Achieve	Chapter 4		
46-47		Final Product			
48		Assessment			
49-50	5	1 Understand	Chapter 5	Produce constructive forecasts for others.	Recreational expression.
51-52		2 Focus			
53-54		3 Build			
55-56		4 Achieve	Chapter 5		
57-58		Final Product			
59		Assessment			
60-61	6	1 Understand		Compose dialogs and interventions for a silent short movie.	Exchanges associated with media.
62-63		2 Focus	Chapter 6		
64-65		3 Build			
66-67		4 Achieve	Chapter 6		
68-69		Final Product			
70		Assessment			
71	Success!				
72	Extensive Reading (Suggested)				
73	Project 2 (Suggested)				

Classes	Units	Lessons	Reader	Social Practices	Communicative Activities
74-75	7	1 Understand		Read comics to discuss cultural expressions.	Understanding oneself and others.
76-77		2 Focus	Chapter 7		
78-79		3 Build			
80-81		4 Achieve	Chapter 7		
82-83		Final Product			
84		Assessment			
85-86	8	1 Understand		Read classic tales.	Literary expression.
87-88		2 Focus	Chapter 8		
89-90		3 Build			
91-92		4 Achieve	Chapter 8		
93-94		Final Product			
95		Assessment			
96-97	9	1 Understand		Write notes to elaborate human body diagrams.	Search and selection of information.
98-99		2 Focus	Chapter 9		
100-101		3 Build			
102-103		4 Achieve	Chapter 9		
104-105		Final Product			
106		Assessment			
107-108	10	1 Understand		Present information about linguistic diversity.	Handling information.
109-110		2 Focus	Chapter 10		
111-112		3 Build			
113-114		4 Achieve	Chapter 10		
115-116		Final Product			
117		Assessment			
118	Success!				
119	Extensive Reading (Suggested)				
120	Project 3 (Suggested)				

Lesson planning and class development


Ready for Success 1 is divided into ten units that can be sorted into three blocks. The material in this course is planned for 120 core hours that can be supplemented with additional material provided in the Teacher's Guide extra activities and Class CD additional resources. The *Quarter Term* lesson planning supplied in this book is only a suggestion or walk through the material and its components (Student's Book and Reader). Nevertheless, it is the teacher's knowledge and assessment of the group that will trigger the necessary activities to get students involved in the learning process. When starting a new unit, go through the achievements and teaching guidelines to define the overall purpose of it (social practice and communicative activity). Remember to set the aim of each lesson using the Can-do statements at the bottom of the pages. When planning the class structure, get acquainted with the stage each activity is in, take into account the group's needs, and consider the available resources you have at hand and all the features the Student's Book, Reader, Class CD, and Teacher's Guide provide.

Assessment

Ready for Success 1 offers various types of assessment tools related to different learning moments and processes throughout the unit, block, or school year. These are used to gather evidence over time and in different ways systematically.

Continuous Assessment

This course offers several tools to gather evidence of the students' work and progress.

Throughout the lessons, the portfolio icon  suggests activities that students can put in a portfolio binder for them to check on their progress and prepare for the Final Product when the teacher deems it necessary. Remember to work on setting personal goals with the students so they may see the improvement in their learning process. Provide different opportunities for portfolio activities where students build up strategies, become active participants and independent learners. Motivate them to achieve their full potential.

Assessments in the Student's Book

Reflect on

Encourage self-assessment, as it gives students an opportunity to reflect on their learning and helps them understand that obtaining knowledge is a process. Remember that it is essential to guide students to build up self-awareness so that they can assess their performance. The opportunities to reflect on their learning are at the end of each lesson.

When finishing the unit, have students go back to the activities and reflect on their performance. Monitor and register what activities were more difficult for students and review them together. You can register this information in the Assessment Instrument of each unit.

Final Product

The Final Product in itself is the most important chance for students to self-assess their performance. Students can monitor their progress after completing the final product using the Assessment Activities in the final product. This will help them gain confidence in their ability to learn, a sense of achievement, and self-esteem. Some students might be very harsh in their self-evaluation; be ready to give them positive feedback on this topic.

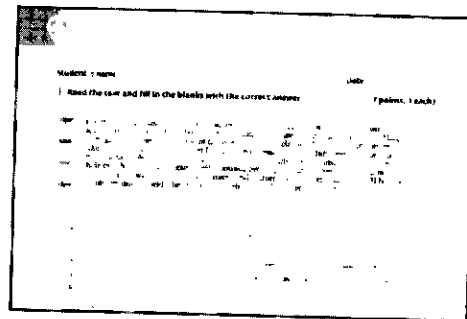
Assessment in the Teacher's Guide

Assessment Instruments

The teacher's Assessment Instruments will help you keep a record of both the students' progress and global outcomes of their performance. Assess students' outcomes by making one photocopy per student and filling in each one following their simple instructions and suggested criteria. You might build your portfolio binder or teaching diary using these tools.

Unit Exams

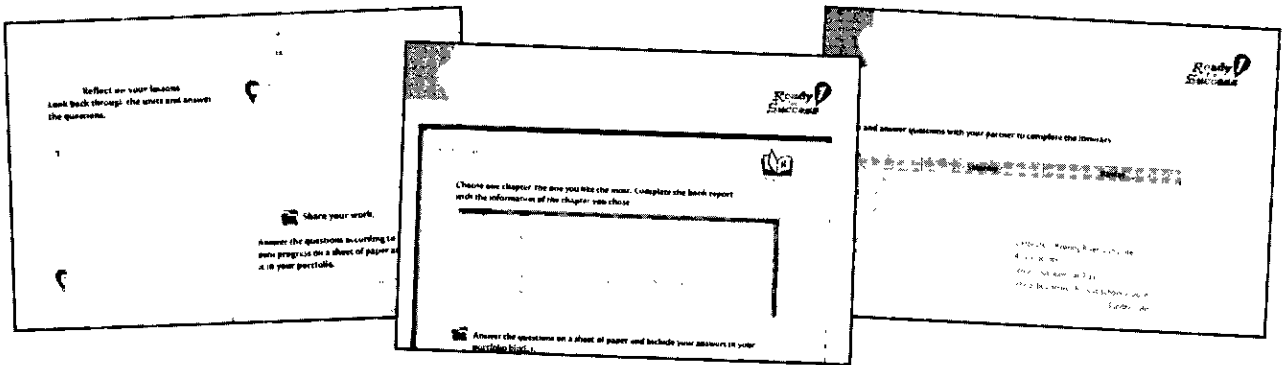
Use the tasks in the photocopiable Exams at the end of the unit to globally assess student's comprehension of the newly acquired language. They cover a variety of general topics for each unit. Use them to review issues, as remedial work after analyzing students' strengths and weaknesses, or after students have completed the corresponding units. Allow adequate time for them to work on them depending on students' needs. The answer key is on page 198.



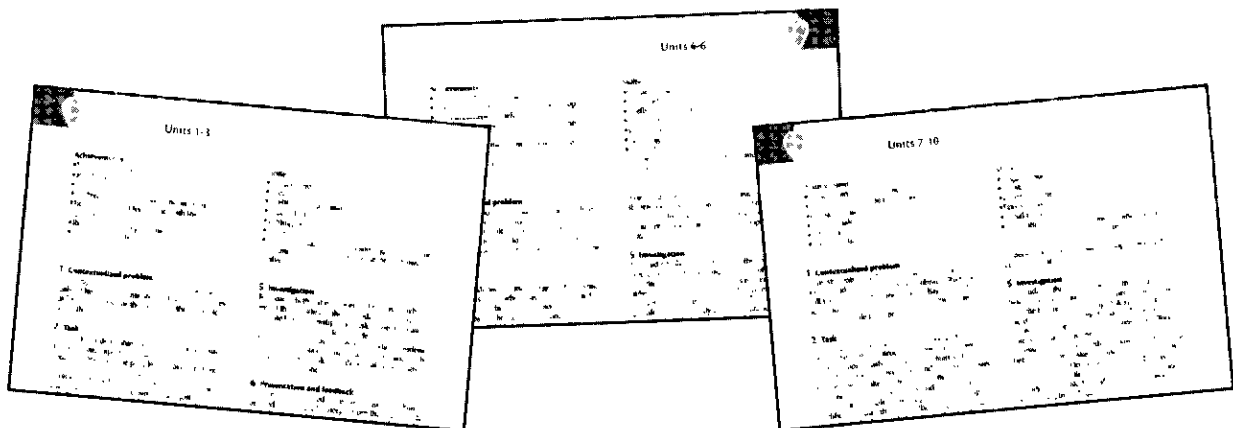


Quarter Term Assessment

At the end of the Student's Book, there are three suggested activities for students to do after finishing a block. The recommended blocks covered are Block 1: Units 1-3, Block 2: Units 4-6, and Block 3: Units 7-10. The **Success!** page is a self-assessment and peer-assessment tool. In this page, students will review and link to competencies that are necessary to build strong language learning. **Communication Activities** are fun pair work communicative activities for students to collaboratively review the language and the communicative skills they've learned. Use the **Extensive Reading** pages to motivate students to read in English. Have students choose a Reader chapter based on their interests and the units they have seen. If a student finds a chapter is too complicated or they do not enjoy it, they can change it for another one. The teacher can also expand the students' options by adding to or using the school library.



Ready for Success Teacher's Guide includes three **Projects** to promote learner autonomy by giving students the means to organize their newly acquired knowledge in ways which are meaningful to them. These projects integrate the contents of a block in an articulated way, give meaning to learning, promote exchange and solidarity between equals, and provide the possibility of developing the autonomy and social responsibility of learners.



The first day of class

The first day of class is one of the most important days for teachers and students. It will set the tone for the rest of the school year. You need to make sure you connect with your students and they feel motivated towards learning English. Lots of effort and time

will go into planning the first day, but the results will help create a positive and productive learning environment for the rest of the school year. Some necessary steps are the following:

Teaching Tip

Prepare yourself for the first class. See the following ideas to plan your first class. Remember that time management and good organization is the key to a good class. But be flexible, and don't worry if the first class does not go exactly as the way you thought it would. Do not try to control everything the first day; instead get to know them and evaluate what their attitudes towards English are.

Warm up

Introduce yourself to the class and ask students their names. It is a good idea that you start to learn the names of your students as soon as possible. Bring name cards for the students, or prepare a seating chart to place on the wall the first day. The first day is an excellent opportunity to build a rapport with students.

1 Play a fun game.

Prepare some fun ESL language games to break the ice. Don't go for a grammar-focused game, but try to build a connection with students to show them English is fun and easy. You can use games the students are already familiar with like *Charades*, *Pictionary*, *Memory*, and *Whispers*.

2 Establish the class rules.

Go through the class rules such as in-class behavior, homework, etc. You will need to set the tone of the course on the first day. Be yourself and show students that you are in charge, but get them involved in setting the rules.

3 Set the class goals.

Introduce the course and state its importance. Remember to start jointly setting together the students' learning goals too. Explain what you hope to accomplish in the school-year and why the course is essential. Let students know the importance of English, how it will help them in their everyday life, and how it connects with other subjects. You can set term, monthly or even weekly goals depending on your students' needs.

4 Solve any doubts.

Give time for the students to ask questions about the class, the course, the materials and the subject. Answer their questions and take notes. Record what happened in a teaching diary or your teaching portfolio; this information will be critical when setting the students' goals.

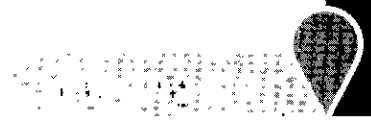
Wrap up

Write three sentences on the board about yourself: two are true, and one is a lie. Have students ask questions about the statements to determine the lie. Depending on the level of the students, divide the class into groups and have them play the game by themselves.

Remember

Remember to read the next lesson to check if you need to prepare any materials for the next class.





Helpful ideas

Ice breakers

- Have students guess things about you. Prepare a handout with five fundamental questions and leave five spaces for them to add five new items. Start by eliciting some questions.
- Say your name and your favorite color/food/movie. Have students take turns doing this and repeat all students' names that have been said before saying their own.
- Have students write on a piece of paper three sentences about themselves. Ask them to make a plane with the paper and throw the airplanes around. Play some music while they do this. Once the music is over, they get the plane that is right next to them, read the information and try to guess who wrote it.

Basic learning strategies

For many students, learning a foreign language is a challenging task. However, as learners, we have already acquired many learning strategies that can be transferred in the first month of English classes to motivate students. Motivation is the key to confidence and self-esteem.

- **Personalization:** link new material to students' experience or feelings. Ask questions or have students ask questions in groups.
- **Imagery:** create a meaningful context to learn English. That is, consider the age and interest of your students. Accompany the classes with realia, music, cards, magazines, etc.
- **Activating previous knowledge:** we all have background knowledge that helps us build awareness instantly. For example, don't be afraid to bring to class realia in English. Have students underline the words they understand and they will be surprised of how much they already know.
- **Summarizing:** have students summarize what they understood of a text or conversation. Let them use their mother tongue if necessary.

Setting personal learning goals

Have students become active participants in their learning process—it is crucial to motivate them to set their individual learning goals. After stating the importance of the subject, ask students why they'd want to learn English, what is its significance in the world—these should be their learning goals. Make notes and use them to plan the strategies they will need to reach their goals. Select together specific dates to have them self-assess their progress. Use the portfolio binder to have students monitor and report on progress made. This information will help them refine or develop new goals. Keep them motivated by being positive and praising not only big but also small outcomes.

Family and Community

Social Practice: Exchange views of a community service.

Product: In this unit students are going to do a role-play.

Student Learning Objectives

- listen and revise conversations about community services
- get the general sense and main ideas
- exchange information about community services

Academic and Educational

Social Practice: Write instructions to use a bilingual dictionary.

Product: In this unit students are going to write instructions to use bilingual dictionaries.

Student Learning Objectives

- select and revise bilingual dictionaries
- understand the use of textual components of bilingual dictionaries
- write instructions
- edit instructions

Family and Community

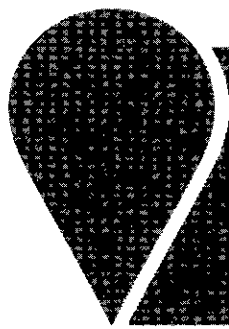
Social Practice: Exchange compliments, likes, and dislikes in an interview.

Product: In this unit students are going to create a conversation about likes and dislikes.

Student Learning Objectives

- listen to and revise likes and dislikes in an interview
- understand general sense and main ideas of conversations
- express compliments, likes, and dislikes in written conversations
- express compliments, likes, and dislikes in a conversation





Unit 1

SOCIAL LEARNING ENVIRONMENT:
Family and Community

COMMUNICATIVE ACTIVITY:
Exchange views of a community service.

SOCIAL PRACTICE:
Exchanges associated with specific purposes.

FINAL PRODUCT:
Role-play

CONTENTS REFERENCE

Lessons	Contents	Achievements
Understand	<ul style="list-style-type: none"> - Recognize topic, purpose, and intended audience. - Detect contextual clues (e.g. background noise, relationship of speakers, etc.). - Identify form of communication (face to face or long-distance interaction). - Distinguish intonation and attitude. - Recognize speakers' actions that support meaning (e.g. adjusting volume, paraphrasing, making questions, etc.). - Notice language register. - Exchange experiences. 	<ul style="list-style-type: none"> • Listen and revise conversations about community services.
Focus	<ul style="list-style-type: none"> - Activate previous knowledge. - Anticipate general sense. - Clarify the meaning of words and expressions. - Distinguish the composition of expressions: types of sentences and modal verbs. 	<ul style="list-style-type: none"> • Get the general sense and main ideas.
Build	<ul style="list-style-type: none"> - Identify use of words and expressions that contain ideas (e.g. <i>if, then, and, because, etc.</i>). - Detect key words. - Determine the structure of conversations: opening, body and conclusion, and the sequence of enunciation: description, instruction, etc. - Assess the use of own strategies. 	<ul style="list-style-type: none"> • Get the general sense and main ideas.
Achieve	<ul style="list-style-type: none"> - Select appropriate repertoires of words and expressions. - Determine language register according to intended audience. - Fluently take turns to speak. - Include relevant details and interesting information. - Formulate and respond to questions to ask for and give information. - Consult notes to remember information that is necessary to know. - Confidently and appropriately participate in brief conversations. - Monitor students' progress regarding an initial point. 	<ul style="list-style-type: none"> • Exchange information about community services.



Fact File

Title: Let's Go to Boulder

Summary: Boulder, Colorado, in the US is a small city with an important history that goes back to 1858. Little did the first Native Americans know that this area would become famous for its gold and silver mines. These treasures soon brought miners and their families to the area. After the gold and silver ran out, families stayed and established

many community services for residents and visitors. Boulder soon became a fun and delightful place to live and visit in summer and wintertime. Today, Boulder offers modern and traditional transportation, local food services that include the famous Farmer's Market, library, and entertainment services which keep children and adults equally happy. Like most cities in the world, Boulder has a "sister city," Ciudad Mante, Tamaulipas, in Mexico.

• MEDIA RESOURCES

Pre-reading

Write: *community services*. Elicit ideas and related words from students. Write them around the main topic to create a mind map. Ask: *What community service is most important?* Ask if there are any "strange" community services in their area. Give students some examples: People performing on the streets for entertainment, people cooking and serving it to the needy. Have students go quickly through the images in the text. Ask: *What community services do you think are available in Boulder?*

First Reading

Give students a bit of background information about Boulder, Colorado. Write a few key words on the board about this city in the US. Use information from the text. Elicit previous knowledge by asking: *Have you ever been in a place where most of the people ride on bikes?*

Have students sit in groups of four. Tell each team they will read a part of the text. Ask each team to write five facts about services in Boulder they find in their piece of reading. Have students from each team come to the front. First have students mention the facts they found and write them on the board. Then have other members of the same team read the text out loud as the rest of the class follows. Encourage students to ask and answer questions about the text they've just read.

Write *Let's Go to Boulder* on the board. Elicit three other titles from the students. Have students reflect on how the different titles could make the text different. Ask some students to mention what they think the text would be about with each of the four titles. Write key ideas from students under each title. Accept any idea because there are no right or wrong answers in this activity. Make sure students understand the difference between a narrative and an informative text. Invite students to guess which texts under each title would be informative and which narrative. Have students support their choices.

Second Reading

Ask students to identify in the text the facts and write on the board. Use prompts when necessary to elicit the information. Ask students to read the piece of text that supports their answers. Have students use a Venn diagram to contrast and compare Boulder to their hometown. Then have students compare and contrast Boulder to its sister city, Ciudad Mante.

Have students work in groups of four to predict what Ciudad Mante is like and in how many ways it is similar to Boulder. Ask students to look for specific information about Boulder's sister city similar to the one in the original text. Encourage students to focus on community services in both cities. Ask: *What community services are available in Boulder? Which ones in Cd. Mante?* Elicit answers from students. All answers should be supported. Encourage students to mention the sources of information they used. Have each team write similar information about Ciudad Mante. Have students use the text on Boulder as a model text. Give each team a section of the text to research and write on. Invite volunteer students from each team to read the text they produced with their team.

Activities Answer Key

1 1 T 2 T 3 F 4 F 5 T

2 1 RTD 2 Rocky 3 Farmer's organic
4 Downtown

3 1 b 2 a 3 b 4 a 5 b

4 1 Transportation, recreation, food, library, entertainment. 2 Answers may vary. 3 Answers may vary.

Achievement:

- Listen and revise conversations about community services.

Teaching guidelines:

Offer your students a variety of activities with which they can:

- Recognize topic, purpose, and intended audience.
- Detect contextual clues (e.g. background noise, relationship of speakers, etc.).
- Identify form of communication (face to face or long-distance interaction).

- Distinguish intonation and attitude.
- Recognize speakers' actions that support meaning (e.g. adjusting volume, paraphrasing, making questions, etc.).
- Notice language register.
- Exchange experiences.

Material:

- Class CD

Warm up

Use students' previous knowledge to create a friendly atmosphere in the classroom. Introduce yourself to students pointing to yourself and stressing the fact that you are a teacher and you work in a school. Say: *Teaching is a community service.* Then ask: *What community services are there in your neighborhood?* Elicit answers (*supermarket, library, veterinarian, hospital, playground, etc.*). Point out the importance of community services in your neighborhood.

Stage 1: I explore**1 Work in pairs. Look at the illustration and say who works in your school.**

To activate the students' previous knowledge, describe in general, a school and the people who work in it. Include the words: *school bus, library, office, students, janitor, teacher, principal, secretary, librarian* in your description. Elicit any new vocabulary. Ask for volunteers to describe the places and the people that work at their school. Ask: *What do we do at the library? Who works there?* Invite students to work in pairs and discuss the different descriptions about their school.

Have students open their Student's Book to page 7 and look at the illustration. In their same pairs, tell students to describe the illustration. Afterwards ask them to compare the description about their own school with the illustration.

Answers may vary.

Stage 2: I think**2  Work in pairs. Listen to the conversation and discuss what it is about.**

For students to recognize topic, purpose, and intended audience write *Community Services* on the

board. Make a brainstorm about the topic and write the related words students come up with. Clarify that a community service is a job done by a person or group of people that benefits others.


Tell students they are going to listen to a conversation. To recognize speakers' actions ask them to be aware of what the speakers do (knocking on the door, asking questions, adjusting volume etc.). All these actions will support the meaning of the conversation. Play the Class CD. Tell students to discuss, in pairs, what the conversation is about. Ask students if they think the register of the conversation is formal or informal. Have them discuss what the difference is.

Answers may vary.

3  Listen again and circle the correct option.

To help students distinguish intonation and attitude in each speaker play the Class CD again. Guide them so that they see how speakers' actions such as paraphrasing and making questions can support meaning. To recognize topic, purpose, and intended audience give students some time to circle the correct options. Play the Class CD again for students to check their answers. Ask them to compare them with a classmate.

Answers: 1 in a school office 2 the principal's secretary 3 her address 4 nearby 5 secretary's expression

4  Listen to the conversation once more and answer the questions.

Have students open their Student's Book to page 8. Play the Class CD once again. Have students take notes and write the expressions used for the greetings and farewells. Ask students to detect contextual clues (knocking on the door, someone typing on a computer, etc.). Ask them to discover where the conversation is taking place. Ask: *Where are they?* (school, office), *How do you know?* (because

of the background noises like typing sounds and knocking on door.) Now, have students identify different forms of communication. Invite them to concentrate only on Fabiola and the secretary. Ask: *Are they having a telephone conversation?* (No, they are face to face.) Ask students to determine what the register is. Have students answer the questions individually. If necessary, play the Class CD one more time. Have them exchange books with a classmate to compare and check their answers.

Answers: 1 formal 2 Possible answers: Come in, please. Good morning. Can I help you? What's your name, please? Thank you very much for your help. You're welcome. Goodbye.

Teaching Tip

Peer correction is a classroom technique where students correct each other rather than the teacher doing this. It is a useful technique as students can feel less intimidated being helped by others in class. It also allows the teacher to check what the rest of the class knows. Asking students to agree or disagree with their classmates' answers is a way of promoting peer correction among students.

Analyze

5 Label the expressions as Formal or Informal.
Tell students to close their books. To help students notice language register draw a three-column table on the board and label the columns *Expressions / Formal / Informal* respectively. Under *Expressions* draw two rows and label them *Greetings* and *Farewells*. Ask students to draw this table in their notebooks and write some expressions for both formal and informal greetings and farewells. Model an example and in the *Greetings* row write *How are you?* in the formal column and *Hi!* in the informal column. Have them work in pairs and add other examples they can remember. Have volunteers come to the board and complete the table using their own examples. Have students think about the following questions: *Are formal and informal language the same? Are they different? Which one do you use with friends? Which one do you use with the school principal? Which one is for family members?* Ask students to open their Student's Book to page 8. Ask volunteers to read the expressions for each category out loud. Tell students to notice the difference and label the expressions. Make sure students understand what they have to do. Check answers as a class.

Answers: 1 Formal 2 Informal

Warm up

Say hello to several students. Ask students to greet each other. If necessary, explain *How are you? I'm fine thanks!* Have them shake hands and make eye contact as they greet each other. Remind students that this is how people greet each other in English-speaking countries.

Stage 3: I do

6 Write F (Formal) or I (Informal) according to the way you should speak with these people.

Randomly assign students to groups by counting off (using numbers one to six) and grouping them according to number. Read out loud the six categories of characters in Activity 6 and have each group match their number to the character, for example: Group 4 members represent *friends* while Group 6 members represent *principals*, etc. On the board write different combinations of numbers and have these groups interact and determine the way they should speak with each other. For example, on the board write: 2-3-4; 6-5-1; 5-4; 6-3; 2-1. Model an example of an interaction for the 2-3-4 combination and tell students you will represent a *teacher* (from group 2) and then ask a *secretary* (from group 3) and a *friend* (from group 4) to come to the front and practice greeting each other using a formal or informal manner depending on the register required. Try to have fun with this activity and then have students write their answers. To confirm answers call on students.

Answers: 1 I 2 F 3 F 4 I 5 F 6 F

7 Match the questions and answers to make a conversation. What type of conversation is it?

Ask students to open their Student's Book to page 9 and observe the photo. Have them say who they think is the girl (a student) and who they think is the woman in the picture (a teacher). Ask: *What are they talking about? Is the conversation formal or informal?* (It is formal). Elicit several possibilities: *a school problem, looking for something, asking personal information.*

Tell students to get into pairs. Have one student read the sentences in the first column while the other student reads the second column. Have them match the questions with the answers to make a conversation. Tell students to read the whole conversation individually. Ask them to reflect on how information is organized. The scaffolding process nurtures how to organize information

to form a coherent conversation. Ask students to look at the different sentences and decide which expressions come first, second, and at the end of the conversation.

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

8 Complete the conversation. Then practice it in pairs changing the underlined words with information that is true for you.


Ask students about the conversations they have read or heard so far. Ask: *Can you remember a formal conversation? Can you remember an informal conversation?* Ask students to give examples they remember.

Have students look for details in the illustration and describe what they see. Elicit vocabulary from the image. Ask students to read the conversation individually without answering. Tell students to pair up and complete the conversation with expressions from Activity 7. Have the class compare and check their answers. Finally, ask them to practice the conversation in pairs but changing the underlined information so that it is true for them. Give an example: *What's your name?* Patricia, I'm in class 1A.

Answers: 1 Can I 2 please 3 What's 4 I'm 5 Thank you 6 welcome 7 Bye!

Stage 4: Ready!

9 Work in pairs. Complete the mind map with all the community services that you know.

Have students open their Student's Book to page 10. Draw their attention to the mind map in Activity 9. Ask a volunteer to read out loud the topic of the mind map (Community Services) and the example given (Library). Ask: *What kind of service does the library offer?* Then ask pairs to think of other valuable services that communities provide. Give an example and on the board write: *garbage collectors*. Explain briefly that this community service not only keeps areas clean and sanitary. Have pairs complete the mind map with other examples of community services. Tell students mind maps are useful resources to organize many different kinds of information. Walk around the class and give help. Check answers by asking four volunteers to write different answers on the mind map. You can use this activity as Portfolio evidence for the final product.  MEDIA RESOURCES

Suggested answers: Firefighters, doctors, police, paramedics, park rangers, ambulance drivers, museums, zoos, hospitals, community centers, animal shelters, homeless shelters

Intercultural Note

The use of a library is for reading, studying, and learning. Show politeness and concern for others when you visit a library by following the library rules such as keeping your voice as low as possible, not eating and not using your cell phone, and taking care of the library property and of the material you borrow. You can also use virtual libraries that are online. Some are free and sometimes you may need to pay a fee. Encourage students to check the virtual libraries referenced in the bibliography on page 192.

10 Work with your partner. Choose a service from the mind map above. Talk about the service, people who work there, type of activities, or services they provide.

Working in the same pairs, have students discuss the answers they wrote in their recently completed mind map. Read the instructions for Activity 10 out loud. Walk around the room and confirm with each pair which service they have chosen to talk about. Guide students with some questions such as: *Who works there? What service do they offer?* Allow enough time for pairs to answer. Ask a volunteer to share their response with the whole class.

Answers may vary.

11 Reflect on formal and informal language. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding the idea of language register and how to use it (formal vs. informal). Read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebook. If possible, ask them to have a special part dedicated to collect their reflections. Make sure students understand what they have to do. Ask for examples from volunteers of when they will try to be more formal in the future.

Answers may vary.

Achievement:

- Get the general sense and main ideas.

Teaching guidelines:

Guide your students for them to be able to:

- Activate previous knowledge.
- Anticipate general sense.
- Clarify the meaning of words and expressions.

- Distinguish the composition of expression: types of sentences and modal verbs.

Material:

- Class CD
- Colored pencils



p. 5

Warm up

Have your students stand up behind their seats. Ask a student to spell a word. The student next to him / her should spell a word that begins with the last letter of the word given. The game continues until a student is unable to provide a word or makes a mistake. When this happens, the student is out of the game and must sit down. You can play for as long as you consider appropriate or until there is a winner. The last student standing will win the game. You may want to suggest students use vocabulary from the previous lesson. Make sure all words are understood by students.

Stage 1: I explore**1 Look at the illustration and answer the questions.**

Ask students to open their Student's Book to page 11. Have them look at the illustration and as a whole class describe it. To anticipate general sense of the illustration, point to different people in the image and ask students why they think the people are there. While they describe the image write some key words on the board (hospital, doctor's appointment, fever, nurse, x-rays, toothache, stomach ache, cast, wheelchair, etc.). Discuss, in general terms, what it is like to go to the doctor or to the hospital. Ask: *Who has been to a doctor's office? Who has been to a hospital?* Elicit answers. Invite students to share their personal experiences with the vocabulary used in this activity and the previous lesson. This will help them increase their awareness of the language, and will prepare them to develop writing skills. Have students read and answer the questions individually. Check answers as a whole class.

Answers: 1 hospital waiting room 2 A doctor / Medical attention 3 receptionist, nurse, paramedic

Stage 2: I think**2 Match the word to the description.**

To activate previous knowledge ask students to cover with their hands the right column and read out loud the words in the left column. If necessary, model pronunciation and have students repeat after you. Point to each word and ask if they know the meaning. If students hesitate, provide a sentence so that they can infer the meaning by understanding the context. You can ask some students to provide examples of their own to ensure the meanings are understood clearly. Tell students to uncover the second column. Read the instructions and make sure students understand what they have to do. Have them compare and discuss the answers with one of their classmates.

Answers: 1 b 2 a 3 d 4 c

Extra Activity

Elicit health vocabulary from the students. They now have a good word selection and can use it in different written or oral contexts. Ask students to go back to the previous activity and choose some vocabulary words to illustrate in their notebooks with colored pencils. After some minutes, ask them to share their illustrations. This will especially help visual and spatial (picture smart) students learn, understand, and remember new vocabulary. Have volunteers describe their illustrations. You can later use them to decorate the room.

Time: 15 minutes

3 Work in pairs. Look at the picture and discuss the questions.

Ask students to work in pairs. Tell them to pay close attention to the picture. Give them some minutes to describe what is going on in the image. Elicit key words from the students as you point to your "throat" and mime pain as you say *I have a sore throat*. Ask students to imagine a conversation between the doctor and the patient. Write the following questions on the board while they are talking: *What is wrong with him? What do you*



think the conversation will be about? Elicit answers. Remember to go around the room listening to them talk. You may intervene to correct sentence structure or use of vocabulary but do allow for peer correction to take place. Take notes on some of the most common mistakes and address them while discussing the answers to the questions as a group. Ask students to justify their answers by pointing out specific details. Do not check their answers yet.

4 Listen to the conversation and check your answers in Activity 3.

Give students a bit of background information on what they will hear. Elicit some ideas about what doctors do to take care of their patients. Mention that it is normal that doctors sometimes become patients. Have students reflect on this and give them some examples. Tell students you will play the recording to check their answers to the previous activity. Play the Class CD twice. When they listen to the recording for the first time, they should focus exclusively on the act of listening. Afterwards, ask them to check whether their answers are correct or not. Choose students (or have them volunteer) to read their answers out loud. If possible ask some specific questions such as: *What was the treatment the doctor suggested? Was the doctor alone with the patient?* etc. Elicit answers.

Answers: 1 His throat is sore. 2 possible treatment

5 Listen to the conversation again and underline the correct option.

Ask students to sit in groups of four. Ask them to share medical experiences. Doing this scaffolding activity will help them work on the next activities. Ask students to read the sentences with both options. Play the Class CD again so that they can choose the correct option for each one.

Ask the class to share their answers and discuss the other options. You can ask the students questions such as: *What kind of injuries require the patient to visit the doctor again in a month? What kind of doctor specializes in toothaches? Why do we use thermometers?* Allow students time to think and possibly write their answers. Encourage students to share and compare what they write with a classmate.

Answers: 1 sore throat 2 prescription pad 3 twice a day 4 at the pharmacy 5 next Friday

Teaching Tip

When organizing groups of students you may want to use different strategies. You may want to take into consideration the following options: abilities, interests, hobbies, performance, etc. For example, weaker and stronger students can work together so they can help each other.

All grouping strategies are good as long as you have a language target. Remember putting students in groups makes them speak and practice the language they are learning. By having students work together you will increase their comfort zone while using English. A comfortable and happy student will learn better and faster.

Warm up

Ask students to stand next to their places. Explain that everyone will exercise a little before the class begins. You can show them a warm up routine. Have them move their heads in circles, arms up and down, legs up and down, move feet in circles, hips in circles, etc. Have them breathe deeply. Think of the song "Head, shoulders, knees, and toes" and have students help you create a routine while naming different body parts. This activity is meant to relax students and remind them of vocabulary words that refer to their bodies.

Analyze

6 Read the sentences and complete the text with words from the box.

Ask students about the different manners in which we communicate. To distinguish the composition of expressions, ask: *Do we talk to different people in the same way? What differences can you identify between talking to a teacher or a classmate?* Tell students to open their Student's Book to page 12. Have them read the words in the box and the sentences below. Give them some minutes to complete the sentences on their own and then go over the answers with the whole class. Ask them to recognize the difference in register from one word to another. Point out the modal verbs *can* and *could* and have students volunteer to produce sentences of their own in different registers and with a variety of verbs. Write key words on the board to elicit production.

Answers: 1 requests 2 could 3 can 4 possibilities

Stage 3: I do**7 Complete the conversations using *could* or *can*.**

Write on the board the words *could* and *can*. Elicit examples of requests using these words. Make sure students understand there are different types of sentences that use these words: requests and possibilities.

Ask students to read the conversation and complete them with the modals *can* or *could*. Then ask students to get into groups of three to compare and discuss their answers. Finally, have different groups read their answers out loud. If students disagree, encourage them to justify their answers by addressing the different register of each conversation.

Answers: 1 *could, could* 2 *can, can, can*

Stage 4: Ready!**8 Write your own formal and informal conversations using *can* and *could*. Use Activity 7 as a model.**

Work as a class brainstorming formal (at the school library, with a police officer) and informal situations (with friends, with their brother or sister) they can write their conversations about. Tell students to work with the classmate sitting next to them. Give them some minutes to prepare the conversation using Activity 7 as a model. Refer them to the previous pages in their book to review expressions. This activity will help students develop critical thinking skills to discriminate between formal and informal situations and language. When time is up, ask some pairs to come to the front and role-play their conversations.

9 Read the article and answer the questions.

Ask students to open their Student's Book to page 14. On the board write: *Limitless Doctors vocabulary: belief / medical services / vaccinate / facilities / peace prize*. Ask: *What do you think is Limitless Doctors? What do these vocabulary words mean?* Elicit answers and direct students to go to the Glossary on page 24 to clarify the meaning of words. Have students read the article independently and answer the questions. Confirm answers as a class.

Answers: 1 It is from Mexico 2 Many doctors and nurses from different countries work with them. 3 They provide free medical services. They vaccinate children. They operate on people where there are no hospitals.

Intercultural Note

There are many organizations that hire volunteer doctors every year to work in communities where clean water and health services are not available. Medical volunteers who speak several languages are very valuable. In our country there are many organizations that help isolated villages have health services.

10 Complete the KWL chart about a community service similar to Limitless Doctors. Research the community service. Did you find all the information you were looking for?

On the board write: *KWL = Know / Want to Know / Learned*. Explain that the KWL letters stand for the concepts of Know, Want, and Learned. Guide students to the KWL chart in Activity 10 and explain that this is to help them organize their research. Have students work individually and select a community service similar to Limitless Doctors. (If students have trouble identifying a similar service, suggest local community services, such as the firefighter or police departments.)

First, have students write the community service topic they will research in the KWL box of Activity 10 (for example, your local hospital). Now ask them to complete the first column and write what they *know* about the topic. Then, in the middle column tell them to write at least three questions they *want* to know about this service. Remind students that both these columns should be completed before doing the research on their topic. If possible, allow some time to do some basic research and have students write in the third column. You can use this activity as Portfolio evidence for your final product.

Answers may vary.

11 Reflect on understanding the general sense. Write your answers to these questions in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding strategies to understand main ideas of articles. Read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebooks. Make sure students understand what they have to do. Ask for examples from volunteers of what they will try next time to understand main ideas better in the future.

Answers may vary.

**Achievements:**

- Get the general sense and main ideas.

Teaching guidelines:

Guide your students for them to be able to:

- Identify use of words and expressions that contain ideas (e.g. *if, then, and, because*, etc.).
- Detect key words.
- Determine the structure of conversations: opening, body and conclusion, and the

Warm up

Before students come into the classroom, write on the board: *My Favorite Things*. As they come into the room, ask students to write at least one of their favorite things on the board. Write your own favorite thing too (you can include favorite color, activity, day of the week, superhero, number from 1-10, etc.). Tell them that they will have 5 minutes to go around the classroom asking their classmates what their favorite things are. The goal is to find someone who shares three items on the list as quickly as possible. Once they do, they must take a seat next to each other. Ask: *Is there something we all like?*

Stage 1: I explore**1 Work in pairs. Look at the picture and answer the questions.**

Ask students to name some professions that help the community (police officer, doctor, construction worker, teacher, nurse, etc.). Make a list on the board and discuss the importance of those jobs. This will activate student's previous knowledge on the topic and will set the mood for the lesson. Tell students they will work in pairs with the person from the warm-up activity. Have them open their Student's Book to page 15. Ask them to look at the picture carefully and identify who are these people. Give students a few minutes to discuss and answer the questions. Walk around the class monitoring and helping students if necessary.

Answers: 1 firefighters 2 put out fires, provide help during accidents, rescue people and animals in trouble, etc.

Intercultural Note

Brainstorm with your students facts about firefighters and their evolution in history. You can show them pictures from the 18th, 19th, 20th, and 21st centuries to elicit language and build interest. Write

sequence of enunciation: description, instruction, etc.

- Assess the use of own strategies.

Material:

- Pictures of firefighters from the 18th, 19th, 20th, and 21st centuries
- Tape
- White sheets of paper

on the board: *Did you know that ...* Ask students to take notes. Read the following facts to them: *Did you know that the first female firefighter recorded in history was Molly Williams, in New York City, back in 1815? Firefighting in Chile is an honor. So if you want to volunteer as one of the group you must be willing to go through hard training and to pay a monthly fee.*

Stage 2: I think**2 Read the conversation. Then label its parts with words from the box.**

Write these words on the board: *body, closing, opening*. Have volunteers come up and number each in the order in which they occur. (opening – 1, body – 2, closing – 3). Once several students have written numbers conclude as a group on the correct order.

Have students read the instructions and make sure they know what to do. Ask volunteers to read the fragments that belong to the conversation out loud. Ask them to compare the information each part communicates to the intended audience. They must determine the appropriate sequence (opening, body, and conclusion). Pair up students. Have them detect and analyze the key words or expressions that characterize each segment. Ask students to label the parts of the conversation with words from the box. Finally, to determine sequence of enunciation, have students identify examples of descriptions, instructions, etc., and justify their answers. Point out the difference between a description and an instruction. A description is a statement about what someone or something is like; and an instruction is a statement of something that must be done, often given by someone in authority.

Answers: 1 closing 2 opening 3 body

3 Check (✓) the correct answer.

Have students remember what the main idea of a text is. Elicit several examples referring to stories they all know and can easily identify.

Tell students to get into groups of five. Ask them to role play the conversation in Activity 2. Tell

them one can read the part of the teacher, the other can play the firefighter and the other three can be the students. Encourage them to use the appropriate tone and intonation. Also tell them to adopt the appropriate attitude. After they read, ask students to read and answer the question. Give them a few minutes to discuss their answer. Have them compare their answers with other peers.

Answer: 2

Analyze

4 Read the sentences and answer the questions.

To identify the use of words and expressions that connect ideas, have students read the first sentence. Elicit what this means. Do the same with the other two sentences. Write the following words on the board: *if, then, because*. Ask four volunteers to come to the front and write an example with each one. Ask: *How do their meanings differ? When and how do we use each word?* Have students read their sentences out loud and elicit the word that indicates a reason (*because*), describes a cause and effect, or what is true in a specific context (*if ... then*), or gives advice on what to do in a specific scenario (*if*).

Notice the word "then" just adds emphasis to the sentence. Make sure students learn how to use the words: *if, then, because*. Ask students to complete the activity and check answers as a class.

Answers: 1 because 2 if 3 if ... then

Stage 3: I do

5 Work in pairs. Complete the sentences with *if, then, or because*. Then check your answers.

Have students open their Student's Book to page 16. Tell students you need their advice or opinion on a series of topics regarding community services. Ask them to justify their advice and have them identify use of words and expressions that contain ideas (e.g. *if, then, and, or because*). Write the words on the board. Have the students work in pairs to complete the sentences. After some minutes elicit the answers from volunteers.

Answers: 1 If 2 If, then 3 because 4 If ... then 5 because

6 Write three sentences about a community service you know using *if, then, and because*.

Read the instructions out loud for Activity 6. Model the answers and write on the board the heading *Community Parks* and below it write these examples:

1 Park grass is typically kept short because people play sports or have family picnics and celebrations there.

2 If citizens think a park is unsafe, then they might not use it at all. 3 If you want your dog to play outside safely without a leash, go to a dog park. Ask students to follow the model sentences on the board and do Activity 6 in groups of three and write about a different community service. Walk around the class and guide students to use these expressions correctly to connect ideas. Allow enough time to complete the activity. Check answers by calling on teams to read their responses. their responses.

Answers may vary.

Warm up

Have students write what community worker they like the most on a sheet of paper. Give students a piece of tape and have them stick this paper on their clothes where it is visible to everyone. Have the first student in a line mention out loud what they are and what they do for the community. For example: *I'm a doctor. I help sick people*. The second student to speak will have to mention what the first one said and then mention who he / she is and his / her duty. For example: *Pedro is a doctor. He helps sick people. I am a firefighter. I rescue people*.

7 Work in pairs to talk about a community job. Follow the instructions to guide your conversation.

Have students work with a classmate. Call on a student to read out loud the questions in the yellow Information Chart.

Tell them one partner will be student A and the other partner student B. Ask them to underline the vocabulary that they do not understand and encourage them to try to guess the meaning according to the context. After reading the texts, have pairs complete the information chart by asking each other all of the questions about the job in their texts. Elicit answers from some pairs to make sure they understand what is needed.

Answers: 1 traffic officer / garbage collector
2 on the street / on the street 3 uniforms with reflective coats / protective overalls and gloves



Extra Activity

Read the following text out loud. Tell students to pay close attention to interesting facts. Ask them to identify new words and their meaning.

"When trash is taken to a landfill, it is almost certain that it will end up sealed in the ground. This means that the trash that ends up there is not likely to decompose because natural elements are not able to find their way into the ground to help disintegrate it. If the trash is burned the ashes can sometimes be used to make roads! Due to the enormous amounts of trash that are disposed of every day, both alternatives have a negative impact on the environment. It is necessary to consider the importance of reducing our environmental footprint by reducing the amount of garbage we produce and through other techniques such as recycling."

Ask students to give their own opinion on this text using *if*, *then*, *and*, or *because*. By doing this you will make them aware of language usage and environmental issues.

Time: 15 minutes

Stage 4: Ready!

8 Choose a community job and describe it with expressions from the box.

Have students open their Student's Book to page 18. Ask volunteers to read the words and expressions from the box one by one. Write the example on the board and encourage them to create another example. Make sure students select an appropriate repertoire of words and expressions. Ask students to choose one community job that interests them and write their job description. Remind them to pay close attention to determine language register according to the intended audience.

Teaching Tip

Skimming and scanning are reading techniques used to identify information within a text. You scan through a dictionary to find the words beginning with a specific letter instead of reading each page. Scanning helps to find something quickly. Skimming will help students find general ideas or information in texts but not any details. Teach students these very helpful techniques to make their reading more efficient.

9 Work in pairs. Prepare questions about the community job you chose. Ask each other your questions and write your answers." data-bbox="511 67 880 120"/>

Get students into pairs and try to combine them so that the partners have different job descriptions. Ask a volunteer to read the instructions. Refer students to the Information Chart from Activity 7 to activate prior knowledge about what questions to ask each other. Tell them it is important to learn how to take turns to speak and interact in a question and answer situation. After students have completed Activity 9, have partners share constructive criticism and peer correction with each other. Emphasize a positive approach and celebrate their effort. You can use this activity as Portfolio evidence for your final product.

Answers may vary.

10 Reflect on understanding main ideas. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 10 regarding reading strategies to understand main ideas of information. Read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebooks. Make sure students understand what they have to do. Ask for examples from volunteers of what strategy worked best and how.

 MEDIA RESOURCES

Answers may vary.

Achievement:

- Exchange information about community services.

Teaching guidelines:

Provide information and help students to learn how to:

- 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 information that is necessary to know.
- Confidently and appropriately participate in brief conversations.
- Monitor student progress regarding an initial point.

Material:

- Class CD
- White sheets of paper
- Colored pencils



p. 5

Stage 2: I think**2 Read the poster and answer the questions.**

Ask students to first look at the poster and then have them identify what it about. Write the word *poster* on the board. Ask: *What kind of language do we usually find in a poster? What are posters for?* (A poster is a large printed picture or notice that you stick to a wall or board, usually to advertise something.)

Ask students to read the text in the poster individually. Tell them to use a dictionary if they find a word they don't know or understand, or refer students to the Glossary on page 24 to clarify the meaning of words. Have students read the questions below the poster and answer them. This will help them identify the main elements in the text.

Answers: 1 It is about the Oakville Community Center and everything you can do there.

2 Thursday morning you can find a yoga class for young moms. 3 Senior citizens can take dance sessions and eat lunch for \$5 every Wednesday.

4 Children under three are taken care of; youngsters can go do their homework there. 5 Free medical advice, games (chess, dominoes, etc.), exercise classes, free Internet service after 5 o'clock.


Extra Activity

Tell students they will make their own posters to promote community services. Ask them to choose one community service. Have them write many words and ideas about it as a brainstorm. Explain that this will help them with their writing. Invite students to create a poster using the information from the brainstorming activity. Tell them they can also illustrate it. When they have finished tell students to stick the poster to the wall or board. Have students walk around the room and vote for the best piece of work.

Time: 20 minutes


Warm up

Invite students to sit close to their friends. Tell them you are going to whisper a secret sentence to one of them. Have a volunteer come up and give an example. The volunteer student must whisper what he / she heard from you and should pass the *secret* on until everybody has heard it. The last student to hear it will come to the board and write the *secret sentence*. Make sure everybody understands what the game is all about before starting. Use this Warm-up game to practice language from the previous lesson. For example: *Firefighters rescue people and animals.*

Stage 1: I explore**1  Listen to the song about community services and check (✓) the places and people mentioned.**

Ask students to open their Student's Book to page 19. When the students are ready, tell them you will play the Class CD twice. The first time students listen to it they should focus on understanding what is being said and the main idea that is expressed. It is not necessary to provide additional guidelines at this time. Before listening to the recording a second time, tell students to focus on the community services, places, and people mentioned. Ask them to take notes. Elicit their answers and discuss some of the things mentioned as this will activate their previous knowledge since students are encouraged to identify the views provided in the song, and complement them with their own thoughts and opinions. Have students sing along with the recording. Make sure they have fun singing in English.

Answers: 1 4

3  **Work in pairs. Listen to the conversation and complete the information about the local park. Then check your answers with a partner.**
Draw students' attention to the illustration on page 20. Ask them to collaboratively describe the image. Talk about the information in the illustration. Talk about how an image can give information and ideas through key words, colors, and phrases. Then tell your students they will listen to a conversation between a girl and a park keeper. Ask them to look at the information card and play the Class CD. Students complete the information. Check the answers with the class. Have each student compare and check their answers with another classmate.

Answers: 1 At 9 o'clock every morning.
2 There's a play area for small children with swing and slides. There's a sand box too. There's an open air swimming pool and there's a cycle track. And there's a ramp for skateboarding.
3 At 9 o'clock at night.

Analyze

4  **Label the questions with OH (Offering Help), AH (Asking for Help), or AD (Asking for Details).**

In this activity, students will be able to select appropriate repertoires of words and expressions. Invite them to read the questions carefully, analyze the language in context, and reflect on the use of the structure and its function. Have them work in pairs to compare the function of these questions. Ask: *When do we usually ask these questions?* Give them some time to label the questions and when they are done have them compare their answers in groups of four (two pairs get together).

Before moving on, ask them to think about other structures they know that might help them offer help, ask for help, or ask for details. This will help students understand how certain words and expressions are used.

Answers: 1 AD 2 AH 3 AD 4 OH
5 AH 6 OH

Stage 3: I do

5 Write the expressions and questions you use to find and give information about a community service.

Invite students to think about their community. To choose from a repertoire of pertinent words and expressions, ask: *Do you know any community centers? Have you ever been there? What kind of activities can you carry out there?* Tell students to use

these questions to brainstorm about community services. Elicit vocabulary from the students and write the words and ideas on the board. Have students open their Student's Book to page 21. Elicit from the students the kind of language they will be using. As a teacher, determine the register of the discourse according to the addressee. Make students aware of the language they are using and why they are using it.

Tell students to read the instructions. Make sure they understand what to do. To formulate and respond to questions to ask for and give information have students choose from a variety of pertinent words and expressions to give and find information. Finally, ask for volunteers to read their expressions out loud.

Answers may vary.

Remember

Next class students will need colored pencils.

Warm up

Tell students you will mention a letter and they will have to tell you as many words as they know that begin with this letter related to previous classes. Write the words on the board. Use this Warm-up activity to review vocabulary. Words that were used in previous activities count as double!

Then write *Community Center* on the board and divide it in three columns. Divide the group into three teams and ask each one to choose a leader. The leaders will stand up with a marker, each in front of a column. Tell them that they have to write as many words that begin with the letter you will provide related to the topic. The rest of the team can help by giving them ideas or by writing them on a piece of paper for them to see. Set a time limit. The team that writes the most words wins.

Stage 4: Ready!

6 Circle the information that is relevant or interesting for you when talking about a community service. Discuss it in groups of four or five.

Have students open their Student's Book to page 22. Call on a student to read the instructions out loud. Invite them to look at the list of words in Activity 6. Ask them to sit in groups of four or five members and determine what information is the most important to help them learn about a

community service. Guide students to remember how to formulate and respond to questions to ask for and give information. Help them activate previous knowledge and write question prompts on the board: *who / what / when / where / how / why*. Ask groups to determine which words in Activity 6 will help them find out the specific details and interesting information about a community service, and which ones are not so relevant for them (for example, activities for senior citizens). Have students circle their answers and discuss how they can support them. Check answers as a class.

Answers may vary.

Extra Activity

Invite students to create their own posters for a community service on a white sheet of paper. Tell them to include relevant and interesting information about the community services, such as days and hours open. They can use colored pencils to illustrate the poster with creative and attractive images. You can use the poster to decorate the classroom.

Time: 10 minutes

Teaching Tip


Brainstorming is an effective way to generate ideas around a topic. There are no set rules and brainstorming is usually the first step to encourage learners to freely express themselves. Eliciting phrases or spare words can become an excellent way to guide students into creative thinking. Students can then organize their brainstormed material and include relevant details and interesting information in a well-organized manner. Later this will lead to clear oral or written production.

7 Work in pairs. Take turns asking for and giving information about a community service. You can use this model for your conversation.


Have students work in pairs. Ask them to read out loud the questions and answers in the speech bubbles. Have them practice the sentences several times to make sure they focus on how confidently and appropriately they participate in the conversation. Go around the room listening to their conversation. Intervene when necessary. Encourage students to create their own questions, offers, or requests so that their classmates provide an appropriate answer. Have them compare the register of the different questions they ask and how this affects the register of the response. Make

sure students participate confidently and appropriately in brief conversations.

8 Reflect on exchanging information. Write your answers to these questions in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 8 regarding strategies to exchange information in English. Read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebooks. Make sure students understand what they have to do. Ask for examples from volunteers of what strategy worked best to exchange information.  MEDIA RESOURCES

Answers may vary.

 MEDIA RESOURCES

PART 1  **Now you know ...**

Ask your students to open their Student's Book to page 23. Have each student get out their notebook and go back and collect the portfolio activities they created throughout Unit 1. Guide students to find these four samples by reviewing the list of achievements in Part 1 and have students check the box for each example they collect. These four examples of portfolio work include a list of community services (Activity 9, page 10), a table of information about community service (Activity 10, page 14), questions and answers (Activity 9, page 18), and a conversation (Activity 7, page 22).

If a group is missing a piece of evidence, encourage them to finish their work so that they are prepared. Solve any doubts they may have about their work.

PART 2 Make it yours.

1 Work in pairs. Choose a community service in your community to research. Use the skills mentioned in the "Now you know ..." section to prepare a conversation about it.

Open a class discussion and have them choose the community service they find the most appealing or interesting. Encourage students to choose different professions to enrich a group discussion. Ask them to analyze and justify their choice. Then tell your students they will participate in a role-playing activity based on their knowledge. Encourage your students to remember how exciting it can be to put yourself in somebody else's shoes. If you have Internet access have students use the Internet to research more about community services close to you.

In pairs have students personalize their work and select a service in your community. Then have them prepare a conversation using the elements they practiced in the portfolio examples they collected in Part 1 and the class discussion. Guide them to use questions and answers in their conversation. Ask pairs to include some elements of what they expect this role would be like such as: dangerous, challenging, or physically or intellectually demanding. If they had the opportunity to interview someone in that particular

line of work, what questions would they ask and what answers might they expect? Tell pairs they have some minutes to rehearse their role-play. Rehearsing will reassure them and will allow them to focus on other aspects of public speaking such as pronunciation, body language, volume, speed, intonation, etc.

2 Present your conversations to the class and listen to their conversations. Identify questions similar and different to the questions you asked.

Put pairs in larger groups of six to eight students and have them present their conversations to each other. On the board write: *speakers / listeners*. Tell the groups that when a pair is presenting, they are the speakers, and the rest of the group members are the listeners. Remind the listeners that they have a job to find questions similar and different to the questions they asked in their personal conversation. Call on random listeners to state their results as you walk around the classroom supervising the conversations.

PART 3 Assessment

In the Student's Book, you can use the following activities on page 23 to assess your students' progress.

 Achievements and Product

1 Answer the questions about your performance in the lessons.

In this unit you can assess students' achievements by having them go through the lessons and answer the questions about their own performance. Monitor and check.

 Social Practice

2 In your notebook, write about how you exchange information about a community service and how you organize your ideas. Then write two things you need to improve next time you have a conversation about a community service.

You can assess your students' ability to exchange views about community services in this section. Students can reflect on the role-plays they presented and write their conclusions in their notebooks.

In the Teacher's Guide, you can find the following tools for evaluation purposes:

- You can use the suggested Assessment Instrument on page 36 to define different criteria to grade.
- You may also go to the Exam on page 37 to globally assess your students' listening skills and knowledge about formal and informal language.

Rubrics

Rubrics are scoring tools used to grade the quality of each criterion in a more precise way. If shared with students, they can help them understand the assessment of their performance.

Instructions:

- 1 Determine and list the criteria to be graded and write them in the first column.
- 2 Describe in detail and write the first quality assessment for each criterion, starting with "Excellent."
- 3 Discuss the results with your students.

Criteria	Quality		
	Excellent	Good	Needs improvement

Notes: _____



Student's name _____ Date _____

1 Listen to the conversation and answer the questions. (5 points, 1 each)

1 What is Fabiola's complete name?

2 How old is Fabiola?

3 When was she born?

4 Where does she live?

5 What is her telephone number?

2 Write the sentences in the correct column. (4 points, 1 each)

Could you help me, please? You can take a lollipop. What's new? Nice to meet you.

Formal	Informal
1	3
2	4

3 Match the word to its meaning. (6 points, 1 each)

- | | |
|--------------|---|
| 1 syrup | a) To give a person protection against a disease |
| 2 fire truck | b) The vehicle firefighters drive |
| 3 put out | c) Someone who is receiving medical treatment |
| 4 nurse | d) It means to extinguish the fire |
| 5 vaccinate | e) Someone who is trained to care for sick and injured people |
| 6 patient | f) A liquid medicine that you take to cure a cough |

4 Use if, then, or because to fill in the blanks. (5 points, 1 each)

- 1 _____ you feel sick, 2 _____ go to the doctor.
- 3 I'm going to call 911 _____ there is a fire.
- 4 _____ you want to send a letter, go to the post office.
- 5 Firefighters turn the siren on _____ there's usually a lot of traffic.

Score: (____ / 20 points)



Unit 2

SOCIAL LEARNING ENVIRONMENT:
Academic and Educational

COMMUNICATIVE ACTIVITY:
Interpretation and follow-up of instructions.

SOCIAL PRACTICE:
Write instructions to use a bilingual dictionary.

FINAL PRODUCT:
Instructions to Use Bilingual Dictionaries

CONTENTS REFERENCE

Lessons	Contents	Achievements
Understand	<ul style="list-style-type: none"> - Value the function of textual and graphic components: lists of words, typographic signs, Arabic, and Roman numbers, and abbreviations. - Analyze textual organization and types of words: articles, nouns, adverbs, adjectives, pronouns, connectors. - Locate sections assigned to each language. - Identify entries and subentries. - Understand the use of numbers and special characters. 	<ul style="list-style-type: none"> • Select and revise bilingual dictionaries.
Focus	<ul style="list-style-type: none"> - Offer proposals to reach agreements. - Show curiosity and interest in searching and obtaining information. - Locate words in English and in the mother tongue. - Read definitions of words in English and the mother tongue. - Determine types of words based on abbreviations. - Monitor own performance. 	<ul style="list-style-type: none"> • Understand the use of textual components of bilingual dictionaries.
Build	<ul style="list-style-type: none"> - Understand instructions to use a bilingual dictionary. - Classify types of words in a table. - Write instructions. - Revise verb forms: imperative. - Establish a number of instructions of steps. - Order sentences into sequences. 	<ul style="list-style-type: none"> • Write instructions.
Achieve	<ul style="list-style-type: none"> - Make a list of abbreviations. - Write lists of textual components. - Write instructions. - Offer feedback. - Favor cooperation and integration in school work. - Value the use of punctuation. - Remove and / or add information in order to improve instructions. - Write final versions. - Review own versions and those of others. 	<ul style="list-style-type: none"> • Edit instructions.



Fact File

Title: Introduction to Using a Bilingual Dictionary

Summary: Becoming bilingual, that is speaking two languages, is essential especially in countries that share borders. Being bilingual enables people to communicate and interact in each other's languages in different places and situations. Mexico and the United States are a good example; they are important to each other in many ways. Understanding both languages and cultures helps people become good neighbors. One of the

most important tools when you study a foreign language is having a bilingual dictionary. These dictionaries are divided into two. They have words in one language and meanings in the other. Words are arranged in alphabetical order. A bilingual dictionary gives lots of information to its users—for every headword it provides phonetic symbols to help with pronunciation, parts of speech, translation, idiomatic expressions, explanation of words with no direct translation and cultural notes.

MEDIA RESOURCES

Pre-reading

Write the word *bilingualism* on the board. Open a group discussion with students about the advantages of being bilingual. Ask: *Who speaks or knows some words or phrases in a third language? How many languages would you like to speak? Which ones? Why?* Tell students languages are master keys that open many doors. Divide the class into three groups one can only speak English, another can only speak Spanish and the third part is made up of bilingual students. Allow the use of a bilingual dictionary or the glossary in the book if needed. Write on the board a topic to discuss. Give students ten minutes to discuss. Have students in each group share their personal experience. Ask: *How did you make communication flow? Who did you ask for help?*

First Reading

Have students open their Reader to page 19. Ask a volunteer student to read the first paragraph. That student will ask one of his classmates to continue reading as soon as he's done. Tell students how much each should read. Encourage students to work in pairs to ask questions to each other about the text. Walk around the room to check the activity. Write the following words at random on the board: *headword, entry, guide words*. Ask students to read the text and find what these words have in common and what their functions are. Give students a few minutes to find the information. Encourage students to share their findings. Have a volunteer student draw a bilingual dictionary page on the board. Encourage other students to describe the drawing according to what they've just read. Have students label the parts of the page. Ask: *What is the difference between monolingual and bilingual dictionaries?* Have students find the answer on page 20. Repeat this activity as students read. If your students are all from the same country, have them pretend they are not. Ask: *How often do you use a bilingual dictionary? What do you mainly use it for?*

Second Reading

Write the word *gist* on the board. Explain that *gist* is the main idea. Ask: *What is the gist in this text? What kind of text is this? Informative or narrative? How do you know?* Have students read the text to find the specific information to support their answers. Tell students to sit in small groups of four. Books open: Ask students to write five true and false statements about bilingualism and the use of a bilingual dictionary. Books closed: Have students exchange the questions with another group. Give students a time limit to answer the questions in writing. Have volunteer students read the questions and answers they got. Books open: The team who wrote the questions should judge if the answers are correct or not. Have the rest of the class look for the information in the text and read it out loud to support the answers. Have students answer the comprehension questions on their own. Then have them work in pairs to answer Activity 2.

Activities Answer Key

1 1 F 2 T 3 T 4 F 5 T

2 5 adjective c 4 verb e 1 noun b
6 preposition f 3 pronoun d 2 conjunction a

3 1 It can be used to translate and to find the meaning of words 2 Parts of speech, compound words, idiomatic expressions, phrasal verbs, words that change meaning in the plural form, explanations of words with no direct translations, cultural notes. 3 Noun, verb, adjective, adverb, pronoun, preposition, article, conjunction, interjection 4 They can help you locate a word. 5 Part of speech 6 By looking for extra information and finding the closest meaning to the original word.

4 Answers may vary.

Achievement:

- Select and revise bilingual dictionaries.

Teaching guidelines:

Monitor the progress of students and intervene for them to be able to:

- Value the function of textual and graphic components: lists of words, typographic signs, Arabic and Roman numbers, and abbreviations.
- Analyze textual organization and types of words: articles, nouns, adverbs, adjectives, pronouns, connectors.

Warm up

Welcome the students to class. Take out a dictionary and ask how often they use a dictionary whether it is Spanish or English. Have students tell you what they know about dictionary usage. Have them compare what they used to know to what they now know. Elicit as much information from the students, as possible. Ask some students specific questions on parts of a dictionary and what they are used for. Ask: *What do you do when you don't understand a word in English?* Explain that there are different types of dictionaries. Monolingual dictionaries are only in one language and bilingual dictionaries are in two languages. When we are learning a new language it is better to use a bilingual dictionary when you need to translate words.

Stage 1: Explore**1 Work in pairs. Discuss the questions.**

Have students sit in pairs. Invite them to choose who they want to work with. This creates a friendly environment and encourages students to work better. Ask: *Do you like dictionaries?* Elicit answers from students and write them on a yes / no chart on the board. Ask some volunteer students to support their answers. Open a class discussion on how helpful dictionaries are and how students can improve their vocabulary repertoire. Tell students they will now work with their partners. Have students open their Student's Book to page 25. Invite them to read the three questions in the activity and agree on their answers. Have volunteer students read each question out loud and give their answers. Have students reflect on their answers for the third question. Write their answers on the board.

- Locate sections assigned to each language.
- Identify entries and subentries.
- Understand the use of numbers and special characters.

Material:

- Dictionaries (bilingual and monolingual)

Intercultural Note


It is believed that the first bilingual dictionaries came from Sumerian times, back in 3000 BC. They were written in cuneiform script writing. These primitive dictionaries developed into books containing information on subjects and words. Nowadays, dictionaries are found in many forms that go from books to sophisticated electronic devices or mobile apps which provide immediate access to the world of words.

Stage 2: I think**2 Look at the dictionary pages and circle T (True) or F (False). Correct the false statements and rewrite them in your notebook.**

Have students remain in pairs and get out their own personal dictionaries or pass out dictionaries for pairs to share. Then have students focus their attention on the sample dictionary page in Activity 2. Ask: *How does this sample dictionary page resemble your dictionaries?* Have the students look at their own dictionary. By doing this, students will value the function of textual and graphic components: lists of words, typographic signs, Arabic and Roman numbers, and abbreviations. Draw their attention to the page's margins, illustration on the page, the font and the size of the letters that indicate hierarchy of the words. Remind them that the pages should be read from top to bottom with the left column first and then move on to the second column on the right. Have students read through the instructions. Make sure all students know what to do. Ask if anyone in the class needs further explanation. Give students enough time to complete the activity. Have volunteer students read the answers out loud from their notebooks. Have other volunteer students write the corrected statements on the board. Have students correct their own work.

Student's Book page 25-28

Answers: 1 F The syllables in each word are indicated in the English-Spanish section.
2 F The function of the illustration is to clarify meaning. 3 T

3  **Look at the dictionary pages again and match the symbols and the abbreviation to their meanings. Find other symbols and make a complete list in your notebook.**

Have students sit in small groups of three. Ask them to think of all the symbols they know. Have them draw five symbols. Ask students to write what they mean. Have students share this information with other classmates. Walk around the room to help them with this activity. Ask: *Why are symbols important?* Write the answers on the board. Students will be able to value the importance of graphic components. They should also understand the use of numbers and special characters. Go over the instructions. Give students time to complete the task. Have students go to other classmates to check their answers. Have volunteer students give the answers out loud for the rest of the class to check their answers. You can use this activity as Portfolio evidence for the final product.

Answers: 1 c 2 b 3 a 4 d

4 **Look at the dictionary excerpts from Activity 2 and circle the correct answer. Then discuss with a classmate where you found the answers.**

Ask students to open their Student's Book to page 26. Have students read the directions. Invite them to look at the printed dictionary pages carefully. Have students analyze textual organization and types of words: articles, nouns, adverbs, adjectives, pronouns, and connectors. Ask students to sit in groups of four. Have them complete the task together. Make sure students clearly understand the use of numbers and special characters. Tell students they should all work on the answers. Then have students go to a classmate and discuss where they found the answers. Encourage classmate correction in this task.

Answers: 1 b 2 a 3 b 4 b 5 b

Teaching Tip

Developing observation and reflection skills in students will help them better support their arguments.

Analyze

5 **Choose the correct option to complete the sentences.**

Ask students to name the different components of a dictionary and their function. This will make students value the function of textual and graphic components: lists of words, typographic signs, Arabic and Roman numbers, abbreviations, etc. Write the names on the board as they are mentioned. Have students find examples of these textual and graphic components in the sample dictionary pages in Activity 2. Ask a volunteer to read the instructions. Give them a few minutes to complete the activity. Walk around the room to help them if needed. Ask students to work on this task individually. Show them a monolingual and bilingual dictionary and remind them that each dictionary is arranged in a purposeful manner. This activity will help students locate sections assigned to each language. Give students enough time to complete and to reflect on the language. Have volunteer students read the complete sentence while another student writes it on the board. Check answers as a group.

Answers: 1 Arabic 2 entry 3 headword
4 alphabetic 5 abbreviations

Remember

Next class bring two sets of cards with the alphabet letters.

Warm up

Welcome students to class. Write on the board as a heading: *Spelling Bee* and draw a line in the middle to show two teams. Have students number themselves *one* or *two*. Ask all students numbered *one* to sit on one side of the room. Do the same with the students numbered *two*. Explain that you will begin the game by calling out one word and ask one student at random to spell it out loud. A volunteer student will write the words on the board letter by letter as they are spelled by their classmates. As a class decide if the word is spelled correctly. If it is correct, grant a point to that team; if it is not, the other team will have a chance to spell the same word to get the point. After this first round, students will ask members of the opposite team to spell out the words. Invite students to use their dictionaries only when both teams fail to spell one word.

Stage 3: I do**6 Work in pairs. Read the dictionary entries and answer the questions.**

Have students sit in pairs. Pair them up in alphabetical order according to their first names. First letter with last letter (A-Z) and so on. This will be fun and will help them use alphabetical order. Have students open their Student's Book to page 26. Have a volunteer student read the instructions. Make sure all students understand what they need to do. Give them enough time to reflect on the answers before they write. Students should locate sections assigned to each language as well as identifying entries and subentries in dictionaries. Walk around the classroom to help students when needed. Have pairs come up to the board. Ask one student to read the answer out loud while the other student writes it on the board.

Answers: a: 1 3 2 3 3 vb verbo, sm sustantivo masculino 4 acertar en el blanco b: 1 same word, different parts of speech 2 the same 3 garden, center, gardener, gardening 4 as a noun c: 1 same word, different parts of speech 2 noun 3 it is a proper noun

Extra Activity

Have students create a classroom dictionary with all the words students need to communicate with their teacher and classmates. Divide them into pairs and give each pair five letters of the alphabet to work with a specific topic they are interested in. Each pair should come up with five words, each with their entry, definition and pronunciation. Have students read their words out loud to check spelling and definitions. Then as a class put the dictionary together. Bind it in a colorful paper folder and place it where everyone can handle it when needed.

Time: 20 minutes

Stage 4: Ready!**7 Work in pairs. Look at the dictionary page. Find and discuss examples of the features in the list.**

Turn this task into a fun activity by pairing up students by numbers: 1-2 / 3-4 / and so on. Have students open their Student's Book to page 28. Ask a volunteer student to read the directions out loud. Tell students to look at the dictionary page carefully. Tell them that the first pair to find the features needed will get the game point. Read the features to the students at random. The first to answer correctly gets the game point. After doing

this orally and having a *dictionary winner*, ask students to write the features next to the correct line in the picture. Go around the classroom to check students' work.

Intercultural Note

It is said that the first English dictionary was written back in 1755 by Samuel Johnson, a British writer born in Lichfield, Staffordshire. It took him more than eight years to put together the first edition of "A Dictionary of the English Language" also known as Johnson's Dictionary. Ask students what other well-known dictionaries they are familiar with. They can be contemporary, very old or even new dictionaries they have seen online such as the urban dictionary.

8 Reflect on your work. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the two questions in Activity 8 regarding teamwork. Have a student read the two questions out loud and allow time for students to develop their written response. If possible, ask them to have a special part dedicated to collect their reflections. Direct them to go to their notebooks. Make sure students understand what they have to do. Ask for examples from volunteers of what they will try next time to work better together.

Answers may vary.

Remember

Next class you need to prepare lists of words in which one is an odd word out.

Achievements:

- Understand the use of textual components of bilingual dictionaries.

Teaching guidelines:

Monitor the progress of students and intervene for them to be able to:

- Offer proposals to reach agreements.
- Give your students opportunities to take decisions regarding what actions to carry out to manage to:
- Show curiosity and interest in searching and

obtaining information.

- Locate words in English and in the mother tongue.
- Read definitions of words in English and the mother tongue.
- Determine types of words based on abbreviations.
- Monitor own performance.

Material:

- Prepare lists of words in which one is an odd word



p. 19

Warm up

Welcome students to class in a very friendly way. Divide the class into two groups. Tell students they will work in two big teams. Explain you will write lists of words in which one word does not belong. Have them point out which one it is and explain what it means. Example: cat, dog, piglet, bee (bee is an insect); father, son, grandfather, aunt (aunt is female). Write as many lists as you want or have students create their own and present it to the opposite team. Give students points. The winner gets a big round of applause.

Stage 1: I explore**1 Work in pairs. Follow the instructions.**

Have students open their Student's Book to page 29. Read the instruction one out loud. Ask: *Can you tell a part of speech in Spanish?* Give them some clues. Say: What do we call a word that can be a person, a place, or a thing? Elicit the answer from students (sustantivo) and write it on the board. Then elicit another part of speech. Say: *What is an action word called ... ?* Have students work in pairs and ask them to write as many parts of speech as they can in Spanish (e.g. *sustantivo, verbo, adjetivo, and preposición*). After a few minutes, ask students to compare their answers with another pair. Elicit their answers and write them on the board.

Read the instruction two out loud and have students discuss the question in pairs. Walk around the classroom to monitor and guide students in their discussion. Open a class discussion about the usefulness of identifying parts of speech and knowing how they work. Ask students: *Why is it useful to know the difference between parts of speech?* (Because they can understand the language and they can understand some grammar rules, for example.)


Answers may vary.

Stage 2: I think**2 Read the dictionary entries. Circle the parts of speech.**

Have students continue working in pairs. Have them focus on the dictionary entries. Guide students to recognize the different graphic components: lists of words, symbols, numbers in circles and in bold, abbreviations, etc. Draw their attention to the colors, boldfaced characters, and the size of the letters that indicate hierarchy.

Have a student read the instructions for Activity 2 out loud. Make sure all students know what needs to be circled. Ask if anyone in the class requires further explanation. Give students enough time to complete the activity. Ask students to compare their answers with another pair. Have volunteer students read the answers out loud.

Answers: Circled words: 1 sust 2 adj
3 adv 4 verbo

3  Complete the table with the abbreviations of the parts of speech and their meaning. Which one is not abbreviated?

Have students work in pairs. Read the instructions for Activity 3 out loud and draw students' attention to the dictionary entries in Activity 2. Have them briefly study the table. Then ask students to complete the table with the abbreviations of the parts of speech and their meaning. While students are busy working on the table in their books, copy the table on the board and have at least three volunteer students fill in the different sections of the table. Check that everyone agrees with the answers provided by the volunteer students and check that the answers are correct. You can use this activity as Portfolio evidence for the final product.

Answers: Not abbreviated: Table: 1 sust / sustantivo / noun 2 adj / adjetivo / adjective
3 adv / adverbio / adverb

Analyze**4 Write the correct word for each definition.**

Begin by asking students to complete sentences you call out with a missing last word.
 Example: Piece of furniture where you sit (chair)
 Part of a house to let air in and out (window). Have students focus their attention on the words in the box. Encourage students to take a bit of time to reflect on these words and their meaning. Remind students what parts of speech are for and why they are important in language learning. Have students decide whether to work in pairs or alone for this activity. Give them time to work. Check answers as a group.

Answers: 1 pronoun 2 conjunction 3 adverb
 4 noun 5 preposition

Intercultural Note

Abbreviations and Acronyms are often confused. An abbreviation is a short spelling for every day words and expressions. Here are some examples: Dr. for doctor, Mr. for mister. Acronyms are not short forms; they actually are formed with the initials of several words that come together. For example, NASA for *National Aeronautics and Space Administration* or ASAP for *as soon as possible*.

5 Read the entries in Activity 2 again and find the information.

Ask some students specific questions about parts of a dictionary and what they are used for. Have students open their Student's Book to page 30. Refer them to Activity 2 again and tell students they will use this activity again. Have a volunteer student read the instructions out loud and make sure all students understand what they need to do. Have students work alone or in pairs to complete the activity. Tell them to reflect on what they are asked to do before they actually write. Use classmate correction when students finish their work.

Answers: 1 verb / ensuciar 2 noun 3 noun / seguido 4 adjective / ininterrumpido
 5 verb / solidified

6 Read the newspaper article. Find the meanings of the words in bold in the entries in Activity 2 and complete the table.

Tell the class they are about to read a newspaper article. Ask: *Who reads the newspaper or other magazines?* Write the words *always, often, sometimes,* and *never* on the board. Write the number of students who read the newspaper and the frequency. Ask:

What articles do you enjoy reading in the newspaper?
 Write them on the board. Ask a volunteer student to read the instructions out loud. Make sure all students in the class know what they are expected to do. Have a volunteer student read the article. Check comprehension by making comments on the content and asking students for specific information. Have students work in pairs to complete the table. Remind students they should go back to Activity 2. You can use this activity as Portfolio evidence.

Answers: solve – v. resolver somber – adj.
 sombrero some – adj. algún somehow – adv. de
 alguna manera soft drink – sust. refresco

Warm up

Welcome students to class. Write the word *Anecdote* on the board. Explain that an anecdote is something interesting that happened. Anecdotes can be funny or just remind people of something that happened. Tell students you will give them a few minutes to think of a good anecdote that has to do with spelling mistakes, confusing words, or autocorrect that ended up in a misunderstanding or a funny situation. Tell students a personal anecdote, as this will help model what they should think about. Give them time to think. Once they are ready have students sit in a circle on the floor or on their desks. This will create a friendly atmosphere and will be an excellent ice-breaker to begin telling anecdotes. Encourage students to begin.

Stage 3: I do**7 Read the clues in the colored boxes. Use the dictionary page below to find the word that the clues describe. Then answer the question for each word.**

Have students go back and read the dictionary entries. Ask students to mention the top three words they like. Have them share with the group why they like those words. Example: *I like the word soft drink because it makes me think of the bubbles. I love soft drinks.* Have students give as many examples as they like. This will increase their vocabulary. Have students open their Student's Book to page 31. Have them read the directions. Make sure they all understand what they need to do. Have students look for the word. Congratulate the first student to find the word. Ask students to answer the questions individually and to complete the activity. Have students compare answers with a partner. Walk around the room to help them if necessary.

Answers: a: 1 cuate 2 buddy / twin b: 1 kiss
2 besar / beso

Teaching Tip

Teach students to take a few seconds to reflect on what they are asked to do before they actually do it. It is helpful to take five minutes to listen or read, before answering. Always give students time to work. Try not to rush them. This will create a better learning and teaching environment in your class.

8 Look at the words and expressions. Use the dictionary entry in Activity 7 to understand their meaning. Write a sentence in English for each one in your notebook.

Go over the dictionary entries in Activity 7. Have students open their Student's Book to page 32 and review the words and expressions. Elicit the meaning of these words from the students. Invite volunteer students to read the words and expressions out loud. Tell students to work individually on this activity. Set the writing activity. Remind students to refer to Activity 7 as many times as they need to. Tell them to write the sentences in English in their notebooks. Invite students to share their work with their classmates. Have some volunteer students write their sentences on the board.

Answers may vary.

Stage 4 Ready!

9 Work in pairs. Choose another entry on one of the dictionary pages from Activity 7. Write three clues for each entry and give them to another pair to guess the word.

Students are ready to make their own choices as to who they want to partner with. Ask students to monitor their performance. Have them read the directions. Encourage students to first check all of Activity 7 before they decide. Offer proposals to reach an agreement with their partner before they decide on a word. Have a volunteer student read the directions. Remind students you are there to help. Give students enough time to work on this activity. Be ready to answer questions. Remind students they should not share this information with their classmates. Students will use what they just did to play. Walk around to check the students' work. Give them suggestions as students notice they need improvement in their work such as extra activities or time management exercises. If students need more practice or exercises, repeat some

activities or exercises focusing on the usage of a dictionary whenever you have time available.

Answers may vary.

10 Work in groups of four. Play the game.

Create a friendly environment for students to play this game. Ask students to sit in groups of four. Tell students they will use the material from the previous activity to play. Invite one volunteer student to explain what the game will be all about. While this happens write key words from what the student is saying on the board. Invite students to play the game. Walk around the room and help students if necessary.

Extra Activity

Have students sit in groups of four. Tell them to write a list of all the words that name good things in life. The longer the list is the better. Encourage them to use a bilingual dictionary to complete the activity. Tell them to be ready to explain what those words mean to the rest of the group. Post the lists around the room.

Time: 20 minutes

11 Reflect on what you have learned. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding the use of dictionaries. Read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebook. Make sure students understand what they have to do. Ask for examples from volunteers of things they need to learn to use dictionaries better and prepare materials to support them.

Answers may vary.

Remember

Next class bring small bag to hold objects.

Achievement:

- Write instructions.

Teaching guidelines:

Give your students opportunities to take decisions regarding what actions to carry out to manage to:

- Understand instructions to use a bilingual dictionary.

Give your students opportunities to write for their own audience and, when doing so, help them to:

- Classify types of words in a table.

- Write instructions.
- Revise verb forms: imperative.
- Establish a number of instructions of steps.
- Order sentences into sequences.

Material:

- Small bag to hold objects
- Posterboards
- Blindfolds

Warm up

Welcome students to class individually and enthusiastically. Invite students to sit in a different place from where they usually do. Have them make their own choice. Place several objects in a bag, where students can't see through. Explain they will need to guess what object you are touching in the bag. Have them ask as many questions as they like but tell them all you can answer is *yes* or *no*. Example questions: *Do you eat with it? Is it big? Is it a pen?* etc. Play for as long as you like. Have students take turns playing the game.

Stage 1: I explore**1 Work in small groups. Discuss where you would find these instructions.**

Open a group discussion on giving and following instructions. Ask: *Are instructions always clear and easy to follow? From your point of view, which are the easiest instructions to follow and which are the hardest? Where do you find these instructions?* Lead the discussion, and have students express themselves freely. Have students reflect on why understanding and following instructions is so important. Ask students to open their Student's Book to page 33. Have them read the directions carefully. Check comprehension. Invite students to form small groups of four. Tell students to discuss each instruction before they answer. Have students come to an agreement and share their conclusions with other classmates. Have volunteer students from different groups mention the answers out loud.

Answers: 1 Student's Book 2 dictionary
3 computer 4 classroom

Stage 2: I think**2 Read the text and choose the correct heading.**

Ask students to read the text in silence for a few minutes. Invite students to share what they understood from the text. Call on students to read the text out loud. Ask the rest of the class to listen and follow the reading. Ask students for their opinion on the text. Write the most relevant opinions on the board. Have students decide if they have similar points of view. Students should understand instructions to use a bilingual dictionary. Ask students to sit with two more classmates and decide which one is the best heading for the text. Give students time to decide. Invite them to share. Encourage other students to ask follow-up questions such as *How can you look for a word that is common in English and Spanish? How can we distinguish meanings and spelling for words that sound and are spelled the same way?* Refer students to the Glossary on page 42 to clarify the meaning of words. Refer students to the Bibliography on page 192 and tell them to use the links in this section to learn more about the topics in this unit.

Answer: b

3 Circle the correct answer.

Call on different students to read out loud the statements and to find the most appropriate answer. Have students work in pairs. Ask students to reflect and discuss before they circle the correct answers. Check answers by calling on students to read the complete sentences. Ask a volunteer student to write the complete sentences on the board as they are mentioned. If any mistakes appear have students correct them respectfully.

Answers: 1 a 2 a 3 b



Intercultural Note

In some cultures being concise and to the point is considered to be rude. This can be a real problem when giving instructions. Sugar coating instructions won't work and can cause confusion. Two simple steps are the golden rule: think of your audience and be precise.

4 Look at the text in Activity 2. Underline the verbs that give instructions (imperatives). Circle the words that show sequence (linking words).

Have students practice giving instructions to their classmates. Have students sit in groups of four. Tell students each group will choose an object in the classroom for which they should write detailed instructions on how to operate and use it. Examples: pen, door, fan. Remind students to use the imperative form of verbs. Revise the verb form of imperatives quickly if you find it necessary or review later with beginning students. Have students give the instructions to another group. Ask that group to follow the instructions exactly as they were written. Ask: *Did the instructions work? Could you get the object to function?* Have students open their Student's Book to page 34. Have a volunteer student read the directions. Refer students to Activity 2 and have them complete the activity.

Answers: **Underlined:** find, turn, use, locate, read, do not assume, look, decide, do not decide

Circled: first, second, next, then, finally

5 Complete the table with phrases from the box.

Focus the students' attention on the box with phrases. Call on students to read each phrase. Invite volunteer students to use each phrase in a sentence of their own. Elicit the phrases and write them on the board. Correct spelling and grammar when necessary. Have students analyze the phrases. Have them notice the differences and similarities. Write the words *Imperative* and *Connectors* on the board. Have students work individually to complete the activity and classify types of words in a table. Give students time to work. Tell students to take turns reading what they wrote in each column. Have other students say what the difference between connectors and imperatives is. Congratulate students for their effort.

Answers: **Imperative:** Be careful to ... , Watch out for ... , Don't worry about ... , Check the spelling, Don't forget to ... , Choose the best ...

Connectors: Second, Then, After you do that, ... , After that, ... Finally

Analyze

6 Choose the correct option to complete the sentences.

Ask students to sit in pairs to analyze the different possibilities. Have students say why they would or wouldn't use the phrases. This will help students revise the correct use of the imperative form. Encourage students to work in pairs to complete the sentences. Check by calling on pairs of students. One reads the complete sentence while the other writes it on the board. Have the group share opinions until the sentences are correct.

Answers: 1 simple verb 2 don't + verb
3 do not use

Teaching Tip

When using imperatives, remind students never to use a noun or a pronoun before the verb. Right: *Wash the car.* Wrong: *You wash the car.* Tell students they can use the word *please* to be more polite: *Please, open the door. Open the door please.*

Remember

Next class students will need posterboards and blindfolds.


Warm up

Welcome students to class in a very polite way. Tell students to imagine their best friend has a problem with getting up early every morning. Half asleep he disconnects the alarm clock and goes back to sleep. This is getting to be very serious as their friend has been late to school all week. If this continues he won't be able to enter school next Monday. Have students work in groups of four to develop a poster with rules for their friend to follow to correct his problem. Remind students to use the imperative form of the verbs. Walk around to help students with ideas and writing. Once they're done, have students share their poster with another group. Display the posters around the room and have students give their opinions.

Stage 3: I do

7 Complete the text with the words from the box. Use capital letters where necessary.

Have students open their Student's Book to page 35. Ask students to read the words in the box and ask

about unfamiliar words. Review with students when they should use capital letters. Draw a Venn diagram on the board. Write on one circle *online dictionary* and on the other circle *paper dictionary*. Have students mention advantages and disadvantages. Write them in the diagram. Where circles overlap have students write what they have in common. Ask students to work in pairs. Have them complete the text using the words in the box. Correct the activity by making a chain of readers. Each student will read one complete sentence. Students should understand instructions to use a paper dictionary and an online bilingual dictionary. Refer students to the Glossary on page 42 to clarify the meaning of words. Refer students to the Bibliography on page 192 and tell them to use the links in this section to learn more about the topics in this unit.  MEDIA RESOURCES

Answers: 1 choose 2 type 3 be 4 Remember 5 forget

8 Number the instructions in the correct order. Then write a linking word in front of each instruction. Look at the table in Activity 5 to help you.

Have students scan through the sentences for a few seconds. Ask them to stop the quick reading. Give them two seconds to find the first sentence. Have students read it out loud. If all students agree, have them number that sentence #1. Invite students to work in pairs to complete the activity. Remind them to take time reading all the sentences before deciding the order of the instructions. Students should establish a number of steps in the instructions and check the correct order as a group. Make sure all students understand why this order was chosen. Have students work with different pairs. Have the new pairs complete each instruction with a linking word.

Answers: 2 Second 5 Then 6 Finally 1 First 3 After you do that 4 After that

Extra Activity

Have students work in pairs to practice giving instructions. Blindfold one of the students. The other student will guide the blindfolded student to another point in the classroom only by giving him clear instructions. Remind students to be polite.

Time: 10 minutes

Stage 4: Ready!

9 Work in pairs. Use this dictionary excerpt to complete the translation of the phrase. Compare your answers with your partner.

Have students work in pairs. Decide who you want working together. Ask the class if they know what *gear* means. Ask students to open their Student's Book to page 36. Invite them to find out what the word means. Have volunteer students read the meanings out loud. Have students read the directions. Make sure all students know what they have to do. Ask students to begin working. Give students enough time to work. Have volunteer students read the answers.

Answers: 1 gear 2 verb 3 **Suggested answer:** The class is geared toward students who want to study tourism. 4 **Suggested answer:** La clase está dirigida a los alumnos que desean estudiar turismo.

10  Write instructions for someone to look up the word gear in a bilingual dictionary.

Have students work in groups of four. Tell students to read the directions carefully and to work together with their group in developing detailed instructions step by step for someone to find the word *gear* in a dictionary. Remind students they should establish a number of instruction steps and order sentences into a sequence. As a class come up with the first sentence. Write it on the board. Tell students that from here on they will write their own instructions. Ask volunteers to write them on a posterboard and display it on one of the classroom walls. You can use this activity as Portfolio evidence for the final product.

Answers may vary.

11 Reflect on writing instructions. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 on page 36 regarding writing instructions. Read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebooks. Make sure students understand what they have to do. Then have students talk about ways they can practice writing instructions.

Answers may vary.

Remember

Next class students will need different pieces of posterboard and decorating materials.

Achievement:

- Edit instructions.

Teaching guidelines:

Give your students opportunities to write for their own audience and, when doing so, help them to:

- Make a list of abbreviations.
- Write lists of textual components.
- Write instructions.
- Offer feedback.

Promote the development and reflection on processes for your students to be able to:

- Favor cooperation and integration in school work.

- Value the use of punctuation.
- Remove and / or add information in order to improve instructions.
- Write final versions.
- Review own versions and those of others.

Material:

- Posterboards, marker, colored pencils, or other decorating material
- Dictionaries, lists of words in which one is an odd word
- Examples of specialized dictionaries (rhyming, crossword, etc.) and a thesaurus



p. 19

Warm up

Welcome students to class. Open a class discussion on the importance of clear signs in school. Have students work in groups of four. Give each group a word they should use to create a sign for the community in school or in a library. Use the following words: *gear, book, soft drink, stairs, water, light*. If possible each group should have a piece of posterboard and decorating material to create their sign. Suggest students to first work on a draft of the sign before they come up with a final idea. Have students compare their signs and give their opinions respectfully. Display the signs in the classroom. Have students walk around and write a positive comment about each poster. Tell students to write about the clarity and effectiveness of the sign. Ask: *How do you think these signs could help our school community?*

Stage 1: I explore**1 Work in pairs. Look at the signs and discuss the questions.**

Ask: *How does a misspelled word affect comprehension in a sign?* Lead a short class discussion around this topic. Write some of the students' comments on the board for future reference. Ask students to open their Student's Book to page 37. Guide them through the first part of the activity. Focus students' attention on the pictures. Ask: *What do you notice?* Have students choose a partner to work with. Invite students to analyze and discuss the two questions. Students should value the use of punctuation. Call on students to give their opinion and answer the questions.

Stage 2: I think**2 Read the text and follow the instructions. Then write your corrections in your notebook.**

Make sure students understand the importance of good and correct writing. Have students reflect on what kind of confusion could arise from a spelling mistake. Model some examples for students. You can give them spelling rules like: *use "i" before "e" except after "c"*. Have them come up with examples as well. Tell students they will have a few seconds to scan the text. Elicit comments from them. What did they find that is wrong in this text? Have a volunteer student read the instructions in the box. Make sure all students understand what they need to do. Have students solve this activity in pairs. Walk around the room to help them with the development of the task. Refer students to the Glossary on page 42 to clarify the meaning of words. Use classmate correction to check answers and have them write the correct ones in their notebooks.

Answers: Capital letters: English Therefore British Most Spelling: families impossible patience improvement techniques variants

3 Read the extract. Find the sentences that do not belong in the context and cross them out.

Ask students to open their Student's Book to page 38. Tell students that they are about to read a text on spelling improvement. Ask: *Are you interested in this topic? Would you like to learn how to improve your spelling?*

Have students read the text. Ask a student to read the example out loud. Have students tell you why that sentence does not belong (the text is not about likes). Have students work in pairs to complete this activity. Refer students to the Glossary on page 42 to clarify the meaning of words. Give

students enough time to complete the activity. Have students reflect on how this text can help them improve their spelling skills.

Answer: Spelling is not important.

Teaching Tip

Do some of your students avoid using dictionaries and complain about them? If so, introduce them to specialized dictionaries and resources that are fun and practical and bring them to class to use. There are monolingual dictionaries that are specialized for different types of tasks—one is an *Etymological Dictionary* which shows the origin of the words and what the root of those words meant in that language. Another is a *Crossword Dictionary* that can help you solve crosswords by grouping the words by the number of letters to solve the puzzles. One more is a *Rhyming Dictionary* that is useful when you want to write a song, a story, or a poem where you want the words to rhyme. A *Thesaurus* is quite valuable when you want to know synonyms or broaden your vocabulary with a lot of words with similar meanings.

4 Work in pairs. Complete the text in Activity 3 with two of these sentences.

Have students summarize what they read in the previous text. What do they remember? How can they improve their spelling skills? Tell students two sentences are missing to complete the text. Ask students to work in pairs. Allow them to choose who they want to work with. Direct students' attention to the text in Activity 3. Give them time to read the text again. Ask students to read the directions in Activity 4. Call on students to read the sentences out loud. Give students time to discuss and decide which of the sentences are needed to complete the text.

Answers: 1 Divide your dictionary into pages for each letter of the alphabet. 2 Check a word when you get it right.

Analyze

5 Read the list of common uses of capital letters in English. Check the uses you found in the texts in Activities 2 and 3.

Have students reflect on when to use capital letters. Elicit this information from students. Write what students mention on the board for further reference. Go over the list you wrote on the board. Have students work in pairs. Invite students to discuss

and analyze which of the uses of capital letters have been used in Activities 2 and 3. Ask students to read and follow the instructions.

Answer: 1 5 6

Warm up

Welcome the students to class. Write the word *Dictionary* on the board. Elicit as many words as possible related to dictionaries. Write them on the board to create a graphic organizer. Have students write a short description on the topic. Ask students to transform their description into a visual organizer. You can start one on the board as a model. Give students time to complete the activity. Ask students to share their description and graphic organizer with another classmate. Invite them to compare and contrast what they wrote. Now ask them to show their visual organizers to the class.

Stage 3: I do

6 Read and follow the instructions.

Ask: *What were your spelling mistakes in the Warm-up activity? What do you need to do to correct them?* Have students open their Student's Book to page 39. Direct the students' attention to the instructions. Invite students to work individually on this activity. Tell students they will have enough time to work. Refer students to the Glossary on page 42 to clarify the meaning of words and as many times as needed to check spelling. Make sure the whole class understands what they need to do. Have students begin to work while you walk around. Help students only when they call on you for help. After a few minutes, elicit the answers from the students and write them on the board under the headings *Don't belong*, *Spelling*, *Punctuation*. Have the whole class participate. Have students remove and / or add information in order to improve instructions. Welcome any input and congratulate students for their good work. Make sure all students have the corrections.

Answers: **Don't belong:** Open your books to page 45. Type in the word you want and click. **Spelling:** dictionary, headword, phonetic, pronunciations **Punctuation:** Use capital D in *Don't* to start a sentence.



7 Correct the text from Activity 6 in your notebook.

Tell students they will use the corrections they made to the text from Activity 6. Have students work individually to write this text in their notebook. Have a volunteer student read the directions. Make sure all students understand what they have to do. Remind students to use their notes and corrections from the previous activity to write the correct version of the text. Have students compare their work to check for any misspelled or missing word. Call on a student to read the correct version out loud while you walk around the room. Tell students this is a good chance to proofread their work. Congratulate students for their work.

Answer: Imagine you want to know how to pronounce the word “minute”. First, look up the word in the dictionary. Then check for the different grammatical functions. Next, look at the phonetic symbols after each headword. Don’t panic if you do not know the phonetic alphabet. Look for the pronunciation guide at the back of the dictionary. You can probably work out the different pronunciations with a little time and effort.

8 Work in pairs. Check what you wrote in Activity 7. Use the checklist.

Guide students to the Checklist on page 39 of their Student’s Book and explain that this is to help them when they are editing their work. Ask students to read the directions and to work in pairs. Suggest that they discuss the questions first. Have students share their opinion on each question. Have students review own versions and those of others.

Answers may vary.

Stage 4: Ready!

9 Work in pairs. Write an explanation for someone trying to learn how to use a bilingual dictionary. Use the checklist.

Have students work in pairs. Ask students to open their Student’s Book to page 40. Draw their attention to the material in the tan box. Ask: *What would you use this information for?* Have them predict what they will be asked to do before they read the instructions. Have a volunteer student read the instructions out loud. Make sure all students understand what they need to do. Remind them to make a list of abbreviations, and to write lists of textual components. Tell students their explanation must include all the elements listed but

that they should also be careful with their spelling. Tell students to check and compare the information they wrote with the information in the Checklist on page 40. Explain that this Checklist is to help them when they are editing their work. Check general understanding. Give students time to work on the activity. Walk around the room. Help students when needed. Ask different students to report back with their explanation. As a class allow students to offer respectful feedback from schoolmates.

Answers may vary.

Teaching Tip

Making students aware of their mistakes will help them develop critical thinking skills. Point out common mistakes in English spelling to help students improve. Writing a correct version of the text will make students more confident the next time they write.

10 Correct your sentences and write a final version in your notebook.

Have students use the feedback from their classmates and the corrections they made to work on a final version of the instructions. Have students understand this activity will favor cooperation and integration in school work. Tell students to read the directions carefully. Have students work in pairs. Have them write final versions in their notebooks. Walk around the room to help students if needed. Once the final version is ready, ask students to review own versions and those of others. Then have volunteer students read it out loud. Congratulate students on their work. You can use this activity as Portfolio evidence for the final product.

Answers may vary.

11 Reflect on the way you worked. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the questions in Activity 11 regarding editing instructions. Conduct a whole group discussion about how they worked and helped each other throughout the unit. Read the two questions out loud and allow time for students to develop their written response. Direct them to go to their notebooks. Make sure students understand what they have to do. Ask for examples from volunteers of what they will try next time to edit their work better in the future.

Instructions to Use Bilingual Dictionaries

Student's Book page 41

Media Resources

PART 1 Now you know ...

Ask your students to open their Student's Book to page 41. Elicit how much they have learned about dictionary usage, make notes on the board. Have each student get out their notebooks and books and go back and collect the portfolio activities they created throughout Unit 2. Guide students to find these four samples by reviewing the list of achievements in Part 1 and have students check the box for each example they collect. These four examples of portfolio work include how to identify and understand symbols in dictionaries (Activity 3, page 25), a table of information about how to identify and understand abbreviations (Activity 3, page 29), instructions to look up a word (Activity 10, page 36), and the final version of their instructions to use a bilingual dictionary (Activity 10, page 40). Walk around the class monitoring and provide help if needed.

PART 2 **Make it yours.**

1 Work in small groups. Use one of your own dictionaries. Use the skills in the "Now you know ..." section to write instructions to use your own dictionary.

Have them brainstorm the advantages of using a bilingual dictionary. You can also help them focusing on the relevant issues by writing the following sentences on the board in a table:

Number the item in the table from 1 to 5 in the order of its usefulness to you: A) Looking up meanings. B) Syllabic division. C) Choosing the right word from the different meanings. D) Understanding parts of speech. E) Checking pronunciation. Remind students that all instructions are written in imperative form.

Tell students the first thing is to brainstorm how all the information gathered in Part 1 can be used to help them develop their final product. Then talk about the importance of making a plan and a draft before start working. The plan should be the information they have to include, the things that are important and useful when using a dictionary, etc. Explain to students that each one have to be involved in the creation of the Final Product. Have students work with their groups to

personalize their product by using a dictionary they have themselves or one that is available for the class. Give groups enough time to write their instructions and edit them as necessary.

2 Present your instructions to your classmates. Listen to their presentations and find similarities and differences.

Have each group of students come to the front to present their products. They should mimic examples of every piece of instruction they mention. Allow questions from the audience in order to clarify the elements they are showing. Display their products around the classroom. Encourage students to give positive and constructive feedback, such as: *I think your instructions are very clear* or *I think you need to make some spelling corrections*. Ask students how useful they think this unit will be in the future, for different activities in English, such as reading and preparing presentations.

PART 3 **Assessment**

In the Student's Book, you can use the following activities on page 41 to assess your students' progress.

Achievements and Product

1 Complete the diagram with what you learned in the lessons.

You can assess students' knowledge about bilingual dictionaries and achievements by telling them to go through the lessons and complete the diagram. You can have them work in pairs so that they help each other.

Social Practice

2 Answer in your notebook the questions about your performance in this unit.

To assess your students' ability to write instructions to use a bilingual dictionary have students reflect on what they have learned in this unit. Ask them to write the answers to the questions in their notebooks.

In the Teacher's Guide, you can find the following tools for evaluation purposes:

- You can use the suggested Assessment Instrument on page 53 to write questions in order to check students' understanding.
- You may also go to the Exam on page 54 to globally assess your students' knowledge about dictionaries or review the contents of the unit.



Questionnaire

Questionnaires or surveys are sets of questions which are intended to examine the degree to which students have experienced learning. It can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

Instructions:

- 1 Determine the goal of using the questionnaire as an assessment instrument.
- 2 Once you have a goal, write ten questions and have students answer them (orally or written).
- 3 Write your final comments or notes on the result of the questionnaire.

Goal: _____
1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

Notes: _____

Student's name _____ Date _____

1 Read this dictionary entry and answer the questions.**(5 points, 1 each)****acertar** vb**1** (dar en el blanco) to hit: **acertar en el blanco**

to hit the target

2 (actuar bien) to be right: **acertar al hacer algo**to be right to do sth ♦ **Acertamos al avisarle.**

We were right to warn him.

3 **acertarle a algo** to get sth right: **Le acerté dos****respuestas.** I got two answers right.

- 1 How many meanings does *acertar* have in English?

- 2 How many meanings does *acertarle* have in English?

- 3 What does *sth* mean?

- 4 What does *vb* mean?

- 5 How do you say "Get something right" in Spanish?

2 Read this dictionary entry and answer the questions.**(5 points, 1 each)****long** /lɒŋ/ ⊕ adv ★★★**1** mucho tiempo: **Have you been waiting****long?** ¿Hace mucho que esperas? ♦ **long ago**hace mucho tiempo ♦ **long before/after sth**

mucho antes/después de algo

2 to be/take long tardarse, mucho ♦ **We didn't****take long to get there.** No (nos) tardamos

mucho en llegar.

3 **It won't be long.** Falta poco.EXPRESIONES **all day/week/year long** todo el

día/toda la semana/todo el año

- 1 How many meanings does *long* have?

- 2 What does *adv* mean?

- 3 How do you say *¿Hace mucho que esperas?* in English?

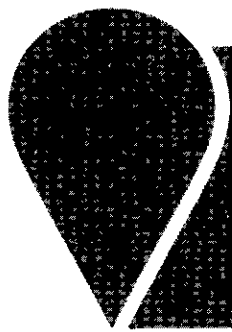
- 4 How do you say *No nos tardamos mucho* in English?

- 5 *It won't be long* means:

3 Match the parts of the dictionary entry to the description.**(10 points, 2 each)**

- | | |
|---|--------------------|
| 1 Equivalent of the word <i>meaning</i> | a) pronunciation |
| 2 Phonetic symbols | b) phrase |
| 3 Word type (noun, adverb, verb, adjective, etc.) | c) translation |
| 4 Example of the word used in a sentence. | d) parts of speech |
| 5 The main word in an entry. | e) headword |

Score: (____ / 20 points)



Unit 3

SOCIAL LEARNING 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.

FINAL PRODUCT:
Conversation About Likes and Dislikes

CONTENTS REFERENCE

Lessons	Contents	Achievements
Understand	<ul style="list-style-type: none"> - Value conversation and language as a means to exchange experiences. - Identify topic, purpose, and intended audience. - Notice contextual clues in leisure situations. - Recognize behavior adopted by speakers to clarify and confirm comprehension. - Determine sequence of enunciation. - Identify language register. - Recognize the types of sentences used to express likes and dislikes. - Exchange points of view. 	<ul style="list-style-type: none"> • Listen to and revise likes and dislikes in an interview.
Focus	<ul style="list-style-type: none"> - Anticipate the general sense and main ideas. - Recognize the structure of conversations (opening, body, and conclusion) to determine the function of lines (e.g. interruption, confirmation, etc.) - Compare ways of expressing likes, compliments and dislikes. - Identify words used to connect ideas. - Model comprehension strategies. 	<ul style="list-style-type: none"> • Understand general sense and main ideas of conversations.
Build	<ul style="list-style-type: none"> - Detect syntactic differences between British and American English: collective nouns agreement (e.g. <i>My favourite team is / are</i>). - Show empathy in oral interactions. - Determine language register and compose sentences. - Consider repertoires of words and expressions. - Order sentences into a sequence using connectors. - Include details in main ideas. - Make and respond to questions to solve doubts. - Evaluate own development and that of others. 	<ul style="list-style-type: none"> • Express compliments, likes, and dislikes in written conversations.
Achieve	<ul style="list-style-type: none"> - Take roles as interviewer and interviewee, with and without the help of a script. - Use expressions to make time to articulate spontaneous answers (e.g. <i>hmm, that is an interesting question</i>, etc.). - Use question tags to request confirmation (e.g. <i>You used to be ... didn't you?</i>). - Compose sentences that include <i>like</i> (e.g. <i>I like ...</i>) to express likes and dislikes. - Use stranded prepositions to offer details (e.g. <i>The place they went to ..., etc.</i>). - Express points of view in favor and against. - Use non-verbal language to reinforce what is being said. - Recognize appropriate moments to interrupt interlocutors. - Practice and follow rhythm, speed and pronunciation. - Adjust questions and answers depending on the interlocutor's reactions. - Self-regulate strengths and needs. 	<ul style="list-style-type: none"> • Express compliments, likes, and dislikes in conversations.



Fact File

Title: Teenagers are the Future of the World

Summary: One fifth of the world's total population is teenagers. It is clear that these generations will shape our future. Teen generations have changed in their interests, activities and awareness of their individuality. Mom's teenage interests were different but fun. Millennial kids are trying these

● MEDIA RESOURCES

Pre-reading

Write the following on the board: *How did your parents have fun as teenagers?* Have students focus their attention on the question and reflect on it. Have them share their findings with other classmates. Elicit key words from the students and write them on the board to create a brainstorm diagram. Ask: *How do you have fun as teenagers?* Give students a few minutes to reflect. Have students talk for a few minutes about this. Help them if necessary. Draw a Venn diagram on the board and create a compare/contrast activity on parents and students fun activities as teens.

First Reading

Write *Teenagers are the Future of the ...* on the board. Elicit different endings to this phrase. Write the different possibilities on the board. Have students focus their attention on the text title. Encourage students to give their opinion. Ask: *Do you agree with this? Why?* Ask students to predict what the text will be about. Have them explain their predictions to their classmates.

Ask students to skim the text in less than 60 seconds. Have them write the main ideas in their own words. Ask them not to look back at the reading. Have them compare their ideas with a partner. Use model reading. Read to students then have volunteer students read the text out loud after you. Plan regular stops to make sure students understand what they are reading. Have students draw a checkmark next to the main ideas they wrote and are in the text. Make sure to tell students that skimming will help them find and decide what information is important and how it should be used. Ask: *Were your predictions about what the text is about correct?* As they read ask them to reflect on whether the information changes from their parents' time to their own time as teens. Ask: *Did you learn something new? Did the reading change your opinion about your parent's teen years?* Ask them to talk about what they do as teenagers. Can they relate in any way to the teens described in the text? Why or why not? Have students share with the rest of their classmates.

activities with friends and think they're great! Now is the time of communication on the fast track. Internet has changed the way teenagers socialize and have fun. Listening to FM radio stations, CDs, hanging out with friends, and reading magazines and newspapers have changed into using a cell phone. These and other devices provide youngsters with all they need to be in touch and entertained.

Second Reading

Encourage students to underline or highlight relevant aspects of the text. Tell students they have to look at the different perspectives from which a text is written. Encourage students to analyze and reflect on what they are reading. This will develop their critical reading skills.

Ask: *What type of text is this?* Elicit details from students. Write them on the board. Have students understand why this is an informative text. Tell students they will find mostly facts in this kind of text. Invite students to sit in small groups of three. Tell them to take turns reading the text out the text out loud and ask them to write a list of facts from the text. Have volunteer students write the fact list on the board. Invite students to write an R next to the relevant information and NR next to the not relevant one.

Have students draw two sequence diagrams in which they show their parents evolution as teenagers and theirs from age 12 to 19. Tell them to use the information from the text. Invite them to turn the information into drawings. Have students work in pairs. Invite them to predict how their children will have fun when they become teens. Ask: *What do you think the next generation will do as teenagers to socialize and have fun?* Invite students to share their thoughts with their classmates.

Activities Answer Key

1 1 a 2 b 3 a 4 a 5 b

2 Answers may vary.

3 1 153.6 million 2 Use the Internet. There wasn't any. 3 They now use their cell phones. 4 Answers may vary. 5 Answers may vary. 6 Answers may vary.

4 1 F 2 T 3 F 4 a 5 b

**Achievement:**

- Listen to and revise likes and dislikes in an interview.

Teaching guidelines:

Show your students a variety of examples for them to understand how to:

- Value conversation and language as a means to exchange experiences.
- Identify topic, purpose and intended audience.
- Notice contextual clues in leisure situations.
- Recognize behavior adopted by speakers to clarify and confirm comprehension.
- Determine sequence of enunciation.

Warm up

Before students come into the room draw a stairway on the board with 11 steps. Number the steps going from 0 to 10. Write the word *hate* next to the step numbered 0 and the word *love* next to the step numbered 10. Elicit *like / dislike* expressions from students and write them next to the other numbers. Example: *adore, bother, repulsion, treasure, cherish* etc. Even up the number of love / hate words so that you get half and half. Tell students you will ask questions about outdoor activities and they should write a number according to how they feel about this. Example: *How do you feel about soccer? How do you feel about camping? How do you feel about sunny days?* etc.

Stage 1: I explore**1 Write about things you like doing in your free time. Work in pairs. Discuss it with your partner.**

To model the activity, share with your students something that you like to do in your free time: Say, for example: *On Sundays, I like to watch movies at home.* Then ask them about activities they like to do in their free time. Elicit their answers at random. Have students open their Students Books to page 43 and ask a volunteer student to read the instructions. For students to activate their previous knowledge it will be necessary for you to elicit personal likes that were not mentioned in the previous discussion. Give students a few minutes and have them talk about the things they like doing with a partner. You can form groups with students who like similar activities and have them ask and answer further questions. For example, if several students like dancing, have them ask questions such as: *When do you do it? What kind of music do you like?* Getting students to talk about the things

- Identify language register.
- Exchange points of view.

Achievement:

- Understand general sense and main ideas of conversations.

Teaching guidelines:

Describe and make explicit to your students the different ways in which they can:

- Recognize the types of sentences used to express likes and dislikes.

Material:

- Class CD

they like will help them gain confidence in their abilities and will have them practice basic structures.

Answers may vary.

Stage 2: I think**2 Listen to the conversation and circle the correct answer.**

Have students reflect on the way they communicate with their families and friends. Even through a chat on an electronic device or a formal conversation with the school principal, students should be aware and value the importance of exchanging experiences.

Tell them they will listen to a conversation. As in previous similar activities explain they will listen to the audio three times. Play the Class CD. First time they listen they just have to listen without answering. This will help them identify topic, purpose, and intended audience. The second time students have to answer the activity, and the third time is to proofread. Have students complete the activity by circling the correct answer. This activity will help them practice their listening comprehension skills as well as their retention of information. Ask them to notice the subtleties that indicate the language register. Discuss the value of conversation and language as a means to exchange experiences or previous knowledge.

Answers: 1 b 2 a 3 a

3 Listen again and check (✓) the activities Paul likes and put a cross (X) by the activities he does not like.

Have the students listen to the Class CD again. Tell them to notice and identify contextual clues in leisure situations in an explicit manner. Ask them to read the statements and follow the instructions.

Check answers by having different students share their work. Discuss the activity with the students. This is a great opportunity to have students reflect on the challenges they face while listening to different pronunciations. If you notice it is difficult for them to identify the purpose and register of the conversation help them out.

Answers: check: 1, 2, 3 cross out: 4, 5

4 Listen to the sound effects and answer the questions.

Have students look at onomatopoeia on page 44. Give them some time to identify the sound represented by each one: *splash, tap tap, click click, woof woof, boooooing*. Explain that these words are onomatopoeia. Say: *Onomatopoeia is a word that mimics the sound of the object or action it refers to. So, for example, when you say you click with your mouse, you are imitating the sound.* Read the instructions and questions out loud and have students do the activity. Remind them that they will not listen to a conversation, but rather to sound effects which may be trickier to identify, so they should focus and listen carefully. Play the Class CD and have students listen to the sound effects. Discuss the answers to the first question before students go on to answer the rest of the questions. After they have completed the activity, ask students to compare their answers in pairs. As a group, discuss their preferences.

Answers: 1 swimming 2 walking the dog
3 playing a sport 4 listening to music 5 taking photos 6 using the computer

Intercultural Note

Onomatopoeia is used to mimic sounds with words. Sounds are different in every language. In English these are some common sounds animals do: hee-haw (horse) / hoot (owl) / cock-a-doodle-doo (rooster). Onomatopoeia is frequently used in literature as a way to make reading a more vivid experience.

5 Read the sentences and follow the instructions.

Have different students read the instructions and afterwards, ask a different set of students to repeat, in their own words, what they are expected to do. Then give them a few minutes to complete the activity. Discuss the answers. Ask them to justify their interpretations of the sentences. Ask: *How can you be sure the sentence is positive, negative, or neutral?*

Focus on the sentence *I don't mind swimming.*

Ask: *How can you be sure if it is negative or neutral?*

Use positive reinforcement with students who participate voluntarily.

Answers: circle: 4, 5 underline: 1, 3 check: 2

Teaching Tip

Having students read out loud on a regular basis gives them a chance to practice and improve their pronunciation and fluency. Make sure to use the opportunities you get to ask different students. Encourage shy students and celebrate their effort and participation.

Analyze

6 Read the sentences in Activity 5 and answer the questions.

Have students read the sentences in Activity 5 again and complete the activity. It would be helpful for students to collaborate to order the sentences from most positive to most negative on the board. Encourage them to focus on the implications and register of the statements. Have them provide their own examples to complete the list if they consider it useful to add different ways to express feelings and preferences.

Answers: 1 I love playing with my dog.
2 I hate doing homework.

Warm up

Brainstorm the name of different activities you can do in your free time and write them on the board. Students can go back to page 43 and check the pictures to get some ideas. Ask for volunteers to come to the front and mimic their favorite leisure activity without talking. The rest of the students have to raise their hands and say their guess. When a student guesses correctly, then he / she comes to the front and mimics his / her favorite activity.

Stage 3: I do


7 Look at the code. Then write the sentences using the correct expressions.

Ask students to open their Student's Book to page 45. Have them look at the code. They should be able to determine the sequence of enunciation, describe them, and talk about their intended meaning. By



this point students have had enough practice with verbal and non-verbal communication; they should be able to put into words the visual cues and their meaning in a specific context. Ask them to complete the activity and elicit answers from different students to check.

Answers: 1 He loves swimming. 2 I like playing soccer. 3 She hates video games. 4 They don't like watching TV. 5 I don't mind dancing.

8  **Listen to the conversations and answer the first three questions. Then work in small groups. Answer the last two questions with information from your classmates.**

Tell students to close their Student's Book. Ask: *What activities can you do outdoors? What activities can you do indoors?* Tell students they are going to listen to a conversation with their books closed. Play the Class CD. Then have students open their books and read the instructions and the questions out loud. Ask students to try to answer the questions. Tell them not to worry about remembering everything because they will listen a second time, but they should try to remember the general sense of the conversation. Play the Class CD again. Allow students some time to correct or write new answers if necessary. Check answers by eliciting them at random. Then have students work in groups of three or four to discuss questions 4 and 5.

Answers: 1 both 2 the girl 3 the girl
4 Answers may vary. 5 Answer may vary.

Intercultural Note

When participating in a conversation in English, it is common to hear an abbreviated version of some words. Contractions result from combining and shortening two words: a pronoun and an auxiliary verb, or an auxiliary verb and *not*. Contractions need an apostrophe. Point out that contractions are often used in informal conversations.


Stage 4: Ready!


9 **Read and check (✓) the activities you like or love doing and put a cross (X) by the ones you do not like or hate. Add other options.**

Have students open their Student's Book to page 46. Direct students' attention to complete the *Personality Quiz*. Have them read the statements and identify them with the appropriate mark based on their own preferences. Remind them they can add their own

options and check them if their likes do not appear in the quiz. It is important that they are able to read, recognize and understand types of sentences used to express likes and dislikes. Once they have completed the activity have them share their answers with the class as a student reads the prompt out loud. Students should be encouraged to exchange points of view.

Answers may vary.

10  **Make a list of more things you love, like, do not mind, do not like, or hate doing in your notebook.**

After students have completed Activity 9 have them expand the list with their own preferences. Remind them to write about what they like, what they dislike and what they don't mind. Read the example out loud and make sure students understand what to do. To recognize behavior adopted by speakers to clarify and confirm comprehension, pair up students to share their information. Draw student's attention to the expressions that are commonly used in English to confirm information (such as an informal "yeah") and the ones to contrast it ("well" ...). You can use this activity as Portfolio evidence for the final product.  **MEDIA RESOURCES**

Answers may vary.

11 **Reflect on your progress. Write your answers in your notebook.**

Before the end of the class, ask students to share something they discovered about the people they worked with. Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding sharing likes and dislikes. Allow time for students to develop their written response. Direct them to go to their notebook. If possible, ask them to have a special part dedicated to collect their reflections. Have students compare their answers to the questions in pairs and open a class discussion on the importance of sharing likes and dislikes.

Answers may vary.

Achievement:

- Understand general sense and main ideas of conversations.

Teaching guidelines:

Describe and make explicit to your students the different ways in which they can:

- Anticipate the general sense and main ideas.
- Recognize the structure of conversations (opening, body, and conclusion) to determine the function of lines (e.g. interruption, confirmation, etc.).

- Compare ways of expressing likes, compliments, and dislikes.
- Identify words used to connect ideas.
- Model comprehension strategies.

Material:

- Class CD
- Cardboard



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Warm up

Ask students to take out their notebooks. Tell them that they will compete in a speed challenge of "A Dozen Peas in a Pod". Explain that this challenge requires them to think of a dozen items that belong to the same category. So, for example, if you choose as a category *outdoor activities* students must come up with 12 outdoor activities. You can have them work with any category from the previous lesson, and if you want them to review knowledge acquired in previous units you may work with *community service jobs*, *movie genres*, *outdoor activities*, etc. You could also use this activity to review language learning points such as: *adverbs and adjectives*.

Stage 1: I explore**1 Look at the texts and answer the questions.**

Ask students to open their Student's Book to page 47. Help your students activate their previous knowledge by drawing their attention to the images on the page. Elicit from students vocabulary related to the picture. Write the words on the board. Have them analyze the images to anticipate the general sense and main ideas they convey. Then ask them to complete the activity by answering the questions. Elicit answers from different students and open the floor to discuss them. You may have students talk about personality quizzes they enjoy (young students are usually fond of apps which provide a series of fun quizzes on different topics). Have them talk about how the distribution of text and images modulates their expectations. Ask: *Can you think of other types of texts whose purpose can be identified by merely looking at them?* (formal letters, notes, to-do lists, dialogues, etc.)

Answers: 1 questionnaires or personality quizzes
2 To elicit information from the reader or audience to get a result or diagnostic.

Stage 2: I think**2  Listen to the conversation and answer the questions.**

Have students read the questions. Let them know they will listen to a conversation to help them find the correct answers. Remind students of the three steps they will follow: listen, answer, and check. Play the Class CD and ask students to focus and write notes, but not complete answers. Play the Class CD again and give students a couple of minutes to write their answers. Before playing the audio again, have a brief discussion about *who* and *what* they heard. Ask: *Who is talking? What is the purpose of the conversation? What is the main idea of this exchange?* It is important for students to practice these abilities explicitly. Now play the Class CD once more and ask students to check their answers. Ask for volunteers to say what the general idea is. Have the rest of the class agree or disagree.

Answers: 1 They are completing a personality quiz. 2 Fiona has a well-balanced personality.

3  Listen to the conversation again and check (✓) the activities Fiona and Alicia mention.

Draw the students' attention to the picture. Have them predict what the girls are doing. Ask volunteers to write several possibilities on the board. Ask: *What do you think the girls are doing? Where are they?*

Tell students they will listen to the conversation again. They should take this opportunity to verify their answers for Activity 2. Then ask them to draw a check mark next to the activities that the girls in the conversation mention. Have students volunteer to read each statement out loud along with their answer. If it was mentioned, ask them to elaborate on their answer: *Did Fiona or Alicia say anything else regarding that particular activity?*

Answers: check: 1, 2, 4, 6, 7, 8, 9

4 Read the conversations. Underline the phrases that show you are interrupting. Which conversation is more polite? Why?

This activity will help students recognize the structure of conversations. Have students open their Student's Book to page 48. Read the instructions out loud. Then, ask two students to read the conversations as naturally as possible. Allow students to underline the phrase that shows interruption before moving on. Before comparing answers, point out that sometimes it is necessary to interrupt. This can be because something the speaker said is unclear or because we need to say something, express our opinion, or suggest something. Explain that depending on the situation, there are ways to interrupt that sound more polite than others. Elicit answers from different students and discuss them with the class.

Answers Underline: 1 I'm sorry to interrupt. 2 Wait a minute. **The most polite:** The first conversation is more polite because of the situation and the expression "I'm sorry to interrupt."

5 Now have a conversation with a classmate about hobbies. Interrupt in order to clarify something.

Ask a student to read the instructions for the activity out loud. Then have different students read the different ways to interrupt that appear in the speech bubbles. To model this activity, ask a volunteer to model the activity with you. Ask the student to talk about an app or game, and as the student explains interrupt using: *Do you mean...? What do you mean? Wait a minute.* If you believe students need another example, have someone else model the activity, too. Have students do the activity in pairs. While they are having their conversations, walk around the class monitoring and providing individual help.

Answers may vary.

Intercultural Note

This unit will help students understand and practice the use of question tags. They are often used in spoken English but not in formal texts. It is important for them to notice that these are not questions that can exist on their own but rather as a way of emphasizing ideas or doubts; and of keeping the conversation flowing. Tags should be used naturally so it is important that your students practice until they feel comfortable using them almost automatically.

Analyze

6 Read the sentences and choose the correct option.

Choose different students to read the examples out loud. Before reading, ask them to pay attention so that they use the appropriate intonation to convey meaning. Allow them to analyze the use of question tags before completing the activity and help them model comprehension strategies. To check their answers ask them to compare and discuss them with a partner. Then have students volunteer to share their answers and thoughts on question tags and interruptions.

Answers: 1 end 2 negative 3 positive ... then 4 confirmation 5 speaking

Teaching Tip

Students are more likely to remember the rules they are able to produce or deduct on their own over those that are provided. Help students understand how the language works and they will be able to articulate the rules on their own through their experience.

Warm up

Ask them to take out their notebooks and have them write down their names vertically, with a letter on each line. Ask them to describe themselves using words that start with each letter in their names. (e.g. Smart, Artistic, Moody, Unique, Eclectic, Lean = Samuel!) Explain that this word game is called *anagram*. Ask for volunteers and have them share their anagrams with their classmates. Help students with vocabulary. You may want to display the anagrams around the classroom.

Stage 3: I do

7 Work with a partner. Complete the first column of the table with your guesses. Then use question tags to check with your partner. Add another category.

Have students open their Student's Books to page 49. Ask students to study the table and solve doubts. Divide students into pairs. If your classroom situation allows it, move them around so they all work with people they usually do not work with. Have them guess about the person who they are working with. Then model the activity with one student so that everyone can understand.

Say: *I guess you don't like electronic music, do you?*
Let the student confirm or negate. Then give the opportunity to the volunteer to guess something about you. Confirm or negate. Model with another student, say: *I guess you like cell phones, don't you?*

Then give the opportunity to the volunteer to guess about you. Insist that students use question tags. Remind them to add another category. While students work, walk around the room monitoring that they are using question tags. Give them individual help when needed. To check, have students ask each other the added category out loud or in front of the class.

Answers may vary.

8 Work in pairs. Talk to a classmate about the following topics. Give reasons for your answers.

Have students continue working with the same person as in Activity 7. Draw students' attention to the different topics that appear on page 49, *reading books, social media, washing dishes, shopping, and video games*. Read the instructions out loud and explain that they will talk about the different topics and whether they like them or not. Tell them to give reasons why. Encourage students to interrupt when necessary, as they have learned in the unit, and use tag questions. While students are talking, go around the class monitoring. Try to become aware of particular communication areas your students may need to work on. When the task is over, discuss your observations with the class. Correct any mistakes you may have noticed by explaining them in general terms without pointing out who made them. Praise your students on what they are doing correctly. Boost their confidence so they may look forward to doing more speaking activities.

9 Work in groups of 5 or 6. Tell the group about three things you like and three things you hate. How many things can you remember about people in your group? Ask each other questions to confirm what you remember.


Join three pairs of students so that you can quickly form groups of six. Read the instructions out loud and have students talk about the things they like and hate. Encourage them to interrupt politely and use tag questions. Also remind them to mind the feedback you just gave them. Have students do the activity and walk around monitoring and observing them. When all members of each group have had the opportunity to speak, ask students at random about what they learned about their teammates. Try to also use tag questions and interruptions. Say for example: *Aurora, you worked with Eduardo, didn't*

you? I'm sorry to interrupt, but did you say he doesn't like pizza?

Teaching Tip

Before asking students to focus on reading or writing a text, guide students to look at and discuss related images or pictures. By helping students focus on visual elements related to the topic, they are provided with a reference point that will activate their previously acquired knowledge and make them aware of their own expectations and ideas.

Stage 4: Ready!

10  Work in pairs. Look at the model for ideas. Then choose one of the pictures and have a conversation about free time activities. Write the conversation in your notebook.

Read the instructions out loud. Elicit a question and write it on the board. Guide them into using the vocabulary and structures they have just learned. They might say: *What do you like doing on Sundays?* Elicit another question encouraging students to use tag questions. They might say: *You like playing football on Sundays, don't you?* Write both questions on the board and insist that they ask questions with these structures. While they work, walk around monitoring and giving individual help. Then have students exchange their notebooks and answer the questions. Walk around monitoring. When they finish, ask them to have a short conversation using their questions and answers. Encourage them to look at each other and avoid reading. You can use this activity as Portfolio evidence for the final product.

Answers may vary.

11 Reflect on your progress. Write your answers in your notebook.

Have a student volunteer read the instructions. Ask students to reflect independently on this lesson and focus on the three questions about comprehension strategies. Direct them to go to their notebook. If possible, ask them to have a special part dedicated to collect their reflections. Make sure students understand what they have to do. Encourage students to be very honest in their answers. When they have finished, have an open discussion with the whole class. If necessary, suggest they check the expressions learned during the unit again.

Answers may vary.

**Achievement:**

- Express compliments, likes, and dislikes in written conversations.

Teaching guidelines:

Describe and make explicit to your students the different ways in which they can:

- Detect syntactic differences between British and American English: collective nouns agreement (e.g. *My favourite team is / are*).

Achievement:

- Express compliments, likes, and dislikes in written conversation.

Warm up

Explain that today's class will begin with a game named *Fortunately / Unfortunately*. Write these two words on the board. Start by giving students a statement: *Unfortunately I forgot my lunch*. Volunteer students should take turns to give their own statement to support yours. Explain that if one student uses the word *unfortunately*, the next should begin their statement with the word *fortunately*. Write: *Student A: Unfortunately I have no spending money today. Student B: Fortunately my friend Susan shared her lunch with me!* You can make the story as long as you want. This game will help them practice the use of these adverbs while simultaneously giving them an opportunity to improve their confidence using new words.

Stage 1: I explore**1 Work in groups. Discuss the questions.**

Engage students in a group discussion about the theater. Have students tell about their experiences with theater. Ask: *Have you ever been to the theater? Have you acted in a play?* Elicit the answers and write them on the board. Invite students to open their Student's Book to page 51 and have them read the questions out loud. In groups ask them to talk about their experience and to elaborate their answers. This is also a good opportunity for your students to get to know each other a little better. Have them activate their previous knowledge by asking them to talk about the different plays they have seen and the genres they like or dislike. You may ask them to write a few lines about the topic in their notebooks. Have them skip a line so that when they are done, they can have a classmate read and peer correct their work.

Teaching guidelines:

Think out loud for your students to understand how to:

- Show empathy in oral interactions.
- Determine language register and compose sentences.
- Consider repertoires of words and expressions.
- Order sentences into a sequence using connectors.
- Include details in main ideas.
- Make and respond to questions to solve doubts.
- Evaluate own development and that of others.

Material:

- Pieces of paper
- Plastic bag

After students have finished the activity write on the board: *theater / theatre*. Students are often confused when faced with the syntactic differences between British and American English, especially when discussing collective nouns agreement. (e.g. *My favourite team is / are*). One of the first things one learns in any language is the importance of verb agreement with collective nouns.

In British English, collective nouns (those nouns that refer to particular groups of people and / or things such as a team, class, or staff) can precede a singular or plural verb depending on whether the group is thought of as a single idea or as many individuals (e.g. *My team are about to win the championship!*). In American English, collective nouns are always followed by a singular verb, whereas in British English both plural and singular forms of the verb are possible.

Stage 2: I think**2 Read the conversation and choose the correct option.**

Select two students to come to the front and read the conversation out loud. Help students with pronunciation. Make sure they show empathy in these oral interactions. Stress that body language and intonation are very important. Refer students to the Glossary on page 60 to clarify the meaning of words. Ask them to complete the activity and choose the correct options. Have them check their answers by comparing them with a peer. Suggest that they choose a character and read the conversation again. Go around the room listening and provide help when needed. Ask them questions about the purpose and register of the language and have them answer in their notebooks by composing complete sentences. Refer students to the Bibliography on

page 192 and tell them to use the links in this section to learn more about the topics in this unit.

Answers: 1 liked 2 a musical comedy
3 dancing 4 because 5 compliments

3 Read the conversation in Activity 2 again. Write words to help give compliments in the box.

Have the students open their Student's Book to page 52 and read the title in the table. Ask them to skim through the conversation in Activity 2 to identify the words that are used to give compliments to others. Draw students' attention to the example that has been given. Elicit another example. Then have them complete the table. Encourage them to expand the repertoire with other expressions they have acquired in other lessons.

Answers: amazing, awesome, loved, fantastic, great, good, handsome.

Analyze

4 Complete the sentences with words from the box.

This activity is a quick review of the main concepts studied in this lesson. Ask for a volunteer to read the words from the box. Ask students to provide their own definitions or interpretations for each concept. Students are expected to complete the definitions by selecting the correct word from the box for each sentence. Give students a couple of minutes to answer the activity and discuss with the group.

Answers: 1 compliment 2 admiration
3 reason

Remember

Next class bring pieces of paper and plastic bag.

Warm up

Welcome students and when they have settled in their places, explain that they will play a couple of rounds of a word association game. Tell them in which order they will participate and give an initial word, for example, *guitar*. The student that follows should say a word which they associate with the previous word. The rest of the students follow the same pattern. If the connection is not obvious, ask the student to justify their choice. If the students take too long to provide a word they lose the round. You may stop the game at any given point.

Stage 3: I do

Teaching Tip

Positive comments on students' work are an excellent reinforcement. When you write a comment, make sure you use the affirmative form. As part of the comment encourage students to improve a weak area or congratulate them.

5 Work with a partner. Look at the words and phrases in the boxes. Write compliments about your classmates with phrases from the boxes.

Divide the class in pairs. Have students open their Student's Book to page 52 and look at the words and phrases in the boxes. Have a student read the instructions out loud. Then choose a student at random and give the student a compliment using the phrases from the boxes to model the activity. For example, say: *He's a good artist. She's an amazing dancer.* Have students do the activity while you walk around monitoring and checking pronunciation. After a few minutes, have students swap partners so they can work with someone else.

Answers may vary.

6 Read the conversations. Then write a similar conversation. Practice giving and accepting a compliment.

Have students work in pairs. Ask them to silently read the conversations. After a couple of minutes, read the instructions out loud and elicit from students a compliment that was said in Activity 5 (e.g. *He's a good friend.*) Write it on the board, elicit how they would accept the compliment, and write the answer on the board. Have students write short conversations similar to the models. Divide the board and have a few pair of students write their conversations on it. Check spelling and grammar together. Have students practice their conversations once they are correct.

Answers may vary.

7 Read the advice. What do you think is the most interesting piece of advice? How do you think it will help you?

Read the instructions out loud. Have students work in pairs to read each piece of advice and discuss the meaning. Then ask them to decide which is the most interesting piece of advice for them and why. Have them brainstorm ideas for a couple



of minutes. In order to guide them, say: *Imagine yourselves in a situation where you need to compliment a friend. Which piece of advice would work? Which piece of advice would not work?* Remind them they have to justify their choice with reasons. When they finish, have an open discussion with the whole class

Answers may vary.

Teaching Tip


In English, sequence adverbs often come at the beginning of the sentence and they are usually the cue for the reader / listener to identify the order. The adverbs “then” and “next” are interchangeable. They are used to state that which can or should happen in the middle of the sequence. Use “first” and “finally” to begin and end a sequence. These adverbs can also be placed indistinctly at the start or at the end of the sentence but usually appear at the beginning to give order or instructions.

Stage 4: Ready!

8   **Go around the classroom and give your classmates compliments on things you know they do well. You can use the expressions and the suggested activities. Write your own suggestions.**

As a follow up to Activity 7, have students stand up and walk around the class giving each other compliments. Encourage students to use the language learned but tell them to add more personalized expressions. Refer students to the Glossary on page 60 to clarify the meaning of words. If possible, tell students you are going to play a song to set the time. While it plays, they go around the classroom complimenting their classmates. This activity is an excellent way to change the pace and energy of the class. You may want to participate in the activity as well. Intervene only when necessary to provide help but allow students to correct each other. You can use this activity as Portfolio evidence for the final product.

Answers may vary.

9  **Write a list of the compliments you gave your classmates.**

Ask students to share their experiences with compliments: *Do they enjoy receiving them? How does it feel to give a compliment?* Talk about how important it is to positively reassure the members of a community and how it may change someone's perspective. Ask students to write a list of the compliments they gave to their classmates. Finally,

ask them to reflect on their own work as an important part of the learning process.

Answers may vary.

Extra Activity

Ask students to evaluate their own performances as well as that of their peers. Then have students play a *Guess Who* game. Ask them to write on a piece of paper the compliment they received the most and then collect all the papers and put them in a plastic bag. Students will take turns to take out a paper (one at a time) and read it out loud. The class has to find out who the person with that ability is and agree or disagree.

Time: 10 minutes

10 Reflect on your work. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 10 regarding empathy. Check that they understand the meaning of *empathy*. You may want to explain it and write it on the board: *The feeling that you understand and share another person's experiences and emotions.* Read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebook. Make sure students understand what they have to do. Ask for examples from volunteers of when they will try to be more formal in the future. Walk around the class monitoring and giving individual help. When they have finished, ask students to share moments where it is good to give a compliment (e.g. when another person is feeling sad).

Answers may vary.

Achievement:

- Express compliments, likes, and dislikes in a conversation.

Teaching guidelines:

Provide your students information that allows them to:

- Take roles as interviewer and interviewee, with and without the help of a script.
- Use expressions to make time to articulate spontaneous answers (e.g. *hmm, that is an interesting question, etc.*).
- Use question tags to request confirmation (e.g. *You used to be ... didn't you?*).
- Compose sentences that include *like* (e.g. *I like ...*) to express likes and dislikes.

- Use stranded prepositions to offer details (e.g. *The place they went to ...*, etc.).
- Express points of view in favor and against.
- Use non-verbal language to reinforce what is being said.
- Recognize appropriate moments to interrupt interlocutors.
- Practice and follow rhythm, speed, and pronunciation.
- Adjust questions and answers depending on the interlocutor's reactions.
- Self-regulate strengths and needs.

Material:

- Class CD




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Warm up

Welcome students and tell them you will play *Charades*. Playing *Charades* help students develop speaking and listening skills. It will also strengthen their vocabulary skills when well planned.

Divide the class into two big teams. Have students come up with a name for their team. Write a series of action words on pieces of paper. Fold the papers and place them on your desk. You may include some of the vocabulary words your students have learned in this unit. Students must take turns to come to the front to pick up one of the papers and act out the word provided. The team that correctly guesses the most words wins.

Stage 1: I explore**1**  **Work in pairs. Look at the picture and discuss the questions.**

Ask your students about the famous people they admire. *What is it they do? Why do they feel strongly about them?* Have a brief class discussion about the concept of celebrity and responsibility. Then ask them to open their Student's Book to page 55 and have them look at the picture. Choose a volunteer to describe the image out loud. Have some students complement the description. Write the two questions on the board. Ask them to take a minute to read and think about the questions next to the image. Have them write a couple of lines in their notebooks. Then elicit answers from different students. Ask: *How many of you wanted or want to be famous? What do the famous people they admire have in common?*

Stage 2: I think**2**  **Read and listen to the conversation. Then answer the questions.**

Have students think about things they are very good at doing. Then in pairs have them talk about their abilities and how they became good at them. Give them some ideas: *Maybe you became good at playing soccer because you practice it every day. You are talented at math because you have always enjoyed problem-solving.* Ask students to look at the conversation and the picture. Read the instructions and tell them they will listen to a conversation in which two people will discuss pros and cons of being famous. Play the Class CD. The main aim of this activity is that students are able to identify the main ideas and the supporting details. Give students some time to complete the task, and then go over the answers. Refer students to the Glossary on page 60 to clarify the meaning of words.

After students have finished the activity, ask for a volunteer to read the sentence *What's he famous for?* Point out the word *for*. Explain that stranded prepositions or dangling prepositions are the constructions where the preposition is placed far removed from its object. Usually, dangling prepositions are left at the end. For example, *What is he reading about?* Some scholars argue strongly against its use, but the truth is that stranded prepositions have existed in English since before any of these complaints were heard. And, in fact, going out of your way to avoid them can result in an awkward and inefficient structure. Teach your students to use them only when appropriate and necessary but without fear.



Answers: 1 A sports celebrity 2 He's a soccer player 3 He likes meeting people and teaching children how to play soccer 4 He dislikes being recognized in the street or being stared at 5 He is now working on a television program that takes sports to communities around the world.

3 Read the conversation in Activity 2 again. Write a question and an answer to finish the interview.

Ask students to read the conversation in Activity 2 again. Ask them about the ideas and information included in the interview. Brainstorm other possible things that could be asked to a football player. Have them decide what would be the best question to finish the interview. Ask them to write the question and the answer in their notebook. First, check their answers orally and encourage students to answer freely.

Answers may vary.

4 Work in pairs. What would you ask a famous person in an interview? Write three questions you would like to ask.

Ask students if they have ever met a famous person before. What did they do? Did they recognize the famous person right away? Were they too nervous to approach them? If they have not met a famous person have them imagine the situation. Encourage students to be confident enough to ask anyone a question whether they be famous or not. Encourage them to be brave and curious. Say: *We should all be able to communicate with each other especially about our likes and dislikes.* Have students share their questions out loud and ask them if they recognize topics that are repeated.

Teaching Tip

Assess students while they are aware of interacting in English and practice rhythm, speed, and pronunciation as they read any text. You can first have them play with a sentence, changing the stress and intent each time they read it, to discover how the meaning and context can be affected by modifying its speed or rhythm. Example: *You're happy.* It is important that you modify the length of the text to make this activity challenging.

Analyze

5 Look at the examples and complete the sentences with words from the box.

Have a volunteer compliment another student. Ask this student to compliment someone else. Then change the chain and ask them to come up with an interjection. Discuss the use and structure of interjections and question tags. Tell students to read the words from the box and complete the sentences. Check the answers by having students compare their answers with a peer.

Answers: 1 question tags 2 interjections
3 compliments

Warm up

Divide students into groups of six or eight. Explain that they should stand facing each other in a circle. Tell them that in this game both body language and facial expression are very important. You will give a series of sentences and they must react to them. For example, *You just broke your mom's favorite cup!* Because the previous lessons have focused on reactions and emotions, you may ask them to act out being angry, afraid, curious, happy, exhilarated, etc. Then have volunteer students give the situation. Playing this game will help students with vocabulary and non-verbal language, while providing a bit of fun before they get started with their hard work.

Stage 3: I do

6 Work in pairs. Read the interviews and write your own conversation. You can use compliments, interjections, and question tags.


For this activity divide the class in pairs. Ask a student to read the instructions out loud. Then ask students to read the conversations in pairs. Model the activity by asking one student to read A and you read B out loud. Explain to students that they must study the conversations in this activity and then come up with their own conversation. Allow students to complete the task and walk around the class giving guidance and individual help. As you walk around check grammar and spelling. When they have finished, ask students to read another pair's conversation.

Answers may vary.

Extra Activity

Play a game to help students get further practice on expressing their likes and dislikes. Write on the board the following sentence: *I like knitting and cooking, but I don't like playing video games.* Practice asking the question: *Do you like ... ?* Then ask students to follow your model and write a similar sentence expressing their very own likes and dislikes on top of a sheet of paper. Next, tell them they will have 5 minutes to go around the classroom asking their classmates about their likes and dislike. The winner will be the student who found the most classmates with whom he or she shares a like or dislike.

Time: 10-15 minutes

7  **Work in pairs. Read the poster and practice your conversation from Activity 6. How did the advice help improve your fluency?**

Read the instructions out loud. Then have a student read the title and seven different volunteers read each piece of advice. Clarify any piece that might be confusing. You can ask volunteers to give examples for each situation. Then, have students practice saying their conversation from Activity 6 in pairs. Have students exchange their conversations with another pair and ask them to practice that conversation as well. After a few minutes, ask a several pairs of students to read their conversations in front of the class. Have a whole-class discussion on how the advice might have helped them in their fluency.

Stage 4: Ready!

8  **Work in pairs. Interview your partner using question tags and compliments.**

Have students work in pairs. Have them work with a different student from their partners in Activity 6 and 7. Direct their attention to the incomplete conversations on the page. Elicit an ending for *What do you like about ... ?* (e.g. *What do you like about reading?*) Write their ideas on the board. Then elicit a question tag and write it on the board (e.g. *You like movies, don't you?*). Remind students that question tags are used for confirmation. Check that students

understand the task and give them enough time to complete it. Walk around the classroom as they work, providing guidance. Students will check their answers and give each other feedback with Activity 9. You can use this activity as Portfolio evidence for the final product.

9 Listen to another pair's interview. Then complete the checklist and exchange feedback with them.

Give students some time to practice and gain confidence. Explain that they will have to come to the front to act out their interview from Activity 9. Before they do, direct their attention to the checklist at the bottom of the page to self-regulate strengths and needs. Give them some time to make sure that their own conversation follows those guidelines. Ask students to stop practicing or planning while their classmates come to the front and remind them to use the checklist to assess their peer's work. After each presentation, allow for a couple of students to volunteer and give their classmates positive feedback.

10 Reflect on your communication skills. Write your answers in your notebook.

Emphasize the importance of reflecting on their performance during the lesson. Say: *First it can be a very empowering process because it gives you the opportunity to realize that you have learned something. Second, it helps interiorize what has happened around you that helped your understanding. Finally, it contributes to your creativity and to remember certain things in a vivid way.*

Ask students to reflect independently on this lesson and focus on the three questions in Activity 10 regarding interviews. Read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebook. Make sure students understand what they have to do. Ask for examples from volunteers of expressions to use to make time to think.

Answers may vary.

Conversation About Likes and Dislikes

Student's Book page 59

MEDIA RESOURCES

PART 1 Now you know ...

Remind students how they talked about their likes and dislikes in Unit 3. Ask them if they remember what their classmates' likes and dislikes are. Then, have students open their Students Books to page 59. Read the checklist out loud for Part 1. Individually have students gather the information needed from their notebooks and their student books. Encourage students to use small pieces of paper to mark the pages where they can find the information required in this activity. As students go back and collect information, walk around the class monitoring that everyone is on task. These examples of portfolio work include a list of things they love, like, do not mind, or hate (Activity 10, page 46), questions they wrote for their interview (Activity 10, page 50), compliments they gave to their classmates (Activity 8, page 54), and the interview they had with a partner (Activity 8, page 58).

PART 2 Make it yours.

1 Choose a classmate that you have not interviewed yet. Use the skills in the "Now you know ..." section to plan a conversation. Check the conversation for spelling and grammar. Decide who will be interviewed first.

Divide the class in pairs; make sure you pair up students that have not worked together during this unit. Tell students that for this final product, they will produce an interview in which they discuss what they enjoy doing in their free time. Encourage students to be creative with their product. Have them review the interviews in Lesson 4 to get some ideas of the questions they will be asking. Also have them decide who will be the interviewer and who will be the interviewee first. Remind them they will swap roles.

In pairs have students personalize their work and choose questions they find interesting. Then have them prepare a conversation using the elements they practiced in the portfolio examples they collected in Part 1.

Point out that they should include tags, interjections, and compliments. Tell them the interview should be organized but that it is important that the conversation flows naturally. Go around the room monitoring their work and intervene when necessary.

2 Perform your interview in front of the class. Remember the expressions you have learned in this unit. Listen carefully to your classmates' interviews.

Additionally, explain to students that it is also important that they are able to perform the interview in front of the class so that they learn how to control their tone of voice and nerves. Insist that they listen carefully at other interviews from their classmates so that they can focus on the things others did well. When students are ready to perform, have pairs come to the front of the classroom to act out their interview. Make them aware of the importance of body language in this activity. Tell them that their interview should include facial expressions and gestures. Tell them also that volume, tone, and intonation are very important. After each presentation, students can provide respectful and specific feedback pointing out particular aspects of the things that worked and those that can be improved.

PART 3 Assessment

In the Student's Book, you can use the following activities on pages 59 and 61 to assess your students' progress.

Achievements and Product

1 Complete the statements about your performance in this unit.

To assess students' achievements in the unit you can have them go through the lessons and complete the sentences. Monitor and check.

Social Practice

2 Read the statements. Write if they are true or false for you and why in your notebook.

To assess students' ability to exchange compliments, likes, and dislikes, they can reflect on their final product and write their conclusions in their notebook.

Success!

3 To consolidate this block, have students go to page 61 in their Student's Book and answer the questions in the Success page. Allow them to give each other feedback. This would be a good moment for you to give feedback personally to each student as well.

In the Teacher's Guide, you can find the following tools for evaluation purposes:

- Use the suggested Assessment Instrument on page 70 to appraise your students' performance on specific unit goals.
- Go to the Exam on page 71 to globally assess your students' knowledge about this unit or review the contents of the unit.
- You may use the Project on page 72 as a further consolidation of the block.

Rubrics

Rubrics are scoring tools used to grade the quality of each criterion in a more precise way. If shared with students, they can help them understand the assessment of their performance.

Instructions:

- 1 Determine and list the criteria to be graded and write them in the first column.
- 2 Describe in detail and write the first quality assessment for each criterion, starting with "Excellent."
- 3 Discuss the results with your students.

Criteria	Quality		
	Excellent	Good	Needs improvement

Notes: _____



Student's name _____ Date _____

1  **Listen to the conversation and circle T (True) or F (False).** (7 points, 1 each)

- | | | |
|---|---|---|
| 1 The conversation is an interview for a class survey | T | F |
| 2 Paul doesn't like playing soccer | T | F |
| 3 Paul hates watching TV | T | F |
| 4 He loves skateboarding | T | F |
| 5 He likes dancing | T | F |
| 6 Paul thinks parties are OK | T | F |
| 7 He likes washing the dishes | T | F |

2 Complete the sentences with question tags. (8 points, 1 each)

- 1 John watched the new movie last Friday, _____ ?
- 2 We love pop music, _____ ?
- 3 James and Paul don't like to play soccer, _____ ?
- 4 She has four sisters, _____ ?
- 5 Documentaries are very interesting, _____ ?
- 6 He doesn't like thrillers, _____ ?
- 7 *The Kid* is a great movie, _____ ?
- 8 Paula isn't a good swimmer, _____ ?

3 Match the sentences halves. (5 points, 1 each)

- | | |
|---|---|
| 1 We don't like indoor activities because | a) he doesn't have any rhythm. |
| 2 I'm a terrible piano player. | b) Jennifer can give her singing lessons. |
| 3 He hates dancing because | c) No, you are not. You play beautifully. |
| 4 She's worried because she can't sing. | d) I don't think so. |
| 5 This new video game is difficult, isn't it? | e) they are boring. |

Score: (____ / 20 points)

Achievements:

- Select information.
- Read information.
- Select and revise classic tales.
- Understand general sense and main ideas.
- Edit diagrams in teams and with the guidance of the teacher.
- Rehearse giving a presentation.
- Give a presentation.

Skills:

- Organization
- Creativity
- Spelling and grammar
- Research skills
- Writing skills
- Speaking skills
- 21st century skills: collaboration, communication, critical thinking, and problem solving

1 Contextualized problem

Few people in your community actually know real-life heroes. Students should find those heroes, and make a video for the people in the school to know them.

2 Task

Explain to students that they are going to produce a video about important community services in their neighborhood, and the people who perform them. They are going to choose one person that they think is important in their community. They will interview him / her, if possible, or imagine they will. They will record a video interview and present it to the class or the school. Establish what the students need to know and the knowledge they will gain. Explain the achievements and skills they will develop.

3 Brainstorming

Divide the class in groups of 5. Firstly, have students brainstorm the person they want to interview and decide where they can find information. Then have them write key words in their notebook to facilitate exploration. Support any problem solving at this stage.

4 Method, roles, and procedures

Have students decide on a to-do list. Collaboration within a group is essential, and it must be taught. Set parameters of when the presentation is and have students organize their own work. Allow the students to make choices about how they work and how they use their time.

Intervene to promote deeper understanding of what needs to be done. Have them step outside their comfort zone. That is, try to suggest that the student that doesn't want to speak is the one that represents the interviewee. Ask them to give everyone a voice. Check-in for understanding and encourage cooperation and communication.

5 Investigation

Tell students that it is critical that they research before they create anything. Students often want to write before investigating. Ask students to use different forms of media, provide reference material yourself using accurate resources. Today's students suffer from media overload and are not necessarily equipped with the skills to differentiate between real and fake information.

6 Presentation and feedback

This project is focused on teaching students skills derived from critical concepts from the units. At its core, the process is more important than the result. Have students present their interview to a public audience. It is essential for them to perform beyond their classmates and teacher. Create your rubric to evaluate students' development of the project and share your notes with them. Below you will find a suggested layout for an assessment rubric. Feel free to complete it as you need.

	A	B	C
Content			
Language conventions			
Skills			
Method and procedure			
Presentation			

Block 2

Family and Community

Social Practice: Agree with others a travel itinerary.

Product: In this unit students are going to make an itinerary.

- seek and consult information
- compare pros and cons of ideas and proposals
- build arguments to defend ideas and proposals
- listen and express pros and cons to come to an agreement

Recreational and Literary

Social Practice: Produce constructive forecasts about others.

Product: In this unit students are going to write forecasts.

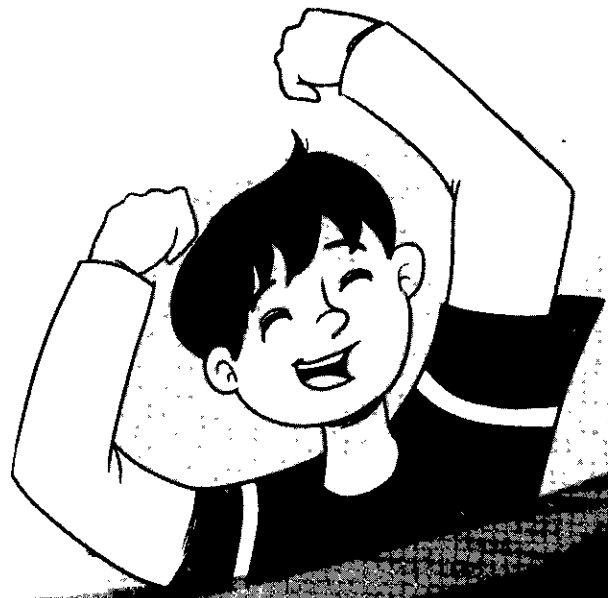
- revise samples of written forecasts
- listen and identify ways to express future actions
- formulate and respond to questions to understand forecasts
- write sentences that express future to create forecasts

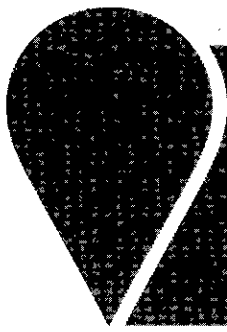
Family and Community

Social Practice: Compose dialogs and interventions for a silent short movie.

Product: In this unit students are going to write a script for a silent short movie.

- revise silent short movies
- understand general sense and main ideas
- write lines and dialogs





Unit 4

SOCIAL LEARNING ENVIRONMENT:
Family and Community

COMMUNICATIVE ACTIVITY:
Exchanges associated with the environment.

SOCIAL PRACTICE:
Agree with others a travel itinerary.

FINAL PRODUCT:
Itinerary

CONTENTS REFERENCE

Lessons	Contents	Achievements
Understand	<ul style="list-style-type: none"> - Enlist proposals of destinations and ideas about travel. - Define sources of information to find out about destinations. - Discard proposals based on consulted information. - Take note of data that support viable proposals and ideas. - Promote own participation and that of others. 	<ul style="list-style-type: none"> • Seek and consult information.
Focus	<ul style="list-style-type: none"> - Contrast advantages and disadvantages using a graphic organizer. - Add data to viable proposals and ideas. - Assess own ideas and proposals and those of others. 	<ul style="list-style-type: none"> • Compare pros and cons of ideas and proposals.
Build	<ul style="list-style-type: none"> - Analyze reasons of proposals and ideas. - Support reasons with information. - Use connectors to link reasons and data to build arguments. - Analyze expressions and strategies of persuasion (e.g. <i>Are you sure we ... ? That's quite a good idea, We really should go there, etc.</i>). - Reflect on ways to negotiate ideas and proposals (e.g. <i>I'm looking forward to ... Don't you agree? That's not good. It sounds fantastic, etc.</i>). - Share opinions. 	<ul style="list-style-type: none"> • Build arguments to defend ideas and proposals.
Achieve	<ul style="list-style-type: none"> - Emphasize certain words or alter volume to produce an effect of impact (e.g. <i>The lake, definitely, The national park, you say?</i>). - Recognize emotions in the language to persuade. - Talk clearly and loudly enough. - Interpret body language to detect emotions. - Organize agreements showing assertiveness. - Promote feedback. 	<ul style="list-style-type: none"> • Listen and express pros and cons to come to an agreement.



Fact File

Title: You'll Need a Flashlight!

Summary: Mrs. Stein and her first grade students are planning a field trip to the farm of Marilyn's uncle in Lindenfield. They will learn about farm animals, food products, crops, and night animals that live around the area. Mrs. Stein took care of parent's permissions and beforehand planned

● MEDIA RESOURCES

Pre-reading

Write Field Trip on the board. Explain that this is a trip you take with classmates and teachers. Brainstorm with students a place they would like to visit on an imaginary field trip with you. Write key words on the board around *Field Trip*. Have students call out names of places they would like to visit. Have volunteer students come up to the board and write key words related to the places they suggest. Then have students vote for the place they like best. Circle the winning place. Ask students to sit in small groups and write a schedule and a list of things they will need. Have groups compare and complement their schedule and list. Ask some volunteer students to read their work out loud.

Ask students to predict what the text is all about. Have students skim the illustrations for about one minute. Ask: *Do you want to change your prediction after having seen the pictures?* Give students a bit of time to do this. Have volunteer students give their opinions.

First Reading

Tell students they are about to read a great story. Do not tell them the complete story but make sure they understand the main idea. Write the word *flashlight* on the board. Ask: *What is the first thing that comes to your mind with this word?* Write students ideas on the board.

Tell students they will be working in Literary Circles. Have students sit in groups of four in which each student will have a different role. Write the roles on the board:

Leader: make sure each one does what they are supposed to do, organize the first reading of the text, and present the group work to the rest of the class.

Summarizer: take ideas from the members of the team to create a summary of the text.

Discussion moderator: make sure discussion in the group is done in order and keep the group focused.

Reflection writer: join the ideas to write a group final reflection that includes everybody's input.

the activities, food and all the things they need. Everyone needs to bring a sleeping bag, a sweater, a change of clothes, a swimsuit, toothbrush and toothpaste, and a flashlight. When they arrive at the farm, one of the students drops his flashlight into the river. It's a good thing Marilyn had another one to share.

Tell students to open their books to page 47. Explain they will all read the story in their groups. Give students time to organize their groups. When students are ready have each team share their findings.

Second Reading

Have students work in pairs. Invite them to go over the story and produce five questions about the text for their classmates. Ask them to write each question on a separate piece of paper. Put all the pieces together in a bag and mix them. Keep three papers with questions for further use. At random have voluntary students take a paper from the bag and answer the question. For every correct answer the team gets a point.

Write the three questions you kept on the board. The first team to run up to the board and write the correct answer will get an extra point for their team.

Invite students to sit in small groups. Tell students they will write a song about the field trip in the story. Ask students to go through the story and choose the part that they liked best and that could be turned into a song. Students will tell that part of the story through singing together with their group. Encourage them to use clapping, banging objects, or humming as musical instruments to keep the beat and make it sound great. Have teams come up and sing for their classmates.

Activities Answer Key

1 1 b 2 a 3 b 4 b 5 a

2 1 Most of the children have sleeping bags. 2 There are cows and horses. 3 Cows are milked electronically. 4 They are going by train. 5 Mrs. Stein and the children will bring food.

3 1 farm 2 flashlights 3 matches 4 itinerary 5 crop

4 Answers may vary.

Achievement:

- Seek and consult information.

Teaching guidelines:

Coordinate actions and activities in which students can:

- Enlist proposals of destinations and ideas about travel.
- Define sources of information to find out about destinations.
- Discard proposals based on consulted information.

- Take note of data that support viable proposals and ideas.
- Promote own participation and that of others.

Material:

- Several images of landscapes and famous monuments around the world
- Sheets of paper
- Pictures of vacation places
- Different examples of travel advertisements
- Class CD

Warm up

Write the word *VACATION* on the board. Ask students: *What do you do when you go on vacation?* Let them answer and help with vocabulary. Ask them where they want to go on vacation. Elicit several places and write them on the board. Tell students to work in teams of four. Ask students to have one sheet of paper and a pen for each team. Tell students you will show them a picture of a place. Ask them to write as many activities as they can think of that are related to the picture. The team that has the most correctly spelled activities will win the game. Check each list. Give one point for each correctly spelled activity that is related to the image. Write the points on the board. Play as many rounds as you like. Add the points and congratulate the winners!

Stage 1: I explore**1 Look at the pictures and discuss the questions.**


Ask students to share some details about a trip they made in the past. Encourage them to ask questions to each other about the landscape, food, weather, or entertainment. Ask: *Where did you go? What did you eat? Was it sunny? Did you swim?* To enlist proposals of destinations and ideas about travel, elicit answers and write them on the board. Then ask students to share where they would like to travel in the near future. This will activate their previous knowledge and serve as a review of past and future verb tenses. After some time, have the group open their Student's Book to page 63. Direct their attention to the images on the page. Have students volunteer to name and describe each site. Ask: *Which one is more attractive to you?* (Discuss the different purposes, pros and cons of each place.) *Where would they go to rest, go with their families, have fun, etc.?* Inquire if they have visited similar places. Ask: *What did they do there? How did they feel?* Then have them work in small groups and discuss the questions.

Answers: 1 city landscape, amusement park with a rollercoaster, green hills and forests, a beach
2 Answers may vary.

Stage 2: I think**2  Listen to the conversation and circle the sources of information Mom and Dad mention.**

Ask the group to think about the places they want to visit. Ask: *What do you need to plan a trip? Where would you look for information?* Write a list of steps on the board based on student suggestions. If something important is missing avoid providing the answer, instead, ask questions that may lead them to it. Then let them know that they are going to listen to a conversation between a Mom and Dad who are planning a family vacation. Play the Class CD. After listening to the recording, have students read the different sources and circle the ones that are mentioned in the conversation. Compare the answers by having students volunteer to share and comment about the options they circled. Afterwards, discuss other sources of information they know.

Answers: Internet, newspaper ad, travel agency

3  Listen to the conversation again and answer the questions.


Ask: *What are the most important elements when planning a trip?* Give some time for students to discuss. Have volunteer students share their answers out loud. Encourage students to engage actively in the class discussion by having them share their personal experiences or opinions on the subject. It could be interesting to share with your students how trips were organized before the rise of the Internet and modern booking apps. Ask: *Has technology changed the way people see the world and travel across it? Why or why not?* Have students open their Student's Book to page 64. Review the five questions first and then play the Class CD.



Have them listen to the conversation again. Direct students to answer the questions in writing. Have students compare their answers to verify if they are correct.

Answers: 1 Orlando 2 No 3 Not necessarily
4 A hotel 5 In the newspaper

4 Work in pairs. Read the advertisements and decide which offer is the best. Circle the things you like and underline the things you do not like. Research a vacation destination you would like to go to.

Hold a class discussion about the power of advertising. If possible bring samples of different kinds of travel ads. Show them to the class and ask students which one is more effective and why. Usually, it is safe to presume students like to travel, so ask them about the main reasons they visit other towns, cities, or countries and what keeps people from traveling more. Then divide the class so that every student works with a classmate. Have them read the advertisements in the activity closely. Ask students to decide which proposal is the best. Refer students to the Glossary on page 80 to clarify the meaning of words. After a few minutes, have students raise their hands to vote for the best proposal. Have volunteer students explain why they chose one option over the other. If possible, have them research a vacation destination. If not, have them imagine a place they would like to visit.  **MEDIA RESOURCES**

Answers may vary.

Extra Activity

Have students work in small groups of three or four. Say: *It's time for a State Fair!* Each group will choose a different state in your country and will research the main sites and tourist attractions, as well as the specific traits of their culture and traditions. Let them know in advance so that students can research at home and bring some material to work with. Give them some time to prepare a presentation in which they invite their classmates to travel to the state of their choice. In the end, ask them to "book a trip" to their favorite destination, giving a couple of reasons to justify their choice and deciding how they will get there. They might just design a national tour!

Time: 15-20 minutes

Analyze

5 Read the sentences. Then write them in the correct column. Add another sentence to each column.

Have students volunteer to propose three destinations and write them on the board. Ask students to try to come up with possible reasons for and against the trip (e.g. Cancún for: very luxurious, lots of attractions; Cancún against: can only get there fast by plane, very expensive). Tell students to open their Student's Book to page 65. To discard proposals based on consulted information, pick some students to read out loud the sentences from the box. Have them write the sentences. Then elicit a possible sentence that could be added to one of the columns. Write it on the board. Walk around the class monitoring and giving guidance. Check as a whole class.

Answers: **How to get there:** We could go by bus. Let's fly. **Where to go:** Let's go to Florida for a long weekend. Why don't we go to Orlando? **For the offer:** This includes daily passes to the parks. This is a good deal. **Against the offer:** It's too expensive. It doesn't include lunch.

Remember

Next class students will need to look for information using the Internet or other sources (encyclopedias, magazines, etc.) about exotic locations.

Warm up

Ask the students to take out their notebooks. Have them write their names vertically in big bold letters. Ask them to come up with a city or country that starts with each of the letters in their names. If some students finish ahead of the rest, ask them to illustrate each place with some of its most important landmarks. Have students volunteer to show their names to the rest of the class. Ask them if they have been there, if they would like to travel to some of these destinations, and what do they know about them.

Intercultural Note

English is among the most widely spoken languages in the world, only preceded by Chinese and Spanish. Its influence in modern culture and business has led English to become a sort of universal language for science, technology, and

commercial exchanges. When talking about English-speaking countries we usually think of the United States, the United Kingdom, Canada, and Australia, but English is an official language in 53 countries around the world!

Stage 3: I do

6 Look at the brochures below. Say which offer is best for your family. Discuss with a partner.

Have students work in pairs for this activity. Ask a student to read the instructions out loud. Go through the brochures with the group. Ask students which characteristics seem more attractive and which seem less attractive. Then have students discuss in pairs which seem to be more attractive in relation to their family needs (money, time, likes, and dislikes, for example). Give them time to discuss the options. After a few minutes, have an open discussion. Encourage students to specify which details seem better for their families and why. Ask follow-up questions when possible.

7 Read the information in Activity 6 again and circle Yes or No.

Tell students to read the websites in Activity 6 again. While students provide arguments to justify which destination is the best option, have a couple of students write down the arguments on the board in two columns, one for and one against. Then have students read the sentences and circle yes or no. Use this opportunity to discuss the importance of reading carefully by pointing out how different the vacation could turn out by misreading a piece of information. Have students volunteer to provide the answers, and ask them to refer to the text to support it.

Answers: 1 Yes 2 No 3 No 4 Yes 5 Yes

Teaching Tip

Some students do not feel comfortable asking questions in front of their classmates. Encourage them to share their doubts since it is likely others may feel the same way but if this does not work out, tell students they are welcome to write down any thoughts and doubts. Work with students individually when time allows it and provide a general overview with the class if you think other students may profit from the clarification.

8 Reread the advertisement for the offer you chose in Activity 6. Underline the details you like. Write a list of the advantages this vacation offers in your notebook.

Discuss the concept of "domino effect." A little detail can trigger several unforeseen consequences, for better or for worse. Keeping in mind the selected destination from Activity 6, ask students to write the advantages of this offer in their notebooks but ask them to elaborate on the possible ramifications of each one (e.g. If all the meals are included, then ... ; If there are several museums and sites of interest nearby, then ... ; If dinner costs \$55 dollars per person, then ...). After some time, have students get together in groups of four. Ask them to compare their answers. At the end, let them share the most interesting or popular arguments. You can use this activity as Portfolio evidence.

Answers may vary.

Stage 4: Ready!

9 Work in small groups. Research and choose information for a new vacation destination and write about it.

Ask students where they would like to travel if they had the opportunity. Encourage them to think of locations that seem far away. Individually, have them make a list of five places where they would like to go. Then read the instructions and ask students to work in groups of three or four. Have them check which location from the ones the group wrote down is repeated the most. This is a fair way for them to choose the location. Tell them they may use the Internet or other sources of information to help them learn all the important details. You can use this activity as Portfolio evidence for the final product.

Answers may vary.

10 Reflect on finding information. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 10 regarding strategies to search for information. Read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebooks. If possible, ask them to have a special part dedicated to collect their reflections. Make sure students understand what they have to do. Ask for examples from volunteers of what they will try next time to find information.

Answers may vary.

Achievement:

- Compare pros and cons of ideas and proposals.

Teaching guidelines:


Support and guide your students to:

- Contrast advantages and disadvantages using a graphic organizer.
- Add data to viable proposals and ideas.
- Assess own ideas and proposals and those of others.

Warm up

Have them sit in teams of four. Invite them to show each other the souvenir or picture from a prior trip they brought. Invite them to volunteer and share details about these items. Tell them to share some good and / or bad memories about how they got them. Remind them to be descriptive: to talk about the colors, sensations, weight, etc. of the object and to give a brief overview of their trip. You may even set an example of how you expect them to deliver this "show and tell" story by starting the activity with an item you acquired on a trip.

Teaching Tip

 Remember that a great class starts with you. If you feel your students are not motivated, check yourself. Try showing more enthusiasm; think of the wonderful things your students will be able to accomplish with the abilities you are helping them develop! Create a friendly atmosphere. Create an English-speaking culture for your classroom environment. This will make students learn faster and remember longer. Always remember: what you give is what you get.

Stage 1: I explore**1 Work in pairs. Talk about a vacation you liked and one you did not like. Discuss how they were different.**

Divide the group so that every student is working with a classmate. Ask them to share the picture or item they brought to class and to interview each other to obtain more details. Remind them to use the appropriate structures to ask questions in past tense. Have them take out their notebooks and open their Student's Book to page 67. Ask them to broaden their interview's scope by asking about other vacations they have gone on. Have them use this activity as a guideline to the things they should inquire about.

Material:

- A souvenir or picture from a prior trip
- Information (brochures and pictures) about different vacation destinations
- Envelopes
- Images from travel magazines, the newspaper, or look them up online



p. 47

After some time, have different students volunteer to provide information about their partner's travels, what they enjoyed and disliked.

Stage 2: I think**2 Read the reviews about Shell Cove and complete the table. Then answer the questions about you and your family.**

Draw students' attention to the brochure and help them make predictions. Ask: *Do you know where Shell Cove is? Where can you stay? How can you get there?* Have them think of leisure activities they could do there. Have students make a list of vocabulary related to travel and vacations. To contrast advantages and disadvantages using graphic material, have them read the statements carefully and pay attention to the stars scores. Tell students to classify the reviews into positive or negative in the table. Refer students to the Glossary on page 80 to clarify the meaning of words.

Ask different students to read questions one to three out loud. Hold a class discussion about common vacation destinations.

Answers: Good things about the vacation:

high water slides, great fun, Olympic-sized pool and amazing jacuzzis, great water volleyball competitions, awesome buffets, fantastic room

Bad things about the vacation: crowded water slides, no pools for kids, bossy guide, no snacks around the pool, few TV channels

3 Read the opinions about the "Historical Adventure" vacation. Check (✓) the positive comments and put a cross (X) by the negative ones. Find websites that show reviews like the one below. How are they useful?

Have students reflect for a few minutes on what is the proper behavior during a "Historical Adventure" and its consequences. Elicit information on this topic. Write their reflections on the board. Remind students that a comment is not necessarily or explicitly good or bad. Sometimes they must

draw additional information from context or intonation. Provide some examples and discuss them in class and direct their attention to how our interpretation of a statement can be related to its possible implications. Have students open their Student's Book to page 68 and read the opinions. Ask them to complete the activity. If necessary refer students to the Glossary on page 80 to clarify the meaning of words.

After some time check their answers. Point out the structures used to express something positive or to suggest something negative. If possible, ask students to find websites that show trip reviews. You may want to assign this activity for homework. Tell students to check if the information that the website provides is useful to them and why.

Answers: **Positive:** 1, 2 (third sentence only), 3, 4, 5
Negative: 2 (first and second sentences) 6, 7

4 Work in pairs. Ask your partner the questions. Share opinions about the pros and cons of each activity.

Read the instructions out loud and ask students to read the questions on their own. Tell students they will work in pairs and ask each other the three questions in Activity 4. Encourage them to focus on their personal preferences, in the activities they would like to do, and to mention the pros and cons for each activity. Tell them to write notes about their partner's answers in their notebooks. When some of them have finished, ask students to share their partner's opinions with the whole group.

Intercultural Note

What makes a destination attractive to tourists? People around the globe have attempted to provide an answer to this very complex question. "Beauty is in the eye of the beholder" and in this case, it means that different people may consider different aspects when looking for a perfect spot to spend their vacations. Some may look for adventure and extreme sports, others may look for luxury and comfort. Nowadays people who seek to travel can choose to embark on gastronomic tours, ecotourism, historical recreations, or anything to suit the traveler's needs and personal preferences.

5 Read about four families. Discuss which place would be better for each family.

Have students look at the pictures. Ask: *What kind of different places can be seen in the pictures?* Elicit their answers and make notes on the board. Then read the instructions out loud. Have students do the

activity individually. Refer students to the Glossary on page 80 to clarify the meaning of words. Walk around the class monitoring and providing individual help when needed. After a few minutes, have students compare their answers in pairs justifying them. Check the activity as a class.

Answers: a 3 b 4 c 1 d 2

6 Tell your partner about your family. Which of these vacation spots would be best for your family and why? Find out about the best vacation spots for your partner's family.

Have students work in pairs. Explain to students that they have to talk about their families and decide which vacation spot from Activity 5 they would prefer. To model the activity, tell your students the type of vacation that would be ideal for your family and why. Have students do the activity and encourage them to take notes as their partner speaks. Provide enough time for students to do the activity. Have different students talk about their partner's family and preferred vacation type in front of the class.

Remember

For next class bring information (brochures and pictures) about different vacation destinations, preferably in your country.

Warm up

Choose a long, difficult word from the previous lesson and write it on the board. In pairs and without using a dictionary, students have to write down a definition for the word. Allow them time to think and write their definition. Then ask for volunteers to read their definitions out loud. Then the class votes for the definition they think is the correct one. Read the correct definition for the word out loud or have students look the word up in their dictionaries. Repeat with other words if time allows.

Analyze

7 Read the sentences and choose the correct option.

Pose a hypothetical scenario related to vacations that seems attractive but could imply several negative consequences, and write it on the board. Divide the rest of the board into two sections. In each section, have students write positive and negative aspects. Then, on top of the line that divides the board, write the words *and*, *but*, and

because. For example, *I would like to go to Puerto Vallarta on vacation, but I would probably have to skip classes.* Have them come up with complex sentences using these words to link the parts. Ask students to open their Student's Book to page 69 and read the sentences individually. Give them some time to choose the correct option and then go back to the words on the board. Use them in different sentences to compare the use of the words.

Answers: 1 b

Stage 3: I do

8 Work in groups of four or five. Imagine your group is going on a trip. Answer the questionnaire so you can plan the best trip for everyone in your group.

Tell students to think about going on a trip with a few classmates. Tell them that in some countries when young people finish high school they go together on a trip. Sometimes it is not a trip to a faraway place, but a nearby. Ask: *Have you heard of anyone who has traveled with friends? Where did they go?* Ask students to form groups of four. Tell them they will plan a trip with their classmates. Read the instructions for the activity and the five questions out loud. Then have students do the activity in groups. Walk around monitoring that the activity is in fact being done in English. Tell them to take into consideration things like cost, distance, and other elements that may influence their decision.

Answers may vary.

9 Work in groups. Complete this advertisement for a vacation package. Include at least one disadvantage.

Have students work with the same groups. With the information they gathered in Activity 8, have them think about the specifications of their trip. Ask: *What kind of food would you like to eat? What kind of places would you like to visit?* Have them imagine and discuss types of activities they could do there, interesting places they should visit, and some disadvantages they can think of. Remind them about the importance of having a budget as well, that means, how much money they can spend. If possible, use the Internet to access real information. Now have students write their answers. Notice students' effort and creativity even if their opinions are not chosen to be included.

Answers may vary.

Stage 4: Ready!

10 Exchange your information with another group. Discuss the pros and cons of your packages.

Ask students to share their answers with another group. Encourage students to ask additional questions to get more information about the other group's trip. Tell students to discuss the advantages and disadvantages of the trips. Ask them to compare each aspect, such as cost, distance, the amount of time it takes to get there (too much, too little), visas, parental permission, etc. You can use this activity as Portfolio evidence for the final product.

11 Reflect on comparing pros and cons. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding communication skills. Have a student read the three questions out loud and allow time for students to develop their written response. If possible, ask them to have a special part dedicated to collect their reflections. Direct them to go to their notebooks. Make sure students understand what they have to do. Ask for examples from volunteers of how to compare two ideas to decide if an idea is better than another.

Answers may vary.

Extra Activity

Cut out images from travel magazines, the newspaper, or look them up online. Make sure that you have a wide range of images: a luxurious hotel, a creepy cabin, a desert, huge museums, rusty rollercoasters, etc. Divide the images into sets and randomly give them out to students working in small teams. Ask them to produce a travel brochure using these images. They must use every picture in the set. Remind them to do honest-tourism and use the appropriate conjunctions when necessary. Share them at the end of the class and display in classroom if possible.

Time: 15 minutes

Remember

For next class prepare some questions and / or instructions for a string dictation. Example: *Namethreemeansofttransportation.*
Or *Whatcountrybeginswithag?*

Achievement:

- Build arguments to defend ideas and proposals.

Teaching guidelines:

Motivate and give models to your students for them to:


- Analyze reasons of proposals and ideas.
- Support reasons with information.
- Use connectors to link reasons and data to build arguments.
- Analyze expressions and strategies of persuasion (e.g. *Are you sure we ... ? That's quite a good idea, We really should go there, etc.*).
- Share opinions.

- Reflect on ways to negotiate ideas and proposals (e.g. *I'm looking forward to ... don't you agree? That's not good, It sounds fantastic, etc.*).

Material:

- Pictures of means of transportation
- Cards with situations and expected behaviors
- Sheets of paper
- Cards with words related to means of transportation
- Prepared questions and instructions for a string dictation
- Class CD

Stage 2: I think

2  **Work in pairs. Look at the poster and say what you think the conversation is about. Listen to the conversation to confirm your predictions.**

Focus students' attention on the poster. If necessary, refer students to the Glossary on page 80 to clarify the meaning of words. Explain to them that they are going to listen to a conversation, then ask: *Just by looking at this poster, what do you think the conversation will be about?* Accept all their ideas. Play the Class CD on Track 12 and tell the students they are only going to listen this first time just to confirm their predictions.

Answers: fishing, swimming, canoeing, kayaking, hiking, visiting the bear sanctuary

Teaching Tip

Some students demand constant attention from the teacher. There are several ways in which you can deal with this situation. Encourage them to use the Self-assessment boxes or design assessment sheets of your own. These will give the student a chance to express his / her feelings or anxiety while providing a safe place for them to reflect on their progress and acknowledge their weaknesses.

3  **Listen again and answer the questions.**

Ask students about other details they were able to gather from Activity 2. Then tell them they will listen to the recording again to verify their previous observations and to answer the questions. Play the Class CD again. Remind them to pay attention to the register, intonation, and purpose expressed in the conversation. Have them focus on what is expressed and how. Have students work with a partner to compare their answers.

Warm up

As students come in, ask them to sit in teams of four. Tell them to take out their notebooks for an improvised string dictation. Explain that they will write all the letters and punctuation marks you mention in one line with no spaces. Before the class, prepare some questions and / or instructions for the students to answer with their teams.

For example, *Namethreemeansoftransportation. or Whatcountrybeginswithag?* Spell out the instructions or questions letter by letter in dictation form. Once you are done dictating have students divide the words to discover instructions and questions. Have students answer the dictations. Do classmate checking and ask volunteers to come up and write the questions and answers on the board.

Stage 1: I explore

1 Look at the pictures. Choose one means of transportation and say why you chose it and not the others.

To activate students' previous knowledge, ask students to think of different ways to travel. Elicit their ideas and write them on the board. If they run out of ideas, mention *cruise ship, hot air balloon, helicopter, raft, on foot, hitchhiking, etc.* Have them think about the advantages and disadvantages the different ways of travelling might have. Then ask students to open their Student's Books to page 71. Have them look at the pictures and choose one of the methods of transport in the picture. In pairs asks them to talk about the reasons why they chose that means of transportation.



Answers: 1 There are a lot of things to do. The boys will love that. 2 He can't go hiking because of his bad leg. / It sounds dangerous. 3 Answers may vary.

4 Write three sentences explaining why you would or would not like to go to the Grizzly Bear Lakeside Resort.

Go over the information of the Grizzly Bear Lakeside Resort again with the students. Ask: *What seems fun about this place? What type of tourists do you think visit it?* Then read the instruction out loud and have students think if they would enjoy themselves there. Have them write sentences explaining the reasons why they would or wouldn't go there. Give them some time to finish the task. While they work, walk around the class providing individual help.

Answers may vary.

Remember



For next class prepare cards with words related to means of transportation

Warm up

When students come into your classroom, give them a card with a word related to means of transportation. Ask students to look for people who have words that directly relate to theirs. Use this activity to practice vocabulary. Tell them that they will work together for the group assignment and ask them to come up with a name for the team that relates to the semantic group. Ask each team why they would use the means of transportation they were assigned. Provide help as necessary.

Teaching Tip

Remind students of the use and meaning of *because* and *because of*. *Because* is followed by a subject and a verb *Because the weather was bad ... Because of* is followed by a noun *Because of the terrible weather ...*

Analyze

5 Read the sentences and circle T (True) or F (False). Correct the false statements.

Ask students to remember the conversation that took place in the previous class when a Mom and Dad are discussing taking a family vacation in the forest (Activity 2). Have different students mention

a specific aspect of the conversation. Then ask them to open their Student's Book to page 72. Select some students to read the statements out loud. Make sure everyone understands the vocabulary and correct pronunciation. Remind students we use connectors to link reasons and data to build arguments and point out the importance of the words in bold. Give them some minutes to decide which sentences are true and which are false. Have them correct the false statements in their notebooks.

Answers: 1 T 2 T 3 F 4 F

Stage 3: I do

6 Work with a partner. Check (✓) the things you'll need on your trip. Say why you need some and not others.

Read the instructions out loud and have a volunteer read the items that appear on the checklist to the class. Tell students they must really think about the things they need for the trip they have been planning with their classmates. Have them work in pairs and tell them to talk about the things they both think they need and things they do not need. When they have finished, ask students to work with their groups and share their checklists to see how similar they are. Have a whole group discussion about the things they selected depending on the trip and why.

Answers may vary.

7 Work in pairs. Read the article and decide which places mentioned in the article you would like to go and see. Make notes for a mini itinerary.

Write the words *Iguazu Falls* on the board. Ask students if they know anything about this place. Maybe they have heard about it or seen pictures. Encourage students to share their thoughts and experiences with the class. Write the information you elicit from students on the board for further reference. Have students open their Student's Book to page 73. Ask students to look at the pictures in the article. Then have them read the article about *Iguazu Falls*. If necessary, refer students to the Glossary on page 80 to clarify the meaning of words. Then in pairs have them decide which places they would like to visit and write them down in their notebooks. As a whole group activity, ask students to share which places mentioned appealed to them more and why.

Answers may vary.

8 Complete the conversation with words from the box.

Ask students to work with a classmate to produce an improvised conversation between two people discussing spending their vacations on a faraway deserted beach. Tell them to write it in their notebooks and notice the structures they use to introduce reasons and suggestions, as well as the intonation used to express how they feel about the proposals. Invite students to reflect on different ways to negotiate ideas and proposals. Have students open their Student's Book to page 74 and complete the conversation with words from the box. Ask: *How does their conversation compare to the one they just read?* Have a group discussion and go over the answers.

Answers: 1 because of 2 fantastic 3 looking forward to 4 should go there 5 right

Stage 4: Ready!

9 Work in groups of four and follow the instructions.

Before the activity, put students in groups of four. Ask each student to imagine their perfect vacation. Have them close their eyes and picture where they would like to go, how they would get there, what would they do there; think about the colors, the weather, the food, the places they would like to visit, etc. Ask them to open their eyes and tell them

they will get a chance to design it and bring their friends along but, for that to happen, the majority of the group must vote for their proposal (each student can give out two points, but cannot give them to the same proposal). Have students read and follow the instructions. Give them time to think and structure their proposal, as well as to reflect on ways to negotiate ideas and proposals to convince their classmates. For example, *I'm looking forward to ... don't you agree? That's not good. It sounds fantastic!* After that, have them share their opinions and present their ideal vacation to the rest of the team. Let them vote to see whose proposal wins. Have them share the chosen vacation plans with the whole class. You can use this activity as Portfolio evidence for the final product.

10 Reflect on building arguments. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 10 regarding strong arguments. Have a student read the three questions out loud and allow time for students to develop their written response in their notebooks. Make sure students understand what they have to do. Ask for examples from volunteers of how they can make a proposal to convince others.

Answers may vary.

**Achievement:**

- Listen and express pros and cons to come to an agreement.

Teaching guidelines:

Guide, support and offer feedback for your students to be able to:

- Emphasize certain words or alter volume to produce an effect or impact (e.g. *The lake, definitely, The national park, you say?*).

- Recognize emotions in the language to persuade.
- Talk clearly and loudly enough.
- Interpret body language to detect emotions.
- Organize agreements showing assertiveness.
- Promote feedback.

Material:

- Class CD



p. 47

effort and the quality of their work. Be open to communicate with your students.

Warm up

Divide the group into two teams (left side and right side of the room). Tell students they will act out a silent scene that involves planning or being on a trip and the other team must guess what is going on. Give them time to prepare their scenes. Tell them each team should prepare two scenes based on traveling or trip situations. Invite them to decide who will be acting the scene for the other team. Have two students come to the front and act out the scene. The opposite team must guess the situation that was performed by their classmates. For the team to guess correctly they have to state what the situation was about and the feelings expressed. The team that correctly guesses the most scenarios wins the game.

Stage 1: I explore


1 Look at the illustration and read the speech bubbles. Who would you prefer to spend your vacation with? Work in pairs. Share ideas with your partner.

Have students open their Student's Book to page 75. Have them take a look at the illustration and have two volunteers read the conversation. Give them a minute to analyze it individually. Then, have them work in pairs to answer the question *Who would you prefer to spend your vacation with and why?* Then have them share their ideas with another pair. As a whole class, have students share their preferences and discuss common answers or reasons.

Teaching Tip

When students are restless and "misbehave" avoid calling them out in front of the group. Instead, speak with him / her outside the classroom when the class is over. Listen to what they have to say. Read their body language as you talk. On the other hand, when a student excels, recognize their

Stage 2: I think


2  **Label the pictures with the emotions from the box. How do vacations with your relatives make you feel? Find someone who agrees with you.**

Elicit emotion words from students. Write these words on the board. Invite all of them to show different emotions using body language. Walk around trying to guess what the emotion is. Read the instruction and the options provided out loud. Have students read the words chorally as they mirror the emotion. Give them some time to label the pictures and complete the activity individually. Then have them check answers from different students and ask them to produce examples of vacations with different relatives and how they could make them feel. Ask them to find other students sitting close that have similar feelings. When they have finished, call on individual students to share their results. It is important for students to recognize emotions in the language so that they can use it to persuade, assess the situation, learn how to react, and express themselves properly.

Answers: 1 excited 2 sad 3 angry 4 bored 5 happy

3  **Listen to the conversations. Do you agree with what the children say? Why? Why not?**

Explain to the students that they will listen to three conversations. Tell them that in each conversation teenagers have different reactions to traveling. Ask them to take notes on the different reactions. Play the Class CD. If necessary, play the recording a second time for students to complete their notes. Have students talk in pairs about the conversations and which one they agree with. Then have an open discussion about the different reactions the teenagers had and how they would react under those circumstances.

4  **14** Listen to the sentences. Now work in groups of three or four and share ideas about activities for Saturday. Do you agree or disagree?

Read the instructions. Play the Class CD once again. Then have students do the activity in small groups. Ask them to think about different things to do for the weekend. Tell them to think about activities they usually do on weekends and share them with their groups. Then tell students they should say if they find those activities interesting or not and why. Remind them they can use the models in the speech bubbles. Have an open class discussion about their points of view.

Extra Activity

Have students work in pairs to write a conversation about planning a trip that was cancelled. Have them write this conversation in their notebooks and give them time to practice. Tell them that they will read the conversation twice with two different inflections. (They are not required to act in this activity since the focus is on the pronunciation, intonation, and stress.) After each pair reads their conversation out loud, have other students point out how the conversation and the implications of the information exchanged is modified. Remind students that what is said is as important as how it is said.

Analyze

5 Complete the comparative table. Then give reasons for the way you feel about these activities. Exchange books with a partner.

Read the instructions out loud and have different students read the sentences from the box out loud. Ask students to complete the table individually and check answers as a class. Then ask student volunteers to come to the front and write on the board something they love or hate doing. When each student finishes writing the sentence, ask the same student to share with the class the reason behind the like or dislike in the statement. Ask them to complete a similar table with their personal feelings. To check their answers, have them exchange their notebooks with the student to their right and discuss their likes and dislikes.

Answers: **positive emotions:** I love skateboarding. I like playing beach volleyball.
negative emotions: I hate camping. I won't eat frogs' legs. I don't want to go to the mall.

Warm up

Greet students and have them take out their notebooks. For this activity they will work in small groups of four. Write a sentence on the board, for example, *We are leaving now*. Have students experiment with the sentence to find out how many interpretations can come from changing the stress and intonation of the sentence. The team that is able to come up with the most interpretations wins. Have them repeat this same model with sentences the teams come up with.

Stage 3: I do

6 Work in pairs. Take turns acting out the mini conversations. Show emotion by stressing the words in bold. Then change the underlined words to make new conversation.

Invite students to work in pairs. Have students read the mini conversations and choose their favorite interpretation. Give them some time to practice so that they can focus on how their voices project and communicate instead of being distracted by other elements. Remind students to talk clearly and loudly enough. Tell students to emphasize words in bold or alter volume to get an effect or impact. Since pairs will take turns to read in front of the class, ask the rest of the class to focus on the interpretation of body language to detect emotions. Make sure they understand that volume is also an important factor when communicating and modify it according to the conversation's needs. Ask students to talk clearly and loudly enough for everyone to hear.

Teaching Tip

Sometimes students may feel self-conscious about reading out loud, especially when they are asked to do dramatic reading. Make sure your students know that mistakes are natural when learning any subject and that you welcome their questions but also create opportunities for your students to encourage, help, and learn from each other. Keep this in mind and set up balanced teams so that proficient students can help out their weaker partners in different activities.


Stage 4: Ready!

7 Work in pairs. Read and discuss the travel itinerary for a school trip. Use the expressions from the box to show how you feel about the information.

Ask students about their experience with school trips. Ask: *Have you ever gone on a school trip? What places have you visited? Did you enjoy going on those school trips?* Discuss the topic with your students and have them open their Student's Book to page 78. Have volunteer students come up and write the words from the box on the board. Have students focus their attention on them and guess when they would use each one and for what. Focus on the images and ask them to describe the behavior of the people in them. Ask: *Do they seem happy, angry, or sad?* Tell them to work in pairs to read and discuss the school itinerary. Draw students' attention to the expressions from the box and use them to organize agreements to show assertiveness.

Intercultural Note

When practicing communication skills, it is important to help students develop assertiveness. Being assertive requires students to be confident enough to argue in favor of or against ideas. It also means that they are able to express their points of view coherently. Students should be encouraged to express themselves freely and passionately while being tolerant towards other people's opinions that may not coincide with their own. Respect is a key element of communication and students should be aware that without it effective communication is not easily achieved. In a classroom setting, respect is necessary to create a safe and welcoming environment for students to learn and interact.

8  **Use reasons, pros and cons to reach an agreement with your partner on a good place to go on a school trip.**

Have students go back to an itinerary they have created. Have them make a list so that every student knows what is expected from them in this trip, for example, *punctuality, participation*. Then have students discuss the itinerary with their partners in a respectful and logical way, giving reasons and explaining the advantages and disadvantages, to reach an agreement. Then, as a whole class activity, get some feedback from your students on how they were able to reach an agreement. You can use this activity as Portfolio evidence for the final product.

9 Reflect on how to come to an agreement. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 9 regarding agreements and persuasion. Have a student read the three questions out loud and allow time for students to develop their written response in their notebooks. Make sure students understand what they have to do. Ask for examples from volunteers of how they should react if they are not able to persuade everyone about a proposal.

Answers may vary.

Itinerary

Student's Book page 79

 MEDIA RESOURCES
PART 1  Now you know ...

Ask your students to open their Student's Book to page 79. Elicit how much they have learned about itineraries. Make notes on the board. Have each student get out their notebook and go back and collect the portfolio activities they created throughout Unit 4. Guide students to find these four samples by reviewing the list of achievements in Part 1 and have students check the box for each example they collect. These four examples of portfolio work include research about a vacation destination (Activity 9, page 66), a list to compare pros and cons of ideas (Activity 10, page 70), arguments to defend their ideas (Activity 9, page 74), and their reasons, pros, and cons to come to an agreement (Activity 8, page 78). Walk around the class monitoring and provide help if needed.

If a group is missing a piece of evidence, encourage them to finish their work so that they are prepared. Solve any doubts they may have about their work.

PART 2  Make it yours.

1 Work in small groups. Choose another destination for a trip that you all agree on. Use the skills in the "Now you know ..." section to prepare a conversation about it.

Have students work in small groups to personalize and create an itinerary to a place they are interested in. Tell students to sit together or to move their desks around so they can work facing each other. Follow the steps in the "Now you know..." section to create an itinerary of a trip to a destination they agree on. Remind them to show respect to different opinions and to be tolerant when disagreements arise.

Tell students they must decide how they will present their proposal to the class. Once they have decided how, they need make a checklist of what they will need for their presentation. Help students out by giving them options on the different ways of giving presentations. One of the suggestions could include a digital presentation; using cardboard paper, leaflet and brochures from tourist agencies, drawings and/or pictures are also good options for students to use their creativity. Then tell students they must assign different tasks for each member of the team.

They should clearly state the advantages and disadvantages of the trip.

2 Present your vacation proposal to your classmates. Answer any question your classmates may have about your proposal.

Once their itinerary is finished ask students to present it to the rest of the class. Remind them to show enthusiasm, as this is a vacation they planned according to their own likes and interests. During their presentation, have students write in their notebooks the questions they would like to ask their classmates about their travel plans.

Instead of holding a traditional "Questions and Answers" session, have students work in new teams and interview each other about their proposals. Then, hold a class discussion in which students share their thoughts on the experience.

PART 3  Assessment

In the Student's Book, you can use the following activities on page 79 to assess your students' progress.

 Achievements and Product

1 Work in small groups. Discuss the questions and give reasons for your answers.

You can have students read and answer the questions to assess their own progress. Monitor the students' discussions to make sure they support their answers.

2 Were you able to answer all the questions? Why or why not?

If students have trouble answering the questions, give them feedback, go back to the lesson they had difficulties with, and establish strategies so they can improve their performance.

 Social Practice

3 In your notebook, write five things you need to do next time you agree with others on a travel itinerary. You can ask your teacher for advice.

You may also assess your students' ability to agree with others on a travel itinerary. Have students reflect on what they have learned in this unit. Ask them to write their five sentences in their notebook. Monitor and check.

In the Teacher's Guide, you can find the following tools for evaluation purposes:

- You can use the suggested Assessment Instrument on page 89 to write questions to assess students' performance.
- You may also go to the Exam on page 90 to globally assess students' knowledge about travel itineraries or review the contents of the unit.



Questionnaire

Questionnaires or surveys are sets of questions which are intended to examine the degree to which students have experienced learning. It can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

Instructions:

- 1 Determine the goal of using the questionnaire as an assessment instrument.
- 2 Once you have a goal, write ten questions and have students answer them (orally or written).
- 3 Write your final comments or notes on the result of the questionnaire.

Goal:	_____
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____

Notes: _____

Student's name _____ Date _____

1 Read the following travel offers and answer the questions.**(8 points, 1 each)**

Come to New York City
for a Family Vacation this Spring!

- All-inclusive six nights and seven days at the Central Park Hotel
- Comfortable and pet-friendly accommodations for all the family
- Breakfast, lunch, and dinner included
- Located conveniently close to two of the most famous museums and just in front of Central Park
- Free guided tours of the Empire State Building and Times Square.
- Flights not included, but shuttle service available to the hotel from the airport every hour

Price per night: \$400 dollars per family of four

- 1 What city is this trip offered for? _____
- 2 Can you take your dog to the Central Park Hotel? _____
- 3 How many meals a day are included in this offer? _____
- 4 Is the Hotel in front of two museums? _____
- 5 Which two tours are included in the price? _____
- 6 How many flights are included? _____
- 7 How often does the shuttle service go to the hotel from the airport? _____
- 8 How much is the complete trip? _____

2 Fill in the blanks to complete the sentences with *and*, *but*, and *because*. (12 points, 2 each)

- 1 Patricia is going to the beach _____ Paul is going, too.
- 2 I had three sandwiches _____ I was hungry.
- 3 My sister is 15 years old _____ I am only 13 years old.
- 4 The boy was worried _____ he didn't do his homework.
- 5 Carlos was on vacation _____ his brother was still in school.
- 6 The trip to the museum was interesting _____ fascinating.

Score: (____ / 20 points)



Unit 5

SOCIAL LEARNING ENVIRONMENT:
Recreational and Literary

COMMUNICATIVE ACTIVITY:
Recreational expression.

SOCIAL PRACTICE:
Produce constructive forecasts about others.

FINAL PRODUCT:
Forecasts

CONTENTS REFERENCE

Lessons	Contents	Achievements
Understand	<ul style="list-style-type: none">- Analyze topic, purpose, and intended audience.- Value the use of graphic and textual components.- Understand sentences that describe future situations (<i>will, shall, be + going to</i>).- Contrast types of sentences to express forecasts (affirmative, negative, interrogative, etc.).- Compare sentences with future, past, and / or present verb forms.- Compare opinions.	<ul style="list-style-type: none">• Revise samples of written forecasts.
Focus	<ul style="list-style-type: none">- Understand sentences that describe future situations (<i>will, shall, be + going to</i>).- Compare opinions.- Listen to forecasts and discover future verb forms.- Distinguish future tense uses (e.g. making predictions, expressing intentions, etc.) in forecasts.- Analyze forms of expressions with others.	<ul style="list-style-type: none">• Listen and identify ways to express future actions.
Build	<ul style="list-style-type: none">- Make and respond to questions to make forecasts based on present situations (e.g. <i>What will happen if ...? If we study, we will ...</i>).- Show a critical and self-critical constructive attitude, to evaluate one self's and classmates' strengths.- Model other forms of asking and answering questions.	<ul style="list-style-type: none">• Formulate and respond to questions to understand forecasts.
Achieve	<ul style="list-style-type: none">- Extend repertoires of words to express future.- Write questions and sentences that describe future actions.- Analyze letter clusters which are non-frequent or absent in their mother tongue (e.g. <i>sh, ll</i>).- Link sentences with connectors to write forecasts about real or fictitious situations.- Promote feedback between classmates.- Check spelling in pairs.	<ul style="list-style-type: none">• Write sentences that express future to create forecasts.



Fact File

Title: Are You Playing or Gaming?

Summary: Nowadays video games are a very important part of our culture, but they have been around for longer than we usually think. The very first beginning of the video games was back in 1952, at the University of Cambridge. In less than fifty years this new territory developed rapidly as

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Pre-reading

Ask students to guess by writing this question on the board: *How old do you think the video game industry is?* Encourage students to ask other questions to each other about videogames. Example: *Did your parents play video games?* List all the students' answers on the board, and finally move on to the video games of today and ask: *Do you like to play video games?* Finish the activation by eliciting answers to the following question: *How do you think video games will be in the future?*

First Reading

Before the reading, provide students with background information about renowned video games. Ask students if they can guess which was the first company that set the start of the video game industry.

To begin with, write on the board *Playing or Gaming?* and elicit from the students if they can identify the elements of the text that let the reader know if it is a narrative or an informative one. Make students back up their answers and create a mind map on the board reviewing both kinds of texts. Have students skim the images from the text to help them set an antecedent for the reading.

Have students work in pairs. Ask them to discuss and to define both words. Have students write down their concepts in their notebooks, and then come up with a global class definition.

Have students open their Reader to page 61 and read the following pages out loud. Have students make a timeline in their notebook of the past, present, and future of video games in groups. Students need to provide five to six facts from the text for each period of time. For the future of video games, encourage students to try to imagine what video games will look like in the next couple of decades. Have each group come up with different creative ideas and ask the groups to select their best option. Select one member of each group to list one of their ideas on the board. Have students vote for the most creative and likely idea that is likely to come true in the future. Ask students to state if this

video games became more and more popular and turned into a significant part of our lives, linking movies and television to them. Video games continue to evolve and offer new possibilities for those who play them. The options seem limitless, but maybe in the future Gamers will be taking part of the game itself.

text works as a narrative or informative one. Have them support their arguments.

Second Reading

Elicit from groups if they can identify elements from the reading that support their definitions for the fundamental concept of the text, *Playing or Gaming?* Request groups to create a mind map for both words and include their thoughts derived from the reading; also ask students if their predictions about the future of video games are similar to the ones from the text.

Focus the student's attention on understanding the impact of video games in our community and the need they pose nowadays. Also, ask students their points of view regarding the arguments about video games as a possible vice or negative influence. This activity will develop their critical thinking skills. Have students write four positive aspects and four negative aspects about the usage of video games. Elicit answers from the students and allow them to express their own opinions freely.

If a controversy arises regarding their given ideas, moderate the interchange or opinions and wrap up the discussion. Have students create a group chart of positive and negative aspects trying to reach a class consensus. Display the chart in the classroom.

Activities Answer Key

- 1 1 Video games created in research facilities that were very basic and simple to play. 2 Online gaming and the involvement of social networks being merged with them. 3 Gamers want more realistic and custom made games 4 The possibility of accessing the digital world and play video games in the grid.
- 2 1 T 2 F 3 T 4 F
- 3 1 b
- 4 Answers may vary.

**Achievement:**

- Revise samples of written forecasts.

Teaching guidelines:

Provide samples of forecasts and make links with your students' previous knowledge for them to be able to:

- Analyze topic, purpose, and intended audience.
- Value the use of graphic and textual components.
- Understand sentences that describe future situations (*will, shall, be + going to*).

- Contrast types of sentences to express forecasts (affirmative, negative, interrogative, etc.).
- Compare sentences with future, past and / or present verb forms.
- Compare opinions.

Material:

- Paper squares
- Tape
- Ball or balloon

**Warm up**

Give each student two squares of paper, preferably of two different colors. Ask them to write their favorite subject on one, and their least favorite subject on the other one. Then, ask them to tape them on the board. If another student wrote the same subject, have them tape theirs on top of it so you can count them easily. Then, ask them to provide arguments to explain why some subjects are so popular or unpopular.

Teaching Tip

If you know a lesson will be a little longer than usual, skip calling the roll and instead use a graphic organizer. Use a seating chart to take attendance. Seating charts are helpful to ensure students are paired with a suitable partner. Rearrange the seating chart several times throughout the year to ensure students get a chance to work with different classmates and get to know everyone in the class.

Stage 1: I explore

1 What are the devices in the pictures used for? What devices do you have? What devices would you like to own?

Write *device* on the board. Discuss the definition of the word (a machine or piece of equipment that does something useful). Ask students to share what gadgets they own. Have students open their Student's Book to page 81. Read the instructions. Draw their attention to the images on the page and have different students describe the devices depicted and their actions (playing on a tablet, chatting or texting on a smartphone). Ask if they enjoy doing any of these activities and have them write four more devices they would like to own in their notebooks. Call on students to share their ideas.

Answers may vary.

Stage 2: I think

2 Look at the title and layout of the article and circle the correct answers.

On the board write: *Skimming* = fast reading for main ideas only. Put students in small groups of four or five and read the instructions for Activity 2. Tell students they will skim (point to the equation you wrote on the board and explain it). Give students 10 seconds to notice the title, images and organization. Point out that by using the skill of skimming, a reader can analyze topic, purpose, and intended audience through graphic and textual components. Elicit predictions and ask: *Who is the article probably for?* (teenagers). *What is it probably about?* (the changing world of technology).

Answers: 1 b 2 c

3 Work in pairs. Read the article from Activity 2 and check your predictions. Discuss how you reached your conclusions.

Now give students 30 seconds to skim the entire article only for main ideas. Tell them to write quick notes and skim for examples of technology mentioned for each generation. Ask them how colors, fonts, and all other elements helped them reach a decision. Then ask: *What part of the text points out the topic and purpose?* Have them value the use of graphic and textual components of the text that provide the answers. Refer students to the Glossary on page 98 to clarify the meaning of words.

4 Work in groups. Compare the technology your parents and grandparents had with that you have now.

Ask students to open their Student's Book to page 82. Have students work with a classmate and reread the article. Ask students to discuss the

article by pointing out the technology represented in the pictures. Ask: *How long have those devices been around? Has everyone been in contact with them? Do they feel worried or anxious thinking about the technological changes they have witnessed in their life span? How do their grandparents feel?* Ask them to compare their answers for the previous activity.

Answers may vary.

5 Complete the text using the correct tense of the verbs.

Ask students to volunteer to read the text "Video Games in Time." Use this opportunity to correct pronunciation and to make sure every student understands the vocabulary. Refer students to the Glossary on page 98 to clarify the meaning of words. Then, ask them to complete the text with the appropriate form of the verb. Elicit answers from students and compare sentences with future, past, and / or present verb forms by drawing three columns on the board and classifying the verbs from the text. Ask students to change those verbs to the other tenses and provide their own examples.

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Answers: 2 let 3 be 4 carry 5 had 6 have 7 watch 8 not download 9 store

Remember

Next class remember to bring a ball or balloon.

Warm up

Explain to students that they will pretend to have a crystal ball like a fortune teller. If they do not know what a crystal ball is describe what it is and how they are used to see the future. Ask students to make a prediction about the future. Hand out the ball to a student so he / she can come up to the board and write his / her prediction. Continue with another student. Use different color markers or chalk if possible, to make reading easier. Rearrange their predictions based on how likely or unlikely the group believes those predictions are. Ask them to provide structured arguments to express their own opinions. If you use the same color for everyone, have students draw stars or sticks next to the subjects.

Analyze

6 Read the sentences and answer the questions.

Use some of your student's predictions as examples of the future tense. Have students point out the basic structure to express things that will happen. Ask them if they believe in predictions. Have them mention some personal experiences on this matter. Ask for volunteers to read out loud the statements and give them time to complete the activity. Discuss the answers with the class by contrasting types of sentences to express forecasts and have them produce their own examples (positive, negative and interrogative).

Answers: 1 predictions 2 will / won't (will not) / Will ...?

Extra Activity

Have students work in groups of four on a report about innovative robots. Encourage them to use all kinds of sentences: affirmative, negative and interrogative. Ask students to be creative and funny. Their reports should be futuristic and creative. Help when necessary with vocabulary and pronunciation. Students can even use drawings as visual aids. A good mood helps students learn and remember what the lesson is all about. **Time:** 10 minutes

Stage 3: I do

7 Complete the sentences with *will* or *won't*. Then discuss with a partner which predictions you agree with.

Have students open their Student's Book to page 83. Read the first part of the instruction for Activity 7. Explain to students that English has three ways to express forecasts: affirmative, negative, and interrogative. Read the example in blue type and emphasize the contrast these sentences express for forecasts—the first forecast is negative (*won't* need) and the following forecast is affirmative (*will* use). Ask: *How would the meaning of the sentences change with the incorrect form of the word will?* Point out how the purpose of the statement would change dramatically. In pairs have students complete the sentences. Check answers from different students and discuss which words or phrases lead them to use one form of *will* instead of another.

Then let partners compare opinions and discuss which predictions will be true and which won't be true. Randomly challenge students to practice changing the statements in the activity from affirmative to negative and interrogative.




Answers: 1 will 2 won't 3 Will 4 won't
5 will

8 Complete the article with the sentences and phrases from the box. Work in pairs. Make predictions about the use of technology in the animal world in the future.

Throughout the lesson students have practiced expressing predictions by drawing inspiration from technological changes; however, it is important for them to explore different contexts. Before having students read the article, write the title on the board and call on students to read out loud the phrases from the box. Then, ask them to complete the article with phrases from the box and compare their prediction with the actual topic and purpose of the article. Confirm answers as a class by calling on several students to read the article sentence by sentence to allow complete comprehension of the reading material.

Now draw attention to the prediction in the speech bubble in Activity 9 and read it aloud as an example response to the question: *How will technology help animals in the future?* Have pairs make predictions about the use of technology in the animal world in the future. Encourage them to express their predictions using the structures they have learned and practiced. Refer students to the Glossary on page 98 to clarify the meaning of words.

Answers: 1 African elephants 2 Why will they become extinct? 3 technology will save the elephant 4 The rangers will soon have drones 5 from these criminal bands!

9  Make a list of situations that may change in the future. Write your prediction list in your notebook.

Call on a student to read the instructions out loud for Activity 9. Have students work independently and get out their notebooks. Walk around the room and guide students to think about situations of change from both a negative and affirmative point of view. Allow enough time for students to include at least four or five situations for their prediction list. You can use this activity as Portfolio evidence for the final product.

Answers may vary.

Stage 4: Ready!

10 Work in pairs. One of you read text *a* and the other will read text *b*. Ask your partner questions about their article and make notes.

Have students work with a new partner. Tell them that the partner with the longest haircut should read text *a* and the partner with the shortest haircut will read text *b*. First, have students each read their texts silently for comprehension. Refer students to the Glossary on page 98 to clarify the meaning of words. Now tell partners they are ready to do Activity 10, ask questions, and make notes. Have the text *b* students ask questions and make notes to fill in the yellow chart. Allow enough time to reverse the action and have the text *b* students read out loud to their text *a* partners, who then make notes and fill in the pink chart by asking questions.

Walk around the room and also have students discuss the predictions. Ask: *Do you think they are likely to come true or not? Why or why not?* Congratulate students for improving their ability to revise samples of written forecasts.

Answers: a: 1 Jeans of the future. 2 Scientists say they will soon have denim that won't need to be washed. 3 These jeans will never smell bad and stains won't stick to them. 4 Won't waste time or water and won't need to buy jeans so often. b: 5 Buying jeans online. 6 You will be able to use your phone camera to calculate your measurements. 7 You will be able to buy clothes online that fit perfectly. 8 Maybe this technology will be available next year.

11 Reflect on making predictions. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding predictions. Read the questions out loud and allow time for students to develop their written response in their notebooks. Ask for examples from volunteers about the kind of predictions they usually read.

Answers may vary.

Achievements:

- Listen and identify ways to express future actions.

Teaching guidelines:

Provide samples of forecasts and make links with your students' previous knowledge for them to be able to:

- Understand sentences that describe future situations (*will, shall, be + going to*).
- Compare opinions.

Provide models of forecasts to your students and encourage them to:

- Listen to forecasts and discover future verb forms.

- Distinguish future tense uses (e.g. making predictions, expressing intentions, etc.) in forecasts.
- Analyze forms of expressions with others.

Material:

- Weather / season pictures or pieces of paper with weather / season names written on them
- Tokens or counters (marbles or colored pieces of paper as game board tokens)
- Coins
- Class CD

Warm up

Before class make sure you have enough pictures showing different seasons or weather.

Welcome students in a polite and warm way. As students come into the classroom divide them into two groups by numbering them one or two as they come into the room. Have students sit in two groups according to the number they got, either one or two. Tell students that they will play a weather / season forecast game. Explain you will mention a weather or season. Students should look at the picture card they got. Then run to the front of the room. The first student to get there will show the picture, write the word you called on the board, and say a coherent forecast about it. If they fail to do this, it is the turn of the other team. Have students notice that months of the year begin with a capital letter but seasons of the year don't.

Stage 1: I explore**1 Look at the pictures and describe the weather in each one. Ask your partner what the weather is like today.**

Ask students about their favorite weather. Discuss how in some countries around the world, the weather is very similar all year round, whereas in other countries the weather changes drastically every season. Example: Puerto Escondido is a famous surfing destination because it is warm all year round. Have students open their Student's Book to page 85. Read the instruction and ask them to describe the pictures. Encourage them to pay attention to detail and go beyond one-word answers. Read the example question out loud and then tell students to stand up with their books and walk around the room to find a new partner they have not worked with in a while. Have partners do Activity 1. Ask questions such as: *Will you need an umbrella? Is it going to be hot?*

Answers may vary.

Stage 2: I think**2  Listen to the conversation and answer the questions.**

Pose different scenarios to your students and ask them about the preferred weather to carry them out. Talk about going to the beach, having a baseball game, going to a museum, staying home and watching movies, etc. Tell them they will listen to a conversation. Go over the three steps they should follow. Remind students you will play the audio three times—the first time to listen, second time to write and third time to proofread. Play the Class CD. Have them pay attention to the details and encourage them to take quick notes in their notebooks. Play the Class CD again. Then, have students complete the activity with the information they gathered. Elicit answers from different students and listen to the recording again if necessary.

Answers: 1 They are going to work on a project together. 2 Make a picnic. 3 Very cloudy. 4 Cool and cloudy in the evening with light rain in the night. 5 Warm and sunny.

3 Work in small groups. Find out what the weather will be like tomorrow. Negotiate what you are going to do tomorrow after school.

Organize students into small groups. Call on a student to read the instructions out loud. Call on another student to read the example in the bubble in Activity 3. Review with students about sentences that describe future situations (*will, shall, be + going to*) by having them analyze the example in the bubble and use it as a model for their negotiations. Now have groups complete the activity and practice this structure during their negotiations. Walk around the room and give help. Praise students who use interesting examples of actions they are going to

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do. Ask the three students with the most interesting plans or intentions to write their statements on the board.

Answers may vary.

4 Work in pairs. Read the weather forecast and write what day is appropriate for each activity.

Encourage a group discussion. Have students talk about what they usually do according to the weather. Example: *I go swimming if the weather is warm.*

Have students open their Student's Book to page 86. Ask for volunteers to read the "Weather Forecast" out loud. Then, have students work in pairs to match the weather with the proposed activities. Refer students to the Glossary on page 98 to clarify the meaning of words. After some minutes, have students work with another pair and compare their answers. Have them discuss the reasons why they chose to answer the way they did. Explain that it is important for them to discuss while using well-structured arguments and that they must listen, compare opinions, and appreciate different points of view. In groups have them discuss how many of the activities mentioned in the "weather forecast" article they have experienced and when would they plan to do their favorite one.

Answers: 1 Tuesday 2 Monday 3 Thursday
4 Friday 5 Wednesday

Intercultural Note

Fun in winter can be extreme! Natives of Siberia welcome their minus 30 degrees Celsius winter weather by running with a few pieces of clothing through the snow and swimming in ponds. Followers of this tradition believe that doing this is the best way to stay young and healthy. Ask students what activities they do in cold weather.

Analyze

5 Read the sentences and match them to the explanations.

Ask students to read the sentences out loud. Before moving on to the activity, draw their attention to the verb tense expressed in all the statements. Have students volunteer to point out the different ways in which the future tense can be constructed in English and write them on the board. Choose students at random to produce sentences using these constructions. What is the difference between "shall" and "will"? "Shall" is commonly used with the pronouns "I" or "We" to produce suggestions

or to indicate an action that will take place in the future. For example, "*Shall I open the window?*" or "*Shall we play tennis tomorrow?*" "Shall" is used more often in British English although it is used in American English to express a suggestion with a more formal register. Discuss the differences with the class and have them match the statements with their explanations.

Answers: 1 b 2 d 3 a 4 c

Teaching Tip

Shall is also used to express that something may be inevitable or even a promise, for example, "*I shall write once a week*" and "*He shall inherit the family business.*" This word is very versatile and may communicate positive and negative implications depending on the context in which it is used. Practice so your students are able to use the word in different circumstances and recognize its subtleties.

Warm up

Welcome students and divide the class into groups of four. Have them talk about their plans for the following weekend and for the future. Then have students from other teams ask questions about their classmates' future plans. For example, "*Roberto, what is Charlie doing next Saturday?*" or "*Jessica, what will Sarah do next summer?*" Give each team points for every correct interaction using the future tense structures for both questions and answers. Make sure the activity is fast paced. This will help them practice asking questions and using different structures to express future actions.

Teaching Tip

Teach students to take notes. Some students believe that in order to take good notes they must write down absolutely everything that was said or done. Use any opportunity to show them how useful charts and organizers can be when taking notes in a hurry. Practice so they can identify key words and ideas easily. Afterwards, give them some time so they can complete the information in their charts with more details they remember.

Stage 3: I do**6 Complete the sentences with *will*, *going to*, or *shall*.**

On the board write: *will* / *going to* / *shall*. Elicit sentences from students using these words. Encourage peer correction if needed. Ask students to open their Student's Book to page 87 and work individually. Call on a student to read the instructions out loud and the example sentence with the answer in blue. Direct their attention to the pictures on the page and have them silently read the sentences without answering. Then, have students complete the activity. Confirm answers by comparing their responses with a classmate. If students disagree, have them go back to their notes from Activity 5 and review the uses of each structure.

Answers: 1 am going to 2 will 3 is going to
4 Shall 5 is going to

7 Work in pairs. Choose the icons from the table to create your own weather forecast. Then present your forecast to another pair.

If possible, bring old newspapers (specifically the pages in which the weather forecasts are published) or have students in pairs create their own. Ask: *What symbols are used in weather forecasts?* Then, divide the group into pairs. Direct their attention to the symbols in the weather forecast, and confirm that they are all familiar with their use and meaning. Ask students to create their own weather forecast for the following days (Friday through Monday). Draw their attention to the example in the table. Say an example of your own (e.g. *On Thursday, it will snow*).

Answers may vary.

Stage 4: Ready!**8 Work in pairs. Use your weather forecast to plan activities for those four days. Write them in the schedule. Tell another pair your plans.**

Ask two sets of classmates to work together to plan future activities based on comparing their forecasts from Activity 7. Have them compare their forecasts, choose one of them, and together plan activities for those four days. Read the example in the book together and say: *If you choose sunny for a day, think of a good activity for that kind of weather. For example: We're playing soccer.* Have them produce mini-conversations. Make sure pairs understand what to do by asking two students to model an example for the whole class.

Answers may vary.

Teaching Tip

Using games in the classroom requires a lot of preparation and may be time consuming. Some teachers even fear the loss of control that may come when introducing a game in class. These are some reasons why many teachers try to use other kinds of activities in their classes. However, games are a great way to monitor how students have assimilated concepts and structures in an informal manner and they allow students to practice the recently acquired knowledge while practicing pronunciation and quick exchanges in English. Intervene to correct grammar and pronunciation when necessary but encourage students to correct each other as they play.

9 Work in groups of four. Read the beginning and the end of the conversation and write the middle. Then work in pairs and tell each other your scripts.

Have students stand up, walk around, and form new groups of four. Tell groups to read the instructions and conversation in Activity 9. Explain that each member of the team must contribute a sentence to the middle of the conversation. Guide them to write the opposite of what happened for the weather the following day at the park. Suggest the first sentence for the middle of the conversation. Say: *Aldo and Veronica talk about the correct weather in the park and announce that "It isn't a sunny day." What is the opposite of that?* On the board, write the answer: *Tomorrow will be sunny and warm.* Have groups finish writing, then have pairs tell each other their scripts. Walk around the room supervising their work.

Suggested answers: Tomorrow will be ... sunny and warm. It is not going to rain and the weather will be beautiful for a picnic.

10 Reflect on the future. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 10 regarding predictions and forecasts. Read the questions out loud and allow time for students to develop their written response in their notebooks. Ask for examples from volunteers of why they think forecasts are important.

Answers may vary.



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Achievement:

- Formulate and respond to questions to understand forecasts.

Teaching guidelines:

Create the necessary conditions for your students to learn, in a ludic way, how to:

- Make and respond to questions to make forecasts based on present situations (e.g. *What will happen if ...? If we study, we will ...*).

- Show a critical and self-critical constructive attitude, to evaluate one self's and classmates' strengths.
- Model other forms of asking and answering questions.

Material:

- Class CD
- Tokens
- Coins

Warm up

Have them sit with someone whose first name begins with the first letter of their last name, and if some students do not have a pair, ask them to sit in any unoccupied place. Then explain that they will have one minute to interview each other about what they would do if they were a character in a horror / sci-fi / adventure film. Give students a minute to produce some questions like *What if there were a zombie invasion? What would happen if you were stranded on an island?* They have to answer quickly because they only have one minute to go through all the questions. When they are done, the students sitting on the left must stand up and change places to repeat the activity with a different partner.

Stage 1: I explore**1 Work in pairs. Ask your partner the questions.**

Ask students about their after-school schedule. Do any of them take extracurricular classes? Have students volunteer to share what they do in their free time and write some of the activities on the board. Then, ask students to open their Student's Book to page 89. Direct their attention to the pictures on the page. What are the teenagers doing? Have them work in pairs and answer the questions for this activity in their notebooks. Discuss their answers with the group. Have them show their hands for the classes they would like to take and to volunteer to share their opinion.


Answers may vary.

Stage 2: I think**2 Read the information and the conversation. Then underline the correct sentence.**

Have students work in small groups of three. Give them a few minutes to talk about what classes they would include as extracurricular activities

in school. Have them suggest how they would implement them and what they need to do so. Have different students volunteer to read the dialogue out loud. Ask students to pay attention to the purpose, register, and intonation while they read the parts. Focus on new vocabulary and correct pronunciation by having the class repeat chorally. Students should model other forms for asking and answering questions. Discuss the correct answer with the group and ask random students which extra classes they would register for and why. Have them provide a brief explanation of their reasons to choose a class. Refer students to the Glossary on page 98 to clarify the meaning of words.

Answer: 2

3  Listen to the rest of the conversation. Then circle the incorrect option.

Ask students to recall the people from the dialogue in the previous activity. Ask: *Who is considering acting? Who likes science? Who is also interested in sports?* Create a graphic organizer on the board with this information. Ask students to predict what will happen next. Have them write their prediction on a piece of paper. Collect the predictions and place them on your desk. Tell students they will listen to the follow up of that conversation and that they must pay close attention to find out what happens next. Have students open their Student's Book to page 90. Play the Class CD. Let them take quick notes so they can practice this skill but remind them that their primary focus should be in listening closely to the recording. When discussing the answers have students point out the register of the exchange and other details provided by the speakers. Now that they know the answers read the predictions out loud and see how many were right.

Answers: 1 b 2 a

Teaching Tip

When teaching the different types of Conditionals, it is recommended to explain to students that each type has a particular link to reality. Start with the Zero or First Conditionals and have students identify the progression. Zero Conditionals are things that will happen inevitably every time the condition has been met. The First Conditional is used to express something that will happen if a condition is met. The condition in the First Conditional is something that really could happen; it is not something crazy, but rather a possibility based on reality. For example, *if you do X, then Y will happen. If you never attend class, you will fail the subject.* Discuss the structure of the First Conditional with your students by analyzing the sentences in Activity 5.

4 Work in pairs. Answer the questions. Then talk about your own classes.

This activity will help students learn how to make and respond to questions to make forecasts based on present situations. Students will be able to follow model forms for asking and answering. Have a few students read out loud the questions and allow enough time for students to answer. Guide them to find the correct answers by skimming through the conversation in Activity 2 and going through their notes in Activity 3. Confirm answers by calling on students. Personalize the activity by having them stand up and walk around the classroom to talk to at least two other students about their own classes.

Answers: 1 They'll be in plays. 2 They'll meet professional players. 3 They'll play badly at the concert. 4 They'll go on field trips. 5 They'll learn web design.

Intercultural Note

What would happen if life as we know it disappears from the face of the Earth? This planet would be a totally different place. This is something that has captured the interest of scientists around the world. For this reason the doomsday vault in the Antarctica region was built. It holds sample seeds that could begin the food chain all over again after a catastrophe. Do you think this vault could save mankind? Discuss what the consequences would be if something catastrophic happens one day.

Analyze**5 Read the sentences and complete the rules with the words from the box.**

Ask students *What if ...* questions and write some of them on the board. For example, *What if you don't study for the exam? What if it rains and you didn't bring an umbrella?* Have different students read the sentences and direct their attention to their structure. Direct students' attention to the use of *if* and how the sentence can be divided into two sections known as clauses, a possibility and its likely consequence (a main clause and a conditional clause). Point out the use of pronouns in each statement. Then have students complete the rules. After going over the answers, ask students to mimic the structure producing their own examples.

Answers: 1 the simple present + *will / won't*
2 probable future situations

Extra Activity

Ask students to think about their favorite character from a book, movie, or series. Then, have them think of an episode or anecdote they like that involves this character. Ask them to wonder *What if ...* questions about their character's life or adventures, and if they would change something or give them other qualities. How would these changes affect the plot of the book or movie? Have them discuss their altered characters with a classmate.

Time: 10 minutes

Remember

Next class bring tokens and coins.

Warm up

Ask them to take their usual places. Decide the order in which they will participate. Explain that they will take turns expressing a condition or a possible consequence. They will form a chain in which the first student expresses a condition, the next student should complete what the first student said by providing a possible consequence; the third student must think of another condition in a similar context and so on. For example: *If there are dark clouds in the sky, it will rain. If it rains, we will get wet! If we get wet, we will catch a cold.*



Stage 3: I do

6 Work in pairs. Read the questions and make predictions in your notebook about your partner. Then check your predictions with your partner.

Ask students to open their Student's Book to page 91. First, have them work independently and read the questions and make personal predictions. This activity will help students make and respond to questions to make forecasts based on present situations. The students have reviewed the structure of conditionals with the Warm up practice, so use this activity to monitor how your students have assimilated the lesson. Go over some predictions by asking random students to read their answers out loud. Then have students stand up and circulate around the room to ask these questions and get responses.

Answers may vary.

7 Read the story and number the pictures in the correct order.

Have students volunteer to discuss what they have learned about sequences in previous lessons. Ask them to provide tips to identify the order of a series of actions and ask them to write some key words on the board, such as *acting school, auditions, New York, acting school production, leading part, and scholarship*. Then, ask them to read in silence the story and have them complete the activity. Refer students to the Glossary on page 98 to clarify the meaning of words. Check the answers by having students explain which visual and lexical cues helped them figure out the correct order.

Answers: 1 c 2 a 3 d 4 b

8 Work in pairs. Ask *What will happen if ...* questions using the text from Activity 7.

Have students work with a classmate. Ask them to reread the text from Activity 7 and produce questions and answers about what might happen if Carla decides to do one thing or another. Model other forms of asking and answering questions so that students can follow and create their own. Explain that their questions and answers must be based on the information provided in the text and that they must follow the sequence in which Carla presented her options and possibilities.

Stage 4: Ready!

9 Add a question to each conversation. Ask a classmate the question and write down the

answers. Talk with a different classmate for each conversation.

Read the instructions out loud for Activity 9. First, have students get out their notebooks and add a question to each conversation. Next, tell students to stand up and move around the room in silence and when you count to ten they should sit in the nearest place and form small groups. Remind them to take their Student's Book, notebook, and a pen or pencil. Then, ask them to interview a classmate in their group using the questions. Remind them to correct each other's grammar and pronunciation, and to show a critical and self-critical constructive attitude to evaluate their own strengths and those of their classmates. You can use this activity as Portfolio evidence for the final product. Remind students that when they give feedback they must be objective but kind so as to help each other.

Answers may vary.

Extra Activity

Have students work in pairs and choose their favorite sci-fi plot (aliens, robots, time travel, etc.). Have them write a sequence of *What if ...* questions based on this topic. Tell them they may draw inspiration from some of their favorite books, movies or comics. Clarify that they should write at least ten statements. Have them check their grammar and spelling before sharing their work with another pair. Go over their work by having students comment on other team's predictions. Ask: *Which was their favorite? How likely do they think they are?* Use this opportunity to learn about the things your students like.

Time: 10 minutes

10 Reflect on your progress. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 10 regarding their planning skills. Read the questions out loud and allow time for students to develop their written response in their notebooks. Ask for examples from volunteers of how far in the future they plan their activities.

Answers may vary.

Remember

Next class bring cardboards or medium sized pieces of paper, color markers and pencils, counters or seeds.

Achievement:

- Write sentences that express future to create forecasts.

Teaching guidelines:

Foster a collaborative atmosphere between students and guide them to understand different ways to:

- Extend repertoires of words to express future.
- Write questions and sentences that describe future actions.
- Analyze letter clusters which are non-frequent or absent in their mother tongue (e.g. *sh, ll*).

Warm up

Ask students to work in groups of three or four. Give them a medium sized piece of recycled cardboard so they can design and draw with their classmates an awareness poster in which they share information about "Global Warming", its causes, implications and possible solutions. Before they begin have a class discussion on the topic. Have a volunteer come up and create a graphic organizer with all the ideas and arguments. Tell students to use this information to create their poster. When they are done, exhibit them around the room and have the teams present them to their classmates. Have students reflect on the consequences we already have to live with.

Intercultural Note

Global warming refers to the increase in the Earth's temperature. It is also discussed as climate change since one of the effects it has had is that, aside from the fact that every year is warmer than the one before, other weathers have been accentuated as well. Online you can find maps of how the world might change unless this rise in temperature is reduced. This kind of material is very attractive to students because it helps them understand the seriousness of the problem visually.

Stage 1: I explore**1 Work in groups. Discuss the questions.**

Write *global warming* on the board. Encourage a class discussion. Make sure you have some facts ready for the students. Write down the students' findings and beliefs on this matter. Divide the board in half, one side with the heading *FACTS* and the other with the heading *MYTHS*. Have students use their knowledge on global warming and ask for volunteers to share some facts they found

- Link sentences with connectors to write forecasts about real or fictitious situations.
- Promote feedback between classmates.
- Check spelling in pairs.

Material:

- Cardboards or medium sized pieces of paper, color markers and pencils
- Counters or seeds
- Balls to throw to partners



interesting or alarming. Write what the students say in the correct column. After a few students have participated, divide the group into small teams of four. Give them time to share their research and discuss their findings. Then, have them open their Student's Book to page 93 and talk about the questions. Ask them to take notes in their notebooks to summarize the consensus they reached.

Answers may vary.

Stage 2: I think**2 Read the article and discuss its topic.**

Have students volunteer to read the article "A Warming World" out loud. Correct pronunciation and intonation if needed. Ask students to point out the words they don't understand so they can look them up in the Glossary on page 98, or in a dictionary. After reading, check comprehension by asking some specific questions. Ask students to collaborate to produce a map with the information provided in the text. Write the title of the article on the board and have students take turns to write the main idea, the supporting arguments, and other supporting details on the board. If students researched this particular topic, you can have them complete the map on the board with the information they brought, and ask them to write it in a different color to make it easy for them to recognize the facts from different sources. Refer students to the Bibliography on page 192 and tell them to use the links to learn more about the topics in this unit.

3 Use the words in the box to write sentences to predict the future.

Ask students to work individually and extend repertoires of words to express future situations. On the board write the words: *farmland / disappear*. Ask students to use these words in a sentence to predict the future based on information they

Student's Book page 93-96

learned in Activity 2. Model the answer and write on the board: *If deserts expand, farmland will disappear.* Have students write at least three more sentences to predict the future using words in the box. Elicit answers by calling on random students to share their responses.

Suggested answers: If whole islands disappear, where will all the displaced people live? If sea levels rise, coastal cities will disappear under the water. If temperatures continue to rise, glaciers will melt completely.

Analyze

4 Read the sentences and circle T (True) or F (False). Correct the false statement and rewrite it.

Ask students to recall the main ideas regarding climate change. Write some of their ideas on the board. Analyze each one of them as a group. Have students identify any mistakes and proceed to partner correction. Students will learn to link sentences with connectors to write forecasts about real or fictitious situations. Ask different students to read the sentences and give them a few minutes to complete the activity. Then, go over the answers by having students volunteer to share their work. Students must practice linking sentences with connectors to write forecasts about real or fictitious situations, so first, help students identify the connectors used in the sentences provided at the beginning of the activity. If they did not use any, help them rewrite the sentences including a connector. Finally, ask them to write a sentence with each connector in their notebooks.

Answers: 1 F (The words and phrases in bold link sentences to give a consequence.) 2 F (Some start a new sentence but they can also link clauses in a single sentence.) 3 T 4 Answers may vary.

Stage 3: I do**5 Rewrite the sentences using the connectors from Activity 4.**

Have a bit of oral practice using connectors before you go to the written practice. Have two different students give sentences. Ask a third student to link those two ideas using connectors to write forecasts about real or fictitious situations. Ask students to open their Student's Book to page 94. Have volunteers read out loud the instructions for the activity and the sentences below. Let students know they can use their notes on previous activities or go back in their Student's Book to look at the list

of connectors. Give them some time to rewrite the sentences. Elicit answers from students and ask for different possible answers (in case some students used different connectors). Point out how the idea expressed changes with the use of connectors and discuss their relevance in formal written and spoken English.

Answers: 1 The glaciers will melt. As a result, polar bears will become extinct 2 Carbon dioxide causes air pollution. As a consequence, we need to reduce carbon dioxide emissions 3 The weather will become more extreme. Therefore, there will be water shortages and floods 4 Sea levels will rise, so coastal areas will disappear 5 Farmland will disappear, therefore, people will go hungry

Remember

Next class bring counters or seeds and balls to throw to partners.

Warm up

Explain that you will play your own version of the TV game show *Jeopardy*. Everyone must write down five consequences or effects of climate change. After writing down the answers, pick them up, shuffle them, divide the class into groups and give each group a set of answers. Each team must find out the questions to those answers.

6 Answer the questions. Then work in pairs and ask your partner.

Have students work independently to mentally answer the questions in Activity 6 very quickly. Next, tell them to interact with the student sitting behind them and ask each other the questions to generate a conversation and share their forecasts. Then have pairs write their answers. Ask volunteers to come to the front and model the sequence for the whole class to compare their predictions.

Answers may vary.

7 Write three sentences about what global warming will do to your area.


Have students recall what they discussed with their partner during their conversation in Activity 6 about what global warming will do to their area. Tell them to write three sentences to record their predictions. Call on students to share their answers with the class to see if some students have the same predictions about the future in their area.

Answers may vary.

8 Work in groups. Read the article from Activity 2 again. Then follow the instructions to play Prediction Hot Potato.

This fun activity will allow students to extend their repertoires of words to express future. Divide the class into small groups and explain that they will play a game called *Prediction Hot Potato*. How to play: A student must select a word or phrase from the text "A Warming World" and throw a ball to a classmate who must now make a sentence with that word or phrase, select a new one and throw the ball to another classmate. If a student takes too long they earn a counter or seed, and when they get two counters they are out of the game. Even if they have earned a counter, give them an opportunity to finish their sentence before moving on. Encourage them to play at a faster pace after every round. Example: Student A selects the word *ice* and throws the ball to Student B. Student B must say *The ice at the North Pole will melt*. Then, select another word, e.g. *islands*, and pass the ball again.

Stage 4: Ready!

9  Write sentences with words and phrases from Activity 8. Use a connector. Check your sentences with a classmate.

Ask students to open their Student's Book to page 96. Have students produce original sentences using Activity 8 as a guideline for words, phrases, and connectors. Students should write questions and

sentences that describe future actions. Have them check spelling and punctuation in pairs. Ask students to compare their sentences and discuss some solutions to the problem of climate change.

Teaching Tip

Playing games can sometimes lead to disruptive behavior. Before playing set up some ground rules and clear consequences. If a student acts up, don't be afraid to follow through with them.

10  Reflect on your future. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 10 regarding their personal plans for the future. Read the questions out loud and allow time for students to develop their written response in their notebooks. Ask for examples from volunteers of how they can make the future better.

Answers may vary.

Remember

Remind students to bring the material they require for their final project, such as colored paper, scissors, color markers, etc.


MEDIA RESOURCES
PART 1  **Now you know ...**

Ask your students to open their Student's Book to page 97. Have each student get out their notebook and book and go back and collect the portfolio activities they created throughout Unit 5. Guide students to find these four samples by reviewing the list of achievements in Part 1 and have students check the box for each example they collect. These four examples of portfolio work include: the prediction list of situations that may change in the future (Activity 9, page 83), the sentences that identify ways to express the future (Activity 5, page 86), the questions and answers about predictions (Activity 9, page 92), the sentences to make predictions using connectors (Activity 9, page 96).

If a student is missing a piece of evidence, encourage them to finish their work so that they are prepared. Solve any doubts they may have about the work.

PART 2 Make it yours.

1 Work in pairs. Prepare a presentation with forecasts. Use the skills in the "Now you know ..." section to prepare your predictions about the future.

Form teams of six members and ask them to select a leader and name for themselves. Tell them the goal of this class is to choose a topic they find interesting and present predictions about it. Encourage leaders to pursue a topic that interests every member of the group or perhaps even make a prediction about their own future. Promote democracy and participation so that students can present arguments in favor and against proposed themes. After a short while, give a two-minute warning and then call time and tell each leader to write on the board their team name and selected topic.

Now have teams start to prepare their forecasts presentations by following the skills in the "Now you know" section. In particular ask them to think about *what would happen if ...* questions and remind them to review their portfolio work from this unit to make sure they use the appropriate structure and a variety of connectors. Have teams brainstorm and write a list of predictions based on information they already know. Once their rough draft is ready, have them order their predictions for them to follow a logical sequence. Ask students to review their work and check for any spelling or grammar mistakes.

Have sure students copy the rough draft in their own notebook. If possible, encourage team members to research their topic before the presentation. Ask them to rehearse and focus on their pronunciation and have students correct each other as they do.

2 Present your predictions to your classmates and listen to their presentations. When everyone has finished presenting their predictions, discuss as a class how similar or different your predictions are.

Prepare the class for the forecasts. Ask students to put everything away except for their notebooks and a pen. Begin the forecasts by calling on pairs to randomly present. Remind students to use an appropriate volume and to pay attention to their body language while they present. After the final forecast, open a class discussion to discover how similar or different the future will be for your students.

PART 3 Assessment

In the Student's Book, you can use the following activities on page 97 to assess your students' progress.

Achievements and Product

1 Work with a classmate who made a presentation about a different topic. Help each other analyze your presentations by filling in a graphic organizer like the one below.

If you want to assess your students' achievements you can tell them to work in pairs and review each other's presentations. Then have the students look and analyze the graphic organizer. Have students copy the graphic organizer and fill it in according to their forecast presentations.

Social Practice

2 Discuss the questions with your partner. Then write your answers in your notebook.

To assess students' ability to produce constructive forecasts about others have them reflect on what they have learned in this unit. Tell them to read and discuss their answers with a partner. Make sure students set goals for the next time they make forecasts.

In the Teacher's Guide, you can find the following tools for evaluation purposes:

- You can use the suggested Assessment Instrument on page 106 to make notes about the student's forecasts presentation and other specific unit goals.
- You may also go to the Exam on page 107 to globally assess your students' knowledge about predictions or review the contents of the unit.



Student's name _____ Date _____

1 Read the text and fill in the blanks with the correct answer. (7 points, 1 each)

The first arcade games appeared in the 1920s and, they were simple electro-mechanical devices. In the early 1970s, the first coin-operated video game was created in Japan. Many more games followed, and some of these games became classics. Nowadays there are many other video games you can play at home on your computer. They influence how we talk and how we make friends. You can play them online with your friends, even if they are in their own houses. Online games will continue evolving and will become more and more realistic. They will be 3-D and have voice--and gesture--recognition systems. You'll be able to interact directly with the characters on the screen by using virtual reality.

- 1 Arcade games first appeared in the _____.
- 2 _____ created the first coin-operated video game.
- 3 Today, you can play video games _____ at home.
- 4 Video games _____ the way we talk and make friends.
- 5 _____ will continue to evolve and will become more realistic.
- 6 The new 3-D video games will have gesture and _____ recognition systems.
- 7 You _____ to interact with the characters on the screen through virtual reality.

2 Unscramble the sentences. (3 points, 1 each)

1 Gamers / in the game / interact with / the characters / will

2 games / in other countries / play / will / with people / You

3 in class / Students / textbooks / use / won't

3 Complete the sentences with the verbs in parenthesis. (10 points, 2 each)

1 If you _____ (no study), you _____ (fail) the exam.

2 If you _____ (fail) the exam, your parents _____ (get) angry.

3 If he _____ (hurt) himself, he _____ (no play) soccer.

4 If we _____ (eat) too much, we _____ (feel) bad.

5 If they _____ (no finish) their homework, they _____ (no go) out.

Score: (____ / 20 points)



Unit 6

SOCIAL LEARNING ENVIRONMENT:
Family and Community

COMMUNICATIVE ACTIVITY:
Exchanges associated with media.

SOCIAL PRACTICE:
Compose dialogs and interventions
for a silent short movie.

FINAL PRODUCT:
Script for a Silent Short Movie

CONTENTS REFERENCE

Lessons	Contents	Achievements
Understand	<ul style="list-style-type: none"> - Recognize topic, purpose and intended audience. - Differentiate characters. - Distinguish non-verbal language used by characters. - Identify relation between scenarios, actions, and sound resources. - Determine the nature of action (funny, tragic, etc.). - Value the cinema as a means to reflect on emotions and experiences, people and their culture. 	<ul style="list-style-type: none"> • Revise silent short Movies.
Focus	<ul style="list-style-type: none"> - Anticipate general sense and main ideas. - Clarify the names of objects, actions, and concepts. - Establish genre of objects. - Get to know values and behavior in English-speaking countries. - Monitor oral comprehension. 	<ul style="list-style-type: none"> • Understand the general sense and main ideas.
Build	<ul style="list-style-type: none"> - Propose sentences to complete lines and dialogs. - Briefly justify the choice of sentences for a dialogs. - Include examples, appropriate details and interesting information, using adverbs. - Use connectors to link sentences and / or reformulate expressions. 	<ul style="list-style-type: none"> • Write lines and dialogs.
Achieve	<ul style="list-style-type: none"> - Describe motivations, hopes, desires and / or ambitions, using expressions to shade them (e.g. <i>You may ...</i>, <i>It might ...</i>, etc.). - Order sentences into sequences to form dialogs. - Adjust verbal and non-verbal language according to a specific audience. - Adequate volume and speed. - Register lines and dialogs in a script format. - Perform dialogs. - Offer and receive feedback. 	<ul style="list-style-type: none"> • Write lines and dialogs.



Fact File

Title: Silent Story

Summary: Nick is studying a major in drama. He starts the fall semester studying the art of mime and decides to put his knowledge to practice right away, from the very first lesson. If you watch people from afar out in the real world and understand what

they are talking about by observing their facial expressions and body language. While he is doing so, he meets a young woman by accident. Her name is Tricia, and she turns out to be another mime student. Nick takes that opportunity and mimes asking her out on a date.

MEDIA RESOURCES

Pre-reading

Greet students to your class without talking, act just like a mime, and act out the instructions of how they need to open their Reader on the correct page and pretend to be reading and thinking while doing it.

Gesture the stop sign of your hand towards the group and proceed to talk to them. Ask: *Have you ever seen a mime act? Where?* Ask students to skim the pictures from the text and try to predict what the story is about.

Finish the activation by eliciting from them: *How would you find it challenging to make yourself understood only with signs?*

First Reading

Provide students with some background about mimes. Write on the board the word *mime* and provide the students with a brief definition: mime is a person who uses mimicry as a theatrical tool or as a display of art, involving miming, or the acting out an event through body motions, without any use of speech. Then ask: *Do you believe you could work as a mime? Why?* Elicit answers from the students and write the key words on the board to form a spider graphic organizer.

Make students sit in groups of four before reading the text, then ask students to scan through the story to determine who are the characters and to see if they can foretell the plot of the text with the aid of the pictures. Ask students to predict if the text will be a narrative or informative text and ask them to support their answer.

Select a student to start reading the text out loud to the rest of the class. Allow the student to read a significant part of the story, then select another student in no particular order. Make sure students are focused and following the reading while listening to their peers.

After each paragraph, stop the reading and ask relevant questions from the text such as: *What was Nick paying close attention to?* Or *What is Tricia studying?* Encourage students to use the glossary at the end of the text to look for any unfamiliar words and review the target language.

Second Reading

Ask students to work in small groups of four. Have them underline or highlight the important information in the text. Have students summarize the story without changing the order of events. Select one student from each team and have them write one of their sentences on the board. Question students on how they decided to build the sentences and what information was important to them. Encourage students to support their answers individually and also as a group.

Ask students to read the text silently. Then, ask them to turn this narrative text into an informative one. Informative texts are written with the purpose of telling the reader about a specific topic. They are written using distinctive text features that allow the reader to obtain specific information to understand the main topic easily. Ask them to come up with a manual to become a good mime. Remind students to use information from the text. Have them share their ideas and complement them with other classmates. Have students read parts of their manuals out loud. Write their ideas on the board to form a class manual on miming. This activity can be complemented by using books found in the school's library. Encourage students to mention the sources of information they used.

Activities Answer Key

- 1 1 Observe human language, watch old silent movies and watch a modern film without sound to guess what they do. 2 Watch people having conversations and try to guess what they are saying. 3 A mother and her daughter arguing, and a couple that looked in love. 4 Because she is also taking mime lessons. 5 She wants to increase her knowledge about the art of mime. 6 Tricia likes romantic movies, while Nick prefers action ones.
- 2 1 a 2 c 3 d 4 b
- 3 1 First 2 Next 3 After that 4 Finally
- 4 Answers may vary.

Achievement:

- Revise silent short movies.

Teaching guidelines:

Guide your students for your students to be able to:

- Recognize topic, purpose, and intended audience.
- Differentiate characters.
- Distinguish non-verbal language used by characters.
- Identify relation between scenarios, actions, and sound resources.

Warm up

Before the lesson starts, divide the group into two teams. Write some action verbs on small pieces of paper and have students take turns to act them out in front of the class for their teams to guess. Tell students this is called *silent acting*. Tell students they cannot talk or use sound effects. The team that guesses the most verbs wins. Wrap up the activity by asking students if they think acting is fun. As teachers, we know the many advantages that acting can give students. Ask: *What is your favorite movie?* Elicit answers from students and invite them to share their opinions by asking: *What is the movie about? Who stars in it? What genre is it? Why do you like it?*

Stage 1: I explore**1 Work in pairs. Discuss what you know about silent movies.**

Have students open their Student's Book to page 99. Focus on the image and have them describe it (a black and white image of a cameraman). You may discuss briefly what elements are necessary to make a movie. Write some key words on the board (*lights, camera, microphone, recording equipment, set, costumes, actors, props, etc.*). This will help students activate previous knowledge and expand it. Instruct students to work with the classmate sitting next to them and ask them if they have ever seen a "silent movie." Have them take out their notebooks and collaboratively write a list of things they know about this kind of movie.

Stage 2: I think**2 Look at the scenes from a silent movie and answer the questions.**

Direct students' attention to the illustrations and have them analyze them in silence. To distinguish non-verbal language used by characters tell

- Determine the nature of action (funny, tragic, etc.).
- Value the cinema as a means to reflect on emotions and experiences, people and their culture.

Material:

- Small pieces of paper
- Glue
- Old magazines
- Class CD
- Scissors

students to focus on the details: body language and other non-verbal elements that may communicate what the characters think or feel in a certain situation. To recognize topic, purpose, and intended audience, ask: *What is the main idea of the series of images? What is the purpose? Who is the intended audience? Would it change by having the images in a different order?* Have students answer the questions and elicit answers from different students.

Answers: 1 The movie is about a girl and a boy who meet and fall in love at the park while walking their dogs. 2 The movie is appropriate for all ages. It appears to be a romantic comedy. 3 The movie takes place at a park where people walk and play with their pets.

Extra Activity

Have students bring a magazine (you can also provide some cut-outs or old newspaper) and have them create their own story by selecting and cutting out images and pasting them in their notebooks. Then tell students to exchange notebooks. The other student must write a brief abstract of what the story is about and discuss their interpretations. Ask for volunteers to share their work and interpretations.

Time: 15 minutes

3 Work in pairs. Look at the scenes again and discuss the questions.

Have students work with a different classmate from the previous activities. Direct their attention at the scenes in Activity 2. Read the first two questions out loud. After each question, give students some time to discuss it in pairs. Then ask two or three volunteers to share their answers with the class. You can repeat for the last question *What is your opinion about this sequence of scenes?* or you can do it with the whole class, with volunteers expressing their opinions.



Answers: 1 a: Two dogs are being walked in the park. b: The boy appears in the scene and meets the girl. c: The dogs play while the owners talk. d: The boy appears to be saving the girl's number. 2 the boy and the girl 3 A park 4 Answers may vary.

Extra Activity

Ask students to work in pairs. Explain to them that each pair has to write a script using the pictures in Activity 2. Monitor and provide help where necessary. Correct any mistakes. Then have different pairs act out their script in front of the class. **Time:** 15 minutes

4 Work in pairs. Listen to the sound effects with your books closed and predict what the story is about.

Tell students that they are going to listen to the sound effects of a movie scene. Play the Class CD. Elicit a description of the sounds they hear (steps and birds singing; a gasp and faster steps; a cat meowing, another gasp, and rain; a persecution, more rain; a scream, and an evil laugh; an alarm clock, and panting), do not correct their assumptions yet, have them guess. Have students discuss in pairs what the scene is about based on the sound effects. Go around the room helping students express their ideas when necessary.

5 Open your books. Listen to the sound effects again while you follow the images. Explain the story with your partner. You can use the words below.

Ask students to open their Student's Books to page 100. Tell them to look at the images. In pairs, have them discuss if what they see in the images is similar to their predictions of the story when they listened to sounds only. Play the Class CD again and ask students to follow the images and the sound. This time you can mention the correct sounds from Activity 4. In pairs, have students discuss the storyline. Tell them they can use the words in the colored boxes. Use the example to prompt a beginning for the story. When they finish, ask volunteers to share their story with the class.

Answers may vary.

Remember

Next class students will need to bring an old magazine, scissors, and glue.

6 Work in pairs. Discuss with your partner.

To conclude the work in pairs, have students discuss the questions in Activity 6. Then have pairs go around the classroom and find someone who has similar answers. Finally, ask the last question to the whole class and discuss the movies mentioned.

Warm up

Welcome students and ask them to sit in groups of four or five. Have them share something interesting about themselves one at a time. Tell them that after the first student has shared something, the next should continue by repeating what the previous student said. For example: *This is Rodrigo and he likes to draw. My name is Andrea and I like to play volleyball.* Tell students to pay attention to what their classmates say because the activity ends when a student forgets something.

Intercultural Note

Cinema is often referred to as the seventh art. This term was coined by Italian critic Ricciotto Canudo, in 1911. Although some regard it as entertainment, since its creation cinema has marveled people around the world as an art form that combines visual images, sound, and movement, to depict the human experience. Movies explore the nature and depth of our emotions and often offer a window into different cultures and perspectives. Movies often reflect on our shared experiences and have, historically, provided a means through which we process and assimilate some of the most important events in history (wars, technological and scientific discoveries, our search for love and happiness, our anxieties about the future and the unknown, etc.).

Analyze

7 Complete the sentences with words from the box. Use capital letters where necessary.

Ask students to open their Student's Book to page 93. Draw students' attention to the words in the box. Ask students to define them or give an example. Then have your students look the words up in a dictionary to verify the definition or meaning. If the words are clear have students complete the sentences. Remind them to use capital letters where necessary (at the beginning of the sentence). Elicit answers from different students or have them read the sentences out loud to make sure they all understand the meaning and use of the terms.

Answers: 1 Sound effects 2 setting
3 characters 4 audience

Teaching Tip

Students have different learning styles and studying techniques. Encourage students to develop their own method to store vocabulary. You may suggest a glossary at the end of their notebook in which they write the words with their meaning or to draw a vocabulary box at the top of the page in their notebook. Students store vocabulary by lexical sets that allow them to internalize words in a coherent manner (means of transportation, body parts, fruits and vegetables, etc.).

Stage 3: I do

8 Work in pairs. Look at the illustrations. Discuss what you think the teens are miming in each situation. Then think of other situations to mime for your classmates to guess.

Ask students to identify them and analyze their behavior. To distinguish non-verbal language used by characters and the relation between scenarios, actions, and sound resources, ask: *What is being communicated by non-verbal elements used by characters? What effect is produced by the combination of those elements? What sounds or words would they choose to illustrate the actions? What is the nature of each scene?* Remind them to use the expressions *I think they are... Are they...?* Now tell them they are going to play a miming game. Have students write their activities to mime and make sure they are appropriate. Have two students go to the front and mime their exercise while the rest of the students try to guess the action.

Answers may vary.


Stage 4: Ready!

9 Read the article and circle Yes or No.

For students to value the cinema as a means to reflect on emotions and experiences, people and their culture have students open their Student's Book to page 102, and direct their attention to the pictures next to the text. Ask them if they know who the elements represent (Charlie Chaplin). Then point out the title of the article (*Silent Movie Actors*) and ask them about what they expect to learn by reading that text. Have them read the text on their own, in silence. Refer students to the Glossary on pages 116 to clarify the meaning of words. Then have them answer the questions below the text. Check the answers by asking different students to share their work. Refer students to the Bibliography on page 192 and tell

them to use the links in this section to learn more about the topics in this unit.

Answers: 1 Yes 2 No 3 Yes 4 No 5 Yes

10  **Work in small groups. Choose a situation for the script of your silent movie. You can get ideas from Activity 8 and Activity 9.**

Have students work in groups of four or five students. Ask them to think of a situation or event that happened to them and that could be represented through mimic. Then ask them to choose one of those situations for their final product. Remind them to take notes of details of the situation. You can use this activity as Portfolio evidence for the final product.

11 Reflect on silent movies. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding silent movies. Have a student read the three questions out loud and allow time for students to develop their written response. If possible, ask them to have a special part dedicated to collect their reflections. Direct them to go to their notebooks. Make sure students understand what they have to do. Ask for examples from volunteers of what could be difficult about understanding silent movies.

Achievement:

- Understand the general sense and main ideas.

Teaching guidelines:

Supervise and support for your students to be able to:

- Anticipate general sense and main ideas.
- Clarify the names of objects, actions, and concepts.
- Establish genre of objects.

Warm up

Ask students to stand behind their chairs and tell them you will play *Simon Says* movie making. Tell them they are all actors and actresses. Explain you will give them a series of instructions that they must follow, only if you begin by saying "Simon says"; if you don't say it they must stand still. The student who follows that instruction must sit down (e.g. Simon says ... take out your books; Simon says hide under your tables, etc.). Use this warm-up activity to practice vocabulary and phrases from the previous lesson. Make it as fun as you want!

Stage 1: I explore**1 Look at the picture clip and circle the correct option.**

Ask what movies they have seen recently. Share your own ideas. Write: *Wild West* on the board. Elicit vocabulary from the students connected to the topic. Write the vocabulary on the board.

Have students open their Student's Book to page 103 and draw their attention to the pictures that belong to a movie clip. Ask students to focus on the details of the image. By doing this, you will prepare them to identify the conventions of different genres and they will activate their previous knowledge. Establish the genre in the picture (Western). Have them complete the activity and after comparing and correcting answers open a discussion about different genres and their conventions. For example, ask: *If the pictures showed a robot in a futuristic setting or a dark castle in the middle of nowhere, how would their expectations as viewers change?* Elicit answers.

Answers: 1 western 2 in the Wild West

Teaching Tip

It is important for students to reflect on their own reactions towards certain genres. How is it that they are able to say that they love / hate a genre so easily? It is because of conventions.

- Get to know values and behavior in English-speaking countries.
- Monitor oral comprehension.

Material:

- Class CD




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We rarely pay close attention to them but conventions are the elements that create the genre. Thanks to them we are able to predict what the pace of the story will be like and even our emotional responses.

Stage 2: I think**2 Work in pairs. Look at the images from a silent movie, discuss the questions, and write your answers in your notebook.**

A picture is worth a thousand words but what are these pictures communicating? To anticipate general sense and main ideas ask students to look at the movie clips. Have students describe them one at a time. Encourage them to notice small details in each one and then compare them. Ask: *What general sense do they infer from them? Are the images independent or part of a sequence? What changes can they identify and what do they imply?* Make them aware of the elements that create the sequence and ask them to identify the main idea conveyed by it. Then have your students read the questions and answer them individually. Elicit answers by calling on different students to participate.

Answers: 1 The robber stole money. 2 The robber is trying to escape because he is riding away on his horse. 3 The robber was caught with a rope. 4 The sheriff arrested him by putting on handcuffs, and he seemed satisfied. 5 He is wearing a badge

3  Work in pairs. Read and listen to the movie scenes. Discuss who the characters are, what the setting is, and what the genre of each movie is. Use words from the box.

Ask students to open their Student's Books to page 104. Play the Class CD. Play only the first fragment and ask students to discuss the characters, the setting, and the genre. Then do the same with the other fragments. They can use the words from the box in order to remember the different genres.

Answers: 1 Lord Denning and a maid / an old house with a library / thriller 2 A man and his friend / probably a park / The man broke up with his girlfriend over his dog / comedy 3 TV presenter, a wife and a husband, an alien / a home in the past / science fiction.

4 Work in groups of three. Choose a movie you all like in a genre you like. It could be science fiction, a thriller, a comedy, or another genre. Discuss the movie with your group members. Then tell the class about the movie.

Divide the class into groups of three students. Elicit other movie genres they might like such as suspense, animated films, or adventure. Give them two minutes to agree on a genre they all like, or two of them like at least. Then give them some time to come up with a movie they like in that genre and the information about it. When they are done deciding, ask them to answer the questions: *What is the genre of the movie? Where and when is it set? Who are the characters? What is it about?* Remind them they can use the speech bubbles as examples. Ask volunteer trios to go to the front and present their movie to the class by answering the questions.

Answers may vary.

5  Listen to the movie scenes again and match the columns to complete the sentences.

Play the Class CD once again and ask students to listen carefully to match the columns and complete the sentences. Copy the complete sentences on the board. Underline the words *calmly, happily, loudly*. Ask what *loudly* describes and elicit the answer *how the aliens are talking*. Tell students that these three words are adverbs. Write *quietly, carefully, softly, happily, frequently, efficiently* on the board and elicit the ending (*-ly*). Remind students that adverbs usually end in *-ly*, although there are a few exceptions: *fast, hard, etc.*

Answers: 1 sadly 2 happily 3 loudly

Warm up

Welcome students and as they come in divide them into two teams. Tell them they will face a "dictionary challenge." You will write a word and a part of speech on the board. (e.g. *happiness - noun*). A member of each team must find the correct meaning in Spanish and write it on the board. The first team to get the correct answer gets a point. Draw a column at the side for students to write down difficult or new words.

Analyze

6 Complete the sentences with words from the box.

Have students open their Student's Book to page 105 and work in pairs. Ask them to read the words in the box. To clarify the names of objects, actions, and concepts make sure students understand what all the words mean. Give students time to discuss and decide what word goes where. When they complete the sentences, ask students to read the completed sentences out loud to their partner. Have them take turns to read. Invite them to make any corrections. Have volunteers read the statements out loud to check the answers.

Answers: 1 adverbs 2 ideas 3 comedy, science fiction

Intercultural Note

We don't know exactly when the first movie was made. It certainly didn't look like what we see today. The first attempts were done by blending photos together back in the decade of 1880. Little by little technology improved until motion pictures became the largest entertainment industry ever.

Stage 3: I do

7 Work in pairs. Take turns reading the mini-scripts out loud in different ways, like the ones in the box. Discuss how meaning changes with different intonation.

Tell students that not only what we say is important, but also the way we say it, because it can change the meaning of our words. Say, for example: I love this and change your intonation so that it sounds excited, then angry and elicit the difference. In pairs, tell them to take turns to read the mini-scripts changing the intonation at every time. Then give them some time to discuss how meaning changes with the different intonations they used.

Teaching Tip

Having students work in pairs gives them the opportunity to practice English while creating a friendly working atmosphere. Pair work is also useful to help students gain confidence in their abilities and to develop social skills. Have them work with different classmates. Sometimes you may pair a strong student with a weaker one so that the student who is




more fluent can help the less fluent. Both students will benefit from the interaction.

Stage 4: Ready!

8 Discuss with your partner: What is the main idea of each mini-script? Choose the best way to say each one from your options in Activity 7 and write it in the brackets above.

To understand the general sense and main ideas, have students take turns reading the scripts again and reflect on the message conveyed. Then tell them to choose one of the words in the box in Activity 7 to write in the brackets, and read the conversation in that way. Have volunteer students read the conversations using the correct intonation.

Teaching Tip

 Explain to your students that it is imperative to listen carefully when other students are participating in the class. This is the root of mutual respect in the classroom. Also remind students not to criticize or judge other people. To keep control of the classroom, you must know what you want, what you expect from your students and you must communicate your expectations to them. Maintain system of rewards and consequences which are fairly and consistently carried out. Never allow your anger at a student's misdeeds to ruin your good judgment. Keep in mind that good lesson planning is essential for good discipline.

Answers: 1 confidently 2 eagerly 3 painfully


9  Work in groups. Discuss the questions.

Direct students' attention to the poster and have them identify the movie genre. Engage in a group discussion by reading each question at a time and eliciting answers from different students. Ask them justify their answers collaboratively. Have them point out how they can infer meaning through the analysis of certain non-verbal elements. After you have gone over all the questions, ask students to reflect on the different values and behaviors depicted in movies from English-speaking countries. Ask: *What are you able to infer about different cultures based on their artistic production or entertainment? Are they self-critical? What attitudes do you identify as British, Canadian, American, Australian, etc.?*

Extra Activity

You may wrap up the previous activity by asking students to write a brief paragraph, in their notebooks, about how the media represents some national identities and how they contribute to the creation of stereotypes and their effects. Ask students to exchange notebooks to peer check their work and have a couple of them volunteer to share their thoughts on the matter.

Time: 10 minutes

10  Work with your group. Decide on a genre (comedy, thriller, western, etc.) and the main idea for your silent movie. Write it in your notebook.

Tell students they are going to write their own scene for a silent movie. Have students work in teams of four or five. Ask them to discuss and decide on a genre (comedy, thriller, western, or a different one) and a main idea for their silent movie. Ask them to write both, the genre and the main idea, in their notebook. You can use this activity as Portfolio evidence for the final product.

Answers may vary.

11 Reflect on understanding the general sense. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding listening skills and understanding main ideas. Have a student read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebooks. Make sure students understand what they have to do. Ask for examples from volunteers of what they will try next time to practice listening skills.

Achievement:

- Write lines and dialogues.

Teaching guidelines:

Encourage your students for them to be able to:

- Propose sentences to complete lines and dialogues.
- Briefly justify the choice of sentences for a dialogue.
- Include examples, appropriate details and interesting information, using adverbs.


Warm up

Divide the class in two teams. Explain to your students that they are going to play *Character Charades*. Ask students to think of a character from a famous movie. Have team members take turns to act out parts of the movie or lines from the character. Have both teams guess who the character is. Tell your students they can only ask Yes / No questions, for example: Is he a man? Is she a woman? Is he young? Is she old? The team that guesses correctly asking the least number of questions is the winner.

Stage 1: explore**1 Look at the illustration and answer the questions.**

Have your students open their Student's Book to page 107. Ask them to look at the illustration. Ask the group to describe the image in detail before reading and answering the questions. Draw their attention to the background, then focus on both figures. Ask: *What is being communicated by their body language? Now zoom into their facial expressions. Are the people happy, angry, concerned?* By answering these questions your students will activate their previous knowledge. Have them answer the questions and discuss the answers by having different students share their conclusions. Pay special attention to their answers for the second question.

Answers: 1 a street 2 the firefighter seems to be giving her advice to avoid another accident.

2  Number the scenes in the correct order. Then write lines for the scenes. Work in pairs and deliver your lines to your partner. Comment on your partner's intonation: Is it appropriate?

Have students open their Student's Books to page 107 and look at the pictures in Activity 2. Ask students to number the scenes in the correct order

- Use connectors to link sentences and / or reformulate expressions.

Material:

- Copies of scripts taken from Lesson 2 (Activities 3 and 7) and Lesson 3 (Activity 3)

and have them write a conversation individually. Then have students exchange their dialogs with their partner on the right. Have them read their respective conversations paying attention to the proper intonation. When both students have read their dialogs, have them offer respectful and constructive feedback about the intonation and the quality of the conversation.

Answers: a 2 b 3 c 1 d 4

Teaching Tip

We use sequence adverbs to give instructions on how to do things or how to get somewhere. They often appear at the beginning of a sentence or clause. However, you must remember to make sure students understand that there are exceptions to this guideline, for example, adverbs such as "first" or "next" can be used indistinctly at the beginning or the end of a sentence. The practical meaning of words like "next", "then", and "after" is interchangeable.

3 Complete the dialog with sentences from the box.


This activity will provide students an opportunity to think about the discursive elements provided to propose sentences that will complete the lines or dialog in a sequence. Previous activities have prepared them to interpret sequences visually and this time they must focus on the dialog, understand it, and complete it. Have students open their Student's Book to page 108. Ask different students to read out loud the sentences in the box and the dialog. Use this opportunity to make sure they understand the vocabulary and to correct pronunciation. Have them work individually to complete the dialog. Do not check answers yet.

Answers: 1 I was wearing it last night at the opera!
2 First, I took it off and put it on my dressing table.
3 Then, I got ready for bed. 4 Next, I put the diamond necklace carefully into its box.

4 Compare your answers with a partner. Justify your choices.

Have students reread the dialog alone with their answer. When they feel confident about their own answers, divide the class in pairs. You can suggest students read the dialog out loud as the characters (Claudette and Frederick) or take turns to explain to their partners why they chose their answers. To wrap up the activity you can have students volunteer to read the dialog out loud in front of the class. Have different students briefly justify the choice of sentences for a dialog. Encourage a group discussion if there is any disagreement.

Intercultural Note

 An important factor to communicate better is to appreciate cultural expressions particular to the English language. When we understand the other culture, we respect their differences and similarities. It is important to promote this among students. They have to understand that even though we don't agree with other people, we have to respect their ideas.

5 Complete the police notes with details from the dialog in Activity 3.

Before starting the activity, have students close their eyes and imagine what they would do if they were in Claudette's position. Help them by asking: *Have you ever been in a similar situation? How did you feel and what did you do?* When something valuable is stolen or lost a natural course of action will eventually require the subject to notify the authorities. Write the headings of information on the board. Have three volunteers come up to the board and give examples for each heading. Students must complete the police notes with appropriate details from the dialog in Activities 3 and 4. Check as a class.

Suggested Answers: 1 robbery 2 A diamond necklace 3 Claudette 4 Last night 5 At the opera 6 A box in the safe

Remember

For the Extra Activity of the next class some preparation is required. Write the scripts from Lesson 2 (Activities 3 and 7) and Lesson 3 (Activity 3) on a sheet of paper and divide them (by speaker). Make copies of the sheet of paper and cut out the interventions by speaker.

Warm up

Divide the group into teams of four or five. Explain that you will play *Hangman* with them. Ask volunteers to explain the game sequence. Tell students that all the words in the game should be adverbs of sequence and frequency. Make a list in advance that will include the key words of the unit (e.g. first, then, after, next, finally, often, usually, etc.).

Analyze

6 Read and circle the correct option.

Have students open their Student's Book to page 109. Ask volunteer students to read the sentences. Point out the importance of the words in bold. Explain that we use these sequence adverbs to describe the order in which two or more actions happen. Then have them answer the activity on their own. Elicit answers from different students. Use this activity as an opportunity for students to notice how language is structured in a clear and concise manner to describe a chain of events. Encourage students to think of more words that can be used in this context for this purpose and write them in a column on the board.

Answers: 1 sequence 2 beginning

Stage 3: I do

7 Look at the illustration of a movie scene. Write sentences to complete the dialog. Use expressions from Activity 6. You can also use the words in the box.

Ask students to open their Student's Books to page 109. Ask them to look at the illustration of a movie scene. Ask: *What do you think the movie is about?* Accept any plausible answers. Tell them they will use adverbs and sequence expressions to write sentences to complete the scene. Write the example on the board to prompt a beginning of the story. Explain they must make sure that their dialog is coherent. Encourage their creativity if they decide to use words different from the ones in the box that make sense.

Suggested answers: 1 First, we drive to the bank in our car. 2 Then, we put our masks on quickly. 3 Next, we climb in carefully through the window. 4 We can break into the safe and take the money. 5 Finally, we get out quickly and escape.

8 Work with your group. Choose a topic to write a scene about. You can use the topic you chose in Lesson 2. You can also choose one of the topics below. Write the names of your characters, plot summary and where the scene will take place.

Ask students to work in the groups from previous lessons and define their topic. Ask them to decide if they will use the topic they chose previously or if they want to change it for one of the suggestions. Have them write the name of their characters, to summarize the plot of the scene, and the setting.

Answers may vary.

Extra Activity

Divide the class into small groups and ask them to define the sequence of enunciation using sequence adverbs. Provide a script for each group and ask them to order it. Have each member of the team choose a character and ask them to read the dialogue out loud to the group.

Time: 10 minutes

Stage 4: Ready!

9 Write five dialogs for your characters with your group. Remember to include adverbs to show how the plot progresses.

Students will keep working with their groups. Remind them they have to use adverbs and sequence words, such as first, then, and finally. Assign time for students to write dialogs for their characters. Tell them to keep in mind the situation, setting, and plot they chose. Walk around the classroom monitoring and providing individual help.

Answers may vary.

Teaching Tip

Adverbs are present in every language. These words provide information about how an action is carried out which means that they qualify verbs and adjectives. People can use them when they want to find an answer to the question where, when, how, in what way, or to what extent. People usually associate adverbs in English with the suffix *-ly* (e.g. lovely) however, there are several exceptions to this tacit widespread rule.

10 Exchange your dialogs with another group. How well did they understand the scene? How can your scene be better? Help each other by sharing your opinions.

Have students act out their dialogs for another group. Remind them of the importance of non-verbal communication and encourage them to use gestures and modulate intonation to make the dialogues more appealing to their audience and to make sure the actions and thoughts portrayed are communicated clearly. Students should never lose sight of all the elements (verbal and non-verbal) that go into transmitting a message effectively.

11 Reflect on writing dialogs. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding writing dialogs. Have a student read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebooks. Make sure students understand what they have to do. Ask for examples from volunteers of how they can improve their dialogs, for example, checking their grammar, and adding intonation between brackets.

Answers may vary.

Achievement:

- Write lines and dialogs.

Teaching guidelines:

Encourage your students for them to be able to:

- Describe motivations, hopes, desires and / or ambitions, using expressions to shade them (e.g. *You may ...*, *It might ...*, etc.).
- Order sentences into sequences to form dialogues.
- Adjust verbal and non-verbal language according to a specific audience.

- Adequate volume and speed.
- Register lines and dialogues in a script format.
- Perform dialogues.
- Offer and receive feedback.

Material:

- Class CD
- White sheets of paper
- Colored pencils
- Old magazines
- Scissors
- Glue



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Warm up

Write: *Say it with mime* on the board. Have students work in pairs. Explain that you will mime a word and they have to say which word it is. Write the category you will mime on the board (adverb, verb, community service, movie genre, etc.) Then ask students to take turns to do the same. You can give students a few minutes to make a list of words in advance. Use different words, try to include words from the previous lessons or the previous unit, etc. Students may come up in pairs to mime the words so that they feel confident.

Ambitions. Make sure students understand the different concepts (a dream is something good that you hope you will have or achieve in the future, an ambition is something that you very much want to do, usually something that is difficult to achieve). Elicit words from the students and write them under the proper label. Ask different students to read the statements out loud. Divide the class into pairs and have them complete the activity. Then, ask them to discuss their own ambitions and motivations by having them describe their hopes and desires using expressions to shade them such as (*You may ...*, *You might ...*, etc.).

Answers may vary.

Stage 1: I explore**1 Work with a partner and discuss.**

In pairs, ask students to open their books to page 111 and ask if they like movies. Elicit some titles of movies they like and write on the board the movies that most students like. Ask: *What makes you like a movie?* Try to guide the brainstorming to aspects of the movies (e.g. *the story, the lines, the actors, the special effects*) and not only to personal opinions. Focus their attention to the example so that they know how they can start their interaction. Ask: *When you are older, would you like to participate in the creation of a movie? Why or why not?*

Answers may vary.

Stage 2: I think**2 Work in pairs. Discuss the kids' ambitions and motivations. What are your own ambitions and motivations?**

Dreams and ambitions are an important part of the human experience, and even if we don't share the same ideals, having them is something we can all relate to. Draw a line to divide the board in two columns. Label one: *Dreams*, and the other:

Intercultural Note

English is the third most commonly spoken language in the world, following Chinese and Spanish. English has been regarded as the language of technology, media and, curiously enough, aviation. Did you know that regardless of their country of origin, pilots in international flights identify themselves in English?

3 Look at the picture, answer the questions, and write lines for this movie character.

In small groups, ask students to go to page 112 and look at the picture. First students need to define the character. Ask: *What kind of character is he? In what kind of movie do you think he could appear?* Once groups have imagined a character, ask them to answer the questions that lead to create a scene. *Who is he talking to? Where are they? How does the other character answer?* Then ask teams to write the lines of that scene. Go around the room monitoring their work. Then ask volunteers to read the lines of the scene.

Answers may vary.

4 ¹⁹ **Listen and circle T (True) or F (False).**

Draw student's attention to the picture of the man next to the activity. Have them describe him and what they can infer from the image. Then ask students to read the instructions. Explain that they will listen to an interview three times. Play the Class CD and tell them the first time they hear it they will only concentrate on listening carefully. Then play the Class CD a second time to have them take notes in their notebooks. Have students volunteer to write key words or ideas on the board. Have them read the True or False statements and play the Class CD a third time in which they should answer the activity. Give them some minutes to complete the activity and elicit answers from different students to check their work.

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

Analyze**5** **Read, look at the examples, and underline the correct option.**

Write the words *may* and *might* on the board. Ask: *What do you think these words mean?* Have students open their Student's Books to page 112 and read the explanation out loud: *Might and may can be used to talk about the future.* Have volunteers read the examples to help them figure out the meaning. Ask students to complete the activity and check the answer. Say: *You already know that we use will to talk about the future. Might and may are similar, but they emphasize that it is only a possibility. However, might often implies a smaller chance of something happening. When expressing wishes or giving permission we only use maybe.* For a broader view of the topic ask: *How would you structure a negative sentence using these words?* (He might not like this movie.) Elicit answers.

Remember

Next class students will need white sheets of paper, colored pencils, old magazines, scissors, and glue.

Warm up

Divide the class into groups of four. Tell your students they must create a short advertisement for an item in their classroom. Write key words, expressions, and punctuation marks which could be useful to them. Ask students to use colored pencils and cutouts from old magazines to be as creative as they possibly can. Have each group role-play their

commercials and have the class vote for the best one. You can post the ads on a wall in the classroom, and this will motivate students.

Stage 3: I do**6 Write sentences about your ambitions for the future.**

Write the word *ambitions* on the board. Ask students to come up to the board and draw a picture that is related to their ambitions in the future. The rest of the class should guess the ambition, for example: a drawing of a flower—ambition—own a flower shop.

Have students open their Student's Book to page 112 and ask a volunteer to read the instructions out loud. Then give them some minutes to complete the sentences with their own thoughts and opinions. Answers may vary, so use this opportunity to have students read out loud their work. It will prove valuable to have students realize what they have in common as well as how different they all are from each other. Have them point out the implications of the key words (*may / might*).

Answers may vary.

7 Read the movie script. What's the problem? What might Alex do?

Ask students to open their books to page 113 and look at the illustration. Ask: *What do you think is going on?* Elicit some answers. Now ask students to read the script. Ask: *Was your guessing right? What is the scene about? What is the problem? What do you think will happen next? What might Alex do?*

Answers: 2 4 1 5 3 6 8 7

8 Work in pairs. Write the scene between Alex and his mom's boss. Use a script format: write the names of the characters before each line and add instructions, such as [yelling] or [waving arms].

Tell students that now it is their turn to write a script. In pairs ask students to write the script for the scene between Alex and his mom's boss. Remind them to use the format and characteristics of a script: names of characters before each line, expressive instructions [*yelling*] and stage directions [*pointing at him*]. Go around the room monitoring their work. Do not interrupt their work but help if they need to. They can also add sound effects, interventions of other characters such as narrators, or external interventions, such as rain or being followed by bees. The more students emphasize gestures or actions, the more helpful it will be when they write their short silent movie script. Monitor

Student's Book pages 111-114


and help to provide ideas on how to use body language.

Extra Activity

Explain to students that the instructions that are between brackets are called stage directions. They are used to express what the actors do or the kind of intonation the line should have (angry, happy, bored, etc.). Hand out pieces of paper and have students write one line and add a stage direction to clarify how that line should be read out. Then put the papers inside a bag and have students come to the front and act out the line as instructed. Discuss the importance of stage directions to make dialogs more vivid.

Time: 10 minutes

Answers may vary.


9  **Work with your partner. Read the dialog for the class and act out the instructions in brackets. Watch the scenes respectfully and provide feedback.**

Tell students that they will present their scenes to the class. Give them some time to rehearse. Remind them to act out the instructions they wrote in brackets. Everyone watches the scenes respectfully and provide constructive feedback at the end of it using the checklist on page 113. When all students have read their script, elicit students' impressions about writing a script (what was difficult / interesting?)

Teaching Tip

Students in this age group can be very sensitive to criticism, especially from their peers. Belonging to a group is of the utmost importance and they are very aware of social status. Make sure to use your class as an opportunity to value their differences. Don't allow criticism or comments that will hurt your students while they are sharing their work.

Stage 4: Ready!

10  **Work with your group. Go back to the sentences you wrote for your movie scene in Lesson 3, Activity 9. Write them in script format and add instructions in brackets.**

Ask students to work with the groups they work with during the last lesson. Tell them to read the dialogue they wrote for the character. Now ask them to add all the details necessary to transform it into a script (names of characters before each line, instructions in brackets, sound effects, etc). Ask them join other teams to share the new scripts and give feedback on spelling, grammar, and clarity.

11 **Reflect on the use of interventions. Write your answers in your notebook.**

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding the use of interventions in dialogs. Have a student read the three questions out loud and allow time for students to develop their written response in their notebooks. Make sure students understand what they have to do. Ask for examples from volunteers of how they can improve their scripts by adding body language, sound effects, and other instructions to their dialogs.

Script for a Silent Short Movie

Student's Book page 115

MEDIA RESOURCES

PART 1 Now you know ...

Ask your students to open their Student's Book to page 115. Have each student get out their notebook and go back and collect the portfolio activities they created throughout Unit 6. Guide students to find these four samples by reviewing the list of achievements in Part 1 and have students check the box for each example they collect. These four examples of portfolio work include a situations for a movie (Activity 10, page 102), a choice of genre and main idea (Activity 10, page 106), sentences for their dialogs (Activity 9, page 110), and a script (Activity 10, page 114).

If a group is missing a piece of evidence, encourage them to finish their work so that they are prepared. Solve any doubts they may have about their work.

PART 2 Make it yours.

1 Work with your group. Use the skills in the "Now you know ..." section to prepare your own script for a silent short film. Remember to check for mistakes and rehearse it.

In their teams, tell students they are going to present their own script for a silent short movie. First they need to decide on a topic and a main idea for their scene. Encourage them to choose a topic that really interests them. You can either brainstorm some ideas as a class or just let them decide in their teams. With the idea, ask students to decide what genre would be more suitable for that idea. Then give them some time to write their "dialogs", but remind them that it is a silent movie, so they are only as a guide of what happens in the scene. Remind them to include script details such as clear stage indications for body language, facial expressions and other visual resources. Also give them some time to rehearse their scene before presenting it to the class.

2 Present your scripts to the class and check out your classmates' scripts. Provide feedback about them.

Now is time to see the scenes of all the teams. Organize the classroom so to have an audience. You

can even take some healthy snack for the public. Then ask a volunteer team say the title of their scene and to present it. Then ask the audience to give respectful feedback, focusing on the positive and negative aspects of the scene. When it is done, ask a second team to present and the audience to give feedback. Repeat until all the teams have presented their scene.

PART 3 Assessment

In the Student's Book, you can use the following activities on pages 115 and 116 to assess your students' progress.

Achievements and Product

1 Work with your group. Discuss how successful you were in each step. Follow the key to score each aspect. Finally, write the reason for your answer.

To assess students' achievements and their final script for the unit you can have them discuss each aspect. Have them assign a score and a reason for each step. Emphasize the importance of giving reasons so they can understand their progress better.

Social Practice

2 In your notebook, write two aspects you consider you have learned well about composing dialogs and interventions. Then write two things you need to improve and how you plan to do it. Ask your teacher for advice.

To assess students' ability to compose dialogs and interventions, they should reflect on what they learned and what they need to learn. This is a good moment to offer personalized feedback and advice.

Success!

3 To consolidate this block, have students go to page 116 in their Student's Book and answer the questions in the Success page. Allow them to give each other feedback. This would be a good moment for you to give feedback personally to each student as well.

In the Teacher's Guide, you can find the following tools for evaluation purposes:

- You can use the suggested Assessment Instrument on page 123 to register information about the final presentation of their script.
- You can also use the Exam on page 124 to globally assess your students' knowledge of sequence linkers, vocabulary, and reading skills.



Notes on an Event

Notes on an event are used to register information of an event as it is happening. It is a useful tool to take notes and register what is happening in a presentation or an event.

Instructions:

- 1 Complete the name and date of the event that is going to be analyzed.
- 2 Write your detailed notes about the event or presentation in the space provided.
- 3 Using the notes, provide feedback to your student(s).

Notes on an Event	
Event: _____	Group: _____
Date: _____	Time: _____
Context: _____	

Event: _____	

Notes: _____	

Student's name _____ Date _____

1 Read the article and answer the following questions. (4 points, 1 each)

Silent Movie Actors

Charlie Chaplin is one of the most famous silent movie actors of all time. Chaplin's movies are always tragic and funny at the same time. In his movie *The Kid*, made in the US in 1921, Chaplin uses his experience as a poor child growing up in London. His character in the movie lives in a ruined cabin where he only has little to eat. One day he adopts a baby abandoned by his mother. They are happy together but Social Services takes the child away to an orphanage. The movie shows how the child and Chaplin's character try to reunite. It was a tremendous success around the world because people could relate to the experiences and emotions in the movie. The music, the facial expressions, and the actions convey the story without any words.

- 1 What movie is the article talking about? _____
- 2 Where does Chaplin's character in the movie live? _____
- 3 Where does Social Service take the child? _____
- 4 Why was the movie a tremendous success around the world? _____

2 Unscramble the words to make sentences. (8 points, 2 each)

- 1 best friend / write a letter / First, / to your

- 2 put the letter / envelope / Then, / in an

- 3 postage stamps / Next, / place the / on the envelope

- 4 post office and / Finally, / go to the / send the letter

3 Write the words in the correct column. (8 points, 1 each)

loudly thriller science fiction calmly action eagerly sadly comedy

Adverbs		Movie Genres	
1		2	
3		4	
5		6	
7		8	

Score: (_____ / 20 points)

Achievements:

- Seek and consult information.
- Compare pros and cons of ideas and proposals.
- Build arguments to defend ideas and proposals.
- Listen and express pros and cons to come to an agreement.
- Write sentences that express future to create forecasts.
- Write lines and dialogs.

1 Contextualized problem

We can all help our environment in many different ways, but to have a community to agree and solve on solution is difficult. Students should make a video on how to come to an agreement about participating in an environmental campaign in the near future.

2 Task

Explain to students that they are going to produce a video and its script where people should reach an agreement to help in an environmental campaign. They are going to choose one environmental campaign that could help their community to create environmental awareness. They will find out what environmental campaigns there are in their community. They will write the script for their video including a dialogue where the characters agree on helping in person that they think is important in their community. They will decide who will be the actors, cameraperson, and director. Establish what the students need to know and the knowledge they will gain. Explain the achievements and skills they will develop.

3 Brainstorming

Divide the class in groups of 5. Firstly, have students brainstorm the environmental problems that exist in their community and research where they can find information about campaigns that try to solve these problems. Support any problem solving at this stage.

4 Method, roles, and procedures

Have students decide on a to-do list. Collaboration within a group is essential, and it must be taught. Set parameters of when the video should be presented and have students organize their own work. Allow the students to make choices about how they work and how they use their time.

Intervene to promote deeper understanding of what needs to be done. Have them step outside

Skills:

- Organization
- Cooperation
- Spelling and grammar
- Environmental awareness
- Writing skills
- Speaking skills
- 21st century skills: collaboration, communication, critical thinking, and problem solving

their comfort zone. That is, try to suggest that the student that doesn't want to could be one of the actors. Ask them to give everyone a voice. Check-in for understanding and encourage cooperation and communication.

5 Investigation

Tell students that it is critical that they research before they create anything. Students often want to write before investigating. Ask students to use different forms of media, provide reference material yourself using accurate resources. They can even get information directly from environmental organizations that are in or near their communities. Have them discuss and agree on who will be responsible for each part of the process of producing the video.

6 Presentation and feedback

This project is focused on teaching students skills derived from critical concepts from the units. At its core, the process is more important than the result. Have students present their video to a public audience. It is essential for them to perform beyond their classmates and teacher. Create your rubric to evaluate students' development of the project and share your notes with them. Below you will find a suggested layout for an assessment rubric. Feel free to complete it as you need.

Content			
Language conventions			
Skills			
Method and procedure			
Presentation			

Block 3

Unit 1

Recreational and Literary

Social Practice: Read comics to discuss cultural expressions.

Product: In this unit students are going to have a discussion.

- select and revise comic strips in English
- interpret content in comic strips
- exchange opinions about cultural expressions in a discussion

Unit 2

Academic and Educational

Social Practice: Write notes to elaborate human body diagrams.

Product: In this unit students are going to write notes for a human body system diagram.

- revise and understand information about systems of the human body
- propose and answer questions about the human body systems
- edit diagrams in teams and with the guidance of the teacher
- write notes to describe human body systems

Unit 1

Recreational and Literary

Social Practice: Read classic tales.

Product: In this unit students are going to make a big book.

- select and revise classic tales
- understand general sense and main ideas
- compare variants of pronunciation and writing
- express key events orally
- rewrite key events

Unit 2

Academic and Educational

Social Practice: Present information about linguistic diversity.

Product: In this unit students are going to make an oral presentation.

- select information
- read information
- rehearse giving a presentation
- give a presentation



Unit 7

SOCIAL LEARNING ENVIRONMENT:
Recreational and Literary

COMMUNICATIVE ACTIVITY:
Understanding oneself and others.

SOCIAL PRACTICE:
Read comics to discuss cultural expressions.

FINAL PRODUCT:
Discussion

CONTENTS REFERENCE

Lessons	Contents	Achievements
Understand	<ul style="list-style-type: none"> - Identify topic, purpose and intended audience. - Recognize graphic and contextual components. - Identify textual organization. - Recognize author(s). - Activate previous knowledge. - Define selection criteria with others. - Analyze the function of comic panels, speech bubbles, sound effects / onomatopoeias, etc. 	<ul style="list-style-type: none"> • Select and revise comic strips in English.
Focus	<ul style="list-style-type: none"> - Use different comprehension strategies (e.g. asking questions about the content of the text, anticipating what follows, identifying explicit and implicit information, etc.). - Recognize behavior and values expressed in texts and comic panels. - Identify and share reactions (ideas and beliefs) to a text. - Compare own ideas and beliefs with those represented in comic panels and texts. - Exchange opinions about cultural diversity. 	<ul style="list-style-type: none"> • Interpret content in comic strips.
Build	<ul style="list-style-type: none"> - Recognize ideas and take a stand. - Defend own ideas with arguments based on evidence (e.g. facts, examples, and data). - Question stands based on common sense opinions (e.g. <i>Why do you say that? Really? Don't you think that ...?, etc.</i>). - Offer examples. - Express points of view and acknowledge the interlocutor's answer (e.g. <i>That's what I think. What about you? / We'd love to have your opinion, etc.</i>). 	<ul style="list-style-type: none"> • Exchange opinions about cultural expressions in a discussion.
Achieve	<ul style="list-style-type: none"> - Recognize ideas and take a stand. - Defend own ideas with arguments based on evidence (e.g. facts, examples, and data). - Express points of view and acknowledge the interlocutor's answer (e.g. <i>That's what I think. What about you? / We'd love to have your opinion, etc.</i>). - Make explicit references. - Use examples-to clarify confusion (e.g. <i>What I mean is that ... / For instance / Let me show you, etc.</i>). - Make questions based on what the interlocutor said (e.g. <i>This is a great scene with so many details / What kind of details, exactly?, etc.</i>). - Share opinions. 	<ul style="list-style-type: none"> • Exchange opinions about cultural expressions in a discussion.



Fact File

Title: Butterfly Girl and the Volleyball Victory,
Hornet Boy Catches a Wave

Summary: Super heroes are the main characters in these two comic strips. A girl, who in everyday life is known as Bonnie Lane. Bonnie is a great volleyball player but today the team captain and the coach were stuck behind the scoreboard and couldn't get out. Bonnie hid in a closet and

became Butterfly Girl who immediately helped her two friends.

Harold, a 15-year-old boy, who loved spending his free time fishing in the river. Suddenly he saw a huge wave about to hit three children who were playing. Harold quickly turned into Hornet Boy, who with his mighty power stopped the wave and saved the children.

• MEDIA RESOURCES

Pre-reading

Greet students as they come into the classroom. Write the word *superhero* on the board. Elicit all the superheroes names students know from comics. Start a group discussion. Ask: *Who is the best superhero?* Have students give their opinions openly. Write key words for the superheroes they mention. Did one win? Have students sit in small groups of four. Ask students to discuss about these characters and their superpowers. Have students decide who the best superhero is now and who was in their parents' generation. Tell them each team will be in charge of hiring a superhero to solve a problem in their hometown. Students should choose the problem and come up with the profile of the superhero they need. Tell students they should create a newspaper ad offering the job. Invite students to show their ads to other groups and ask for opinions. Have students post their ads on a good spot in the classroom.

First Reading

Divide the class in half. Tell students they will have twenty seconds to scan one of the comic strips. One half will look at the Butterfly Girl and the other half will look at the Hornet Boy. Books closed. Ask students to pair up with someone who scanned a different story than the one they did. Encourage them to exchange comments and ideas of what they think their story is about. Reading a comic strip should always be relaxing so allow students to sit wherever and however they want. Have them open their Reader to page 89 and read the first story. Give them enough time to read. Ask students to give their opinion on the kind of superhero the Butterfly Girl is. Ask: *Does the Butterfly Girl resemble any superhero you know?* Have students support their answers with details from the story. Have students find another spot in the classroom to read the second story. Ask students to focus on the physical changes Harold suffers when he turns into the Hornet Boy. Have students work in small groups of four. Draw a Venn diagram on the board. Ask each group to

copy the diagram. Have students contrast and compare both superheroes. Remind them to write in the middle part of the diagram what they have in common. Have students from each group come up to the front of the room to share their conclusions. Congratulate students for their good work.

Second Reading

Make sure students understand that comics are valuable pieces that combine art and literature. Graphic art allows better comprehension of what an author wants to convey. Have students focus on one detail. Ask: *Why do superheroes hide when their transformation occurs? Why do superheroes have to keep their real identity a super-secret?* Invite students to discuss these two questions in pairs. Give students a few minutes to do this. Ask students to pair up and discuss these questions with other classmates. Have students work in groups of four. Ask students to read the stories once more. Have them notice that both superheroes have animal parts. Ask: *How are animal body parts related to superpowers?* Develop critical thinking in students. Have students go beyond what's written. Have them predict and infer. This will help them understand the author's intentions. Ask: *Do you think the Hornet Boy and the Butterfly Girl were discovered?* Have students work in teams of four. Ask students to continue the stories. Ask them to create a different ending to each story. Tell students they should create the comic with illustrations and dialogues just as the text shows. Have students come up to the front to read and show their stories. If possible display the comic strips around the room.

Activities Answer Key

- 1 Answers may vary.
- 2 Answers may vary.
- 3 Answers may vary.
- 4 Answers may vary.

**Achievements:**

- Select and revise comic strips.
- Interpret content in comic strips in English.

Teaching guidelines:

Share your own experience as a reader with your students and direct students' attention for them to understand how to:

- Identify topic, purpose, and intended audience.
- Recognize graphic and contextual components.
- Identify textual organization.
- Recognize author(s).

Warm up

Ask students if they are familiar with any comic books. Write the comics they mention on one side of the board. Tell them that comics are a fantastic means through which you can review and practice the parts of a narrative (setting, characters, plot, resolution) as well as the interpretation of graphic representations of verbal and non-verbal cues. Then have them take out their notebooks. On the other side of the board, draw a small chart with three columns. The first one should have questions, the second one should have the student's answers, and the third one will have a classmate's name. For the first column, write down questions like: *I prefer funny or fantasy comics? Who is my favorite superhero? Who is my favorite villain? What is the best superpower? If I were a superhero, would I work alone or would I have a sidekick? Would I prefer to be a superhero or a super villain?* etc. After students have copied the questions and answered them in the next column, have them mingle in the classroom looking for other students who share their answers. Ask them to write down the name of the student in the third column. Encourage them to find different students for each category.

Stage 1: I explore**Intercultural Note**

Comics are a graphic sequence that may or may not contain words. Archaeological findings have shown the existence of ancient versions of comics in different cultures. Comics are hard to define in literature as they may vary in content, length, and style. Both comics and graphic novels are considered to be the same genre. Comics are also considered an art as they are a combination of literature and drawing. Talk to your students about comics or have them do research about the history

- Activate previous knowledge.
- Define selection criteria with others.

Foster a positive and warm atmosphere that guarantees students' confidence to:

- Analyze the function of comic panels, speech bubbles, sound effects / onomatopoeias, etc.

Material:

- Copies of newspaper cut-outs of comic strips
- List of examples of onomatopoeias

of the comic and go over the main three traditions (American, French-Belgian, and Japanese).

1 Work in pairs. Discuss the questions.

To activate previous knowledge, have students volunteer to talk about what they like to read. How many types of comic books do they know? Have students walk around the room to ask their classmates what comics they like and why. Have volunteer students share their findings with the rest of the class. Write the information on the board. You can later have students create a graph with this information. Ask: *What is your favorite comic strip? Why?* Have students reflect on what they know about comic strips. Ask students to open their Student's Book to page 119 and have a volunteer student read the questions out loud. Have students work in pairs and after some time have them report what their partners shared about the topic in a group setting. If possible, bring strips with different origins to link the discussion from the warm up with this activity. Discuss if comics should be considered cultural expressions.

Answers may vary.

Stage 2: I think**2 Read the comic strip and underline the correct answer.**

When students work with comic strips, have them point out the details of the composition using the appropriate vocabulary and encourage them to explicitly identify the topic, purpose, intended audience, and the visual elements that led to identify sequence and order. Have students pay special attention to the process through which they recognize the author. Show them the difference between the author and illustrator, which might be different people. Give them time to look at the images and read the dialogues individually. Have them complete the activity. Refer students to the

Glossary on page 136 to clarify the meaning of words. Elicit answers from different students.

Answers: 1 b 2 a 3 c 4 b 5 b

3 Label the comic strip with the information from the box.

Have students look at the extracts from the comic strip. Students should recognize graphic and contextual components from them. Ask students to open their Student's Book to page 120. Have students read the words from the box. Correct pronunciation and ask different students to define the words in their own words. Clarify meaning when necessary. Then, ask students to complete the activity. Go over the answers and have students point out other examples of the terms in the strip. Encourage students to analyze the function of comic panels, speech bubbles, sound effects / onomatopoeias, etc., in the comic. Are all the dialogue texts in present tense? How can readers differentiate between a sound effect, a speech, the narrative caption, and a thought bubble? Use the board to illustrate the different bubbles and their uses.

Answers: 1 time sequence 2 sound effect
3 speech bubbles 4 caption 5 illustration

Analyze

4 Look back at the comic strip in Activity 3. Match the words to their descriptions.

Direct students' attention to the illustrations of *Butterfly Girl*. Have students identify textual organization. Then, ask them to complete the activity in their Student's Book to make sure students understand and are capable of identifying these terms. Spend enough time reviewing the organization of the text in the strip and the purpose of each intervention. Remember that a continuous line is used for speech bubbles; dotted lines or cloud-like borders are used to represent thoughts; sharp edges are used to signal a scream or warning; and narrations are commonly presented in rectangles positioned at the top or bottom of a frame.

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

Teaching Tip

Students react positively to lessons that include their personal likes. Get to know your students through an art form that may be closer to them. Have them bring some of their favorite comic books for show and tell.

Remember

Next class bring copies of newspaper cut-outs of comic strips and examples of onomatopoeias.

Warm up

Tell students they will write captions. Draw two dialogue bubbles on the board. Have two volunteer students produce a dialogue to write in the bubbles. Tell students they will write the captions for a comic strip. Divide the group into small groups of three. Hand each group a comic strip from a newspaper. Cover the dialogues and ask students to caption them. Then, give them the original strips, have students read them and discuss what they are about. Are they funny? Why? Have students compare what they wrote against the original text. What are the differences and similarities they found?

Stage 3: I do

5 Complete the comic strip with the appropriate sound effects from the box.

Have students open their Student's Book to page 121. Have students read the comic strip individually and ask them to complete the activity. Elicit answers by having a discussion with the class. Encourage students to identify what each onomatopoeia stands for and have them volunteer to provide other contexts in which they may be used. What other onomatopoeias can they think of to express speed, emotion, a sudden action, and other sounds found in nature like water, wind, and even those made by animals? Help students find out the correct spelling of those sounds with a dictionary and ask them to write them down in their notebooks under the title "Examples of Onomatopoeia." Refer students to the Glossary on page 136 to clarify the meaning of words.

Answers: 1 Sniff Sniff 2 Whoosh 4 Thump

Teaching Tip

Onomatopoeia is defined as a word that imitates a sound, for example: meow, woof, clack, knock, etc. They are, in other words, the graphic representation of a noise or sound and they seek to reproduce or mimic what they are meant to describe. Onomatopoeia is used in a variety of literary forms such as narrative, drama, poetry, etc. Even in everyday conversations we use these words to describe events and provide our narrative with

Student's Book pages 119-122



an additional layer of description that otherwise may sound unnatural or too formal in common speech. Bring a list of examples to the class and have students guess the sounds and produce an example in context. Show them that they are very common and useful to communicate and describe events and create an atmosphere. Explain that they are not random and that we don't get to make them up, but rather, that we must find their appropriate spelling with the use of a dictionary.

6 Look back at the comic strip in Activity 5. Fill in the speech bubbles with dialogues from the box.

Have students take turns to read and produce the sounds from *Dynamo Dog to the Rescue* on the page. Go over the frames, one at a time. To have students recognize graphic and contextual components, guide students to point out what is happening and ask them to notice if there is anything missing from the drawings. If there is, have them complete the drawings. Then, have students read the words and phrases from the box chorally. Correct pronunciation and have students skim through the frames to complete the dialogues. Discuss the concept of onomatopoeia again.

Answers: 3 Help! 4 Jump on my back.
5 Thank you ...

Extra Activity

Have students review and practice the concept of onomatopoeia by playing a game. Have students sit in groups of 5 or 6. Have students clap rhythmically twice and then twice on their laps. They must go around in a circle producing an onomatopoeia related to the concept you mention out loud. Start with something simple like noises made by animals, and after a couple of rounds change the topic to sounds from cities, nature, around the house, etc.

Time: 10 minutes

7 Answer the questions.

Have students first read the questions quietly on their Student's Book page 121. Make sure students understand the questions by asking crossed information. Ask students to write down the answers. Then have them sit in pairs and have them compare their answers with a partner. Ask them to look at the comic strip and point out the frames that helped find the answers. *Where can you see Dan's secret? Where can you witness his special powers?*

Answers: 1 Duggie Dan is a superhero 2 He is strong and can do mighty leaps up and down.

Stage 4: Ready!

8 Work in pairs. Write a story about a person with super powers. Include captions, speech bubbles, and sound effects. Draw simple illustrations.

Assign each student a partner and ask them to write and create an original comic strip. Have students open their Student's Book to page 122. This activity allows students to practice and analyze the function of comic panels, speech bubbles, sound effects / onomatopoeias, etc. The story must follow the adventures of a superhero of their own design. Tell them not to use characters from real comic books, although they can draw inspiration from their powers, costume, or origin.

9 Work in small groups. Choose two popular comic strips for teens and complete the cards.

As an open class discussion, ask students to name popular comic strips they like or they know of. As they call them out, write them on the board. Have each pair of students from the previous activity work with another pair to form groups of four. Then read the instructions out loud and have students fill in the information about two popular comic strips. Tell them it can be about the ones mentioned or another one they like. When they have finished, ask them to compare their answers with another pair. As they may not know the names of the authors, they can research them as homework. Check the answers with the whole class. You can use this activity as Portfolio evidence for the final product.

10 Reflect on your teamwork. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 10 regarding the way they work in groups. Read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebook. If possible, ask them to have a special part dedicated to collect their reflections. Make sure students understand what they have to do. Guide students to think about the things they can do in the future to work harmoniously in a group.

Answers may vary.

Remember

Next class have students bring examples of their favorite comic strips or comic books.



Achievement:

- Interpret content in comic strips.

Teaching guidelines:

Foster a positive and warm atmosphere that guarantees students' confidence to:

- Use different comprehension strategies (e.g. asking questions about the content of the text, anticipating what follows, identifying explicit and implicit information, etc.).
- Recognize behavior and values expressed in texts and comic panels.

- Identify and share reactions (ideas and beliefs) to a text.
- Compare own ideas and beliefs with those represented in comic panels and texts.
- Exchange opinions about cultural diversity.

Material:

- Envelopes with cues about superheroes
- Old newspapers (optional)
- Colored pencils or markers (optional)
- Examples of favorite comic strips

**Warm up**

Welcome students enthusiastically and have them volunteer to present their favorite comic strips, booklets, or graphic novels. Encourage other students to ask questions and to express if they are familiar with that particular comic and whether they like it too. Not everybody enjoys comics, but everybody can learn from them and their peer's experience. Use this *Show and Tell* activity to review the parts of a comic strip, vocabulary related to literary interpretation and to correct pronunciation. Make sure all material presented is proper and adequate to be presented in class.

Stage 1: I explore**1 Think of comic strip superheroes you know. Compare your ideas with your classmates.**

Ask students to open their Student's Book to page 123. Ask students to talk about the information they shared during the warm up. Write a list of the superheroes, villains, superpowers, etc. on the board. Discuss what the students know about these characters, their lives and adventures. Have students work in teams of three or four and think about what the characters have in common and how they differ from each other.

Stage 2: I think**2 Work in pairs. Read the title and look at the illustrations in the comic strip. Predict what it is about.**

Select a student to read the title of the comic out loud and discuss the expectations a reader can extract from it. Then, divide the class into pairs and have them observe and analyze the frames. Remember to use different comprehension strategies while reading: have them ask questions about the content of the text, anticipate what

follows, identify explicit and implicit information, etc. Refer students to the Glossary on page 136 to clarify the meaning of words.

Answers: The comic strip is about a boy who is also a super hero and saves a small boy who is being bullied.

3 Read Hornet Boy and the Bullies again and answer the questions.

Have students open their Student's Book to page 124. Have students skim through the frames again to answer the questions. Explain that they only have a few minutes to complete the activity before you randomly select students and elicit answers. Encourage students to recognize behavior and values expressed in texts and comic panels as they provide their answers.

Answers: 1 homework 2 some bullies 3 threatening a smaller student 4 to get his homework 5 He stings the bullies with his superpower and sent waves that stopped them

4 Work in pairs. Discuss the questions.

Have students discuss in pairs the concept of the *moral* of a story. Does this strip have a lesson? Give them enough time to discuss and reach an agreement. Have students identify and share their own reactions to the text. Ask to compare their own ideas and beliefs with those represented in the comic panels and texts. Encourage students to use some of the phrases from the Useful Expressions chart. Elicit answers from different pairs and have a class discussion. Pretend to disagree when necessary to promote student participation and for them to strengthen their arguments with more details from the strip.

Answers may vary.

Student's Book pages 123-126

Teaching Tip

Explain the words *implicit* and *explicit* to students and have them write the definitions in their notebooks. Discuss the meanings and provide examples for them to classify which is which. Remember to explain that explicit information is the one that is clearly explained or provided whereas implicit information is not and must be deduced from the text and other verbal and non-verbal cues. You can bring some conversation and behavioral cues to demonstrate their differences in everyday use of English. Have students start a casual hallway conversation in which they are supposed to greet each other and inquire about their day, for example. Direct the student that replies to say he or she is "fine, but has seen better days" while expressing gloom with their body language. What information is expressed explicitly and what can be implied by the interaction? Do the messages match? Repeat with different scenarios.


Analyze

5 Complete the sentences with words from the box.

Ask your students some questions about the text. Don't forget to use different comprehension strategies. Have them identify those that are explicit and those that are implicit. Have them give other examples to prove that they understand the difference between implicit and explicit information. Ask students how they were able to anticipate actions, etc.

Answers: 1 explicit 2 implicit 3 explained
4 implied

Intercultural Note

 In Japan, students from a very young age are accustomed to clean their schools from top to bottom. They mop the floors and clean their dishes so when they grow up they know how to clean their own home. It is very helpful to assign each student a task or responsibility in the class that must be fulfilled at the beginning or end of the lesson. When clearing up at the end of the lesson students also create good habits that could be applied in their daily routines. You can invite them to make a chore calendar for the classroom to help you wipe the board, return the notebooks or books to the shelf, retrieve material and place it where it belongs, etc. They will learn the vocabulary to complete each task and they will help you set up your next class while making students responsible for their actions.

Remember

Next class bring envelopes with cues about superheroes and old newspapers.

Warm up

Divide the group into small teams and give each team an envelope with cues. Before the class, write on a piece of paper the names of several famous superheroes, super villains, a list of powers or abilities, a weakness and a problem. Arrange the envelopes by taking one small paper from every category at random and sealing it. When you hand them out, tell students they have to create a story using the cues from the envelope. After some time, have the teams share their work with the class.

Stage 3: I do

6 Work in pairs. Look at the comic strip and discuss the problem. Then write narrative captions.

Divide the class into pairs. Have students open their Student's Book to page 125. Ask them to pay close attention to each frame and pose questions to guide their discussion. Ask: *What is the problem? Who are the main characters involved? Is the problem resolved? If so, how?* Have them write some bullet points in their notebooks to register the key elements in their discussions. Have them point out the setting and differentiate between the implicit and explicit information provided. You can suggest they use a graphic organizer instead of bullets if they feel more comfortable ordering the information in that way.

Have students use the information they identified to write a full and brief narrative about the action that takes place in each frame. Encourage students to be detailed yet concise. Explain that they must only include the information that was provided by the comic strip explicitly or implicitly. Make sure they understand they must avoid making up information. Have students work with another pair to compare how they interpreted and decided to rewrite the events in the comic strip.

 MEDIA RESOURCES

Teaching Tip

When it comes to discipline in the classroom, different teachers use different techniques. Remember that what may work for a colleague in a particular setting may not apply to your students or may not fit your personal teaching style. Try several approaches until you find your own preferred method. If you are looking for other tips you may go online and participate in teacher forums where people all over the world share their experience and solutions.


7  Work in pairs. Discuss the questions.

Ask students to return to their original partner and have volunteers read out loud the questions. Have students discuss them and write down their impressions for each one in their notebooks. Draw their attention to the phrases in the example bubbles for students to know how they are expected to answer. It is important that students go back to the previous lesson and reflect on comics as a cultural expression. Have their thoughts on the matter changed after further study? How do comics differ from one culture to another? How do comics portray everyday dilemmas? Do they reveal anything about the society in which they were produced? How may they help us face adversity? Encourage students to exchange appreciations about cultural diversity.

Stage 4: Ready!**8 Read the comic strip and illustrate it. Add sound effects and speech bubbles. Work in pairs and describe the social value in your comic.**

Have students open their Student's Book to page 126. Select different students to read out loud the frame descriptions for this comic strip. Ask students to work individually and illustrate the frames using those descriptions as guidelines. Remind them not to worry about their artistic skills, and have them use simple and clear drawings. In this text there is an opportunity for discussing implicit information since we don't see it but we guess the man is the one who lost the wallet because he is the one who comes back asking about it. It is not certain but it is strongly implied by the sequence of events and the information exchanged. Have students give their notebooks to the student sitting at their right to share and compare their work. Encourage students to provide feedback and positive reinforcements. Encourage them to discuss the social value represented in their comic strip. Have students discuss and exchange

appreciations about cultural diversity and values. Is honesty a universal value?

9  Work in small groups. Discuss the social situation represented in one of the comic strips you chose for Lesson 1. Do you agree with those values? What would you do in that situation?

Have students work in groups of four. Read the instructions aloud and write the two questions on the board for quick reference. Give students a couple of minutes to choose one of the comic strips they researched in Lesson 1. Once the groups have decided, elicit from students a short definition of *values*. Here is one definition that might help: *Values are a person's principles or standards of behavior; one's judgment of what is important in life.* Then elicit examples of values from students and write them on the board. Some examples of values are: *honesty, courtesy, respect, gratitude, generosity, forgiveness, compassion, perseverance, humility, responsibility, love.* Then have students do the activity by answering the questions. As they work, walk around the class monitoring and providing help. Have each group share their answers and have open discussion with the whole class. Make a poll of who agrees with the values presented in the comic strips they chose. Alternatively, discuss the values that are absent in them.

Extra Activity

Have students look at old newspapers and find the section in which comic strips are published. Ask students to read the strips, then ask them about the elements they had in common and how they differed. Do they all have a lesson? Are they effective in communicating a particular message? Are they all aimed at the same audience?

Time: 10 minutes

10 Reflect on your progress. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 10 regarding the way they read texts in English. Read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebook. Make sure students understand what they have to do. When they have finished, ask examples from volunteers of what they can read to practice what they have learned.

Answers may vary.

**Achievement:**

- Exchange opinions about cultural expressions in a discussion.

Teaching guidelines:

Foster and guide your students for them to be able to:

- Recognize ideas and take a stand.
- Defend own ideas with arguments based on evidence (e.g. facts, examples and data).

- Question stands based on common sense opinions (e.g. *Why do you say that? Really? Don't you think that ...?, etc.*).
- Offer examples.
- Express points of view and acknowledge the interlocutor's answer (e.g. *That's what I think. What about you? / We'd love to have your opinion, etc.*).

Material:

- Class CD

Warm up

Stand at the door and welcome students to class one by one. Ask students to sit in teams of three or four. Allow them to sit with whomever they want. Making their own choices builds responsible students. Divide the board in the number of teams you have in the room. Encourage students to give a name to their team. Use the names to label each team space on the board. Tell students you will write a topic word. They must think of a word that fits into the category, run and write it. Only words that are correctly spelled and belong to the topic will get a point. Repeated words will get divided points according to the number of repetitions. If two students write the same words they get half a point each and so on. Example, teacher calls *girls' toys*. Students write *doll / beauty set / jewelry set, etc.* Once students write their words, they should run back to their seats to make the points valid.

Stage 1: I explore**1 Work in pairs. Look at the pictures and discuss the questions.**

Allow a short class discussion about toys and how they have changed over the years. Ask students if they know what their parents and grandparents used to play with. Have students tell you if they still have toys, what they are and if boys and girls can play with them. Ask: *Are there toys just for boys and others just for girls?* Count the number of students who said yes and no. Write the numbers on the board. Have students pair up. Ask them to open their Student's Book to page 127. Have volunteer students read the questions out loud. Make sure all students understand vocabulary words and meaning. Give students time to discuss the questions with their partners. Invite volunteer students to share their conclusions. Have the rest of the group agree or disagree and ask them to support their arguments.

Stage 2: I think**2 Read the article and answer the questions in your notebook.**

Ask students to reflect on what their parents think about the toys and entertainment available to young children nowadays. Invite them to share their thoughts and feelings. Ask a student to read the title out loud. Ask students what they think the article is about. Allow them to speak freely. Write some of their ideas on the board. Have students read the article in silence. Walk around the room. Help students with vocabulary if needed. Refer students to the Glossary on page 136 to clarify the meaning of words. Give students enough time to read and understand. Once they finish reading open an opinion board. Have students write their opinion on the article on a piece of paper. Have some volunteer students read their opinions out loud and share with their classmates. Ask students to answer the questions. Remind them that their answers should be based on what they read in the article, not on their personal opinion. Have volunteer students read their answers. Are the students' opinions similar to the answers in the activity? Have students reflect on this and why they share or don't share the same opinions. Refer students to the Bibliography on page 192 and tell them to use the links in this section to learn more about the topics in this unit.


Answers: 1 Traditionally, boys and girls do not play with the same toys. 2 Because of stereotypes. 3 Society imagines that playing with dolls and pots is good training for girls as well as playing with trucks and trains is for boys. 4 Toy companies push children into stereotypical roles. 5 Blue for boys and pink for girls. 6 The author believes we should get rid of stereotypes and let children choose for themselves.

3 Read and listen to the conversation. Then circle T (True) or F (False).

Tell students they will listen to and read a conversation between Silvia and Tom. Remind them you will play the audio three times—first to listen, then to answer the questions and a third time to check their work. Have students open their Student's Book to page 128. Play the Class CD. After they listen to and read the conversation, play the Class CD again and give students enough time to answer the questions. In this activity, students should identify question stands based on common sense to establish their own opinion. Have volunteer students read the questions and answers. Peer correction is recommended. Play the Class CD again to confirm answers.

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

Intercultural Note

 Breaking stereotypes is essential in modern education. Gender stereotypes are clearly seen in toys, fashion, and even in storybooks since early childhood. The role of characters in children's classical literature reinforces ideas about gender roles of boys and girls. Current literature writers are aware of this and are working towards breaking stereotypes thus setting the path for a more open culture that will benefit the young.

Analyze

4 Read the sentences and underline the correct answer.

Write the word *really* on the board. Elicit the meaning of this word from students. Now have them pronounce it again using a different intonation. Ask: *How did the meaning change when you changed the intonation of the word?* Now have students work in pairs. Invite them to read the three example questions and to underline the correct answer.

Answer: 1 a

Warm up

Welcome students to class. Have them sit in groups of four. Place a chair in front of the room facing the students. Invite a volunteer to sit in the chair. You will write a word on the board. The student sitting in the chair should not turn to see what you wrote. Members of the student's team should describe the

word to him / her. The student in the chair has as many opportunities to guess as there are members on his / her team. If the student guesses the word, the team gets a point. If the student's guesses are not right the rest of the teams get a point except for his / her team.

Stage 3: I do

5 Complete the conversation using sentences from Activity 4.

Elicit a conversation about dolls vs trucks with two of your students. Give some comments as the conversation happens to make sure it flows. Tell students to work in pairs. Ask students to complete the conversation. They should identify question stands based on common sense opinions.

Suggested answers: 1 Why do you say that?
2 Really? 3 Don't you think that

6 Work in pairs. Complete the conversation with words from the box.

Elicit other stereotypes from students. Write them on the board. Example: *Boys climb mountains. Girls wash clothes.* Ask students if any of these stereotypes are true in their personal environment. Have students choose a partner to work with. Have them open their Student's Book to page 129. Explain they need to complete the conversation using the words in the box. Make sure students understand them and offer examples.

Answers: 1 agree 2 Why do 3 dishes 4 dad
5 shirts 6 Really 7 Don't you

Teaching Tip

Teaching students debate skills will benefit their education. You can use debating in the classroom to develop critical thinking, language usage, teamwork skills, abstract thinking, and much more. Look for interesting topics according to the age group you are teaching. Debates work better when you have two groups of three or four students.

7 Work in pairs. Discuss the examples and facts the children in Activity 6 used to support their arguments.


Have students recognize ideas and take a stand. Read the example and ask them to give their own examples. Tell students that a good argument should be based on facts and offer examples to clarify meaning and support their ideas. Ask students to work in pairs. Encourage

Student's Book pages 127-130



a pair discussion. Tell students you will become a moderator. Walk around the room. Make sure discussions are friendly but well-supported. Check the examples and facts the pairs wrote in their Student's Book to help students practice how to defend their own ideas with arguments based on evidence (e.g. facts, examples, and data). Congratulate students who are doing a good job and who keep the discussion in English.

Answers: **the boy:** His mom does all the chores. His sister helps his mom. But he and his dad don't help around the house. **the girl:** Both she and her brother help around the house. Her dad helps out in the house too. Women also go out to work so why can't men help in the house?

8 Compare your answers with another pair. Discuss whether you agree with the boy or the girl. Invite students to move around the room and find another classmate to work with. Have them discuss and compare the examples and facts the children used in Activity 6 with their new partner. Give students enough time to compare their findings. Then have them come back to their seats and write their conclusions. Suggest they could do this in a Venn diagram. Draw a Venn diagram on the board and show them how they can compare and contrast information using this graphic organizer. Now have students draw some conclusions as a group. Write those on the board. Did most of them agree with the boy or with the girl?  MEDIA RESOURCES

Extra Activity


Have students write a short summary about stereotypes in gender. Form groups of three students and have them share their summaries. Then have volunteer students read them out loud.
Time: 10 minutes

Stage 4: Ready!

9 Work in groups of four. Choose one of the statements and follow the instructions. Have students choose three other classmates they want to work with to form groups of four. Have students open their Student's Book to page 130. Ask a volunteer student to read the statements out loud. Make sure all students understand what each one means. Tell students each team should choose a statement. Now have a volunteer student read the instructions out loud. Have them agree who will take notes in favor and who against. Tell students

they will be able to express their points of view acknowledging the interlocutor's answer. Invite students to defend their ideas with arguments based on facts, such as *All girls have the right to study by law*. While students debate, walk around the room and help them if necessary. Invite students to walk around the room and compare their opinions with other groups.

Answers may vary.

10  Work in small groups. Analyze some of the ideas presented in the other comic strip you chose for Lesson 1. Write some valid arguments to give your opinion about them in your notebook. Remember to support your arguments with facts and examples.

Have students work with their assigned groups. Ask students to analyze the other comic strip they chose in Lesson 1. Encourage them to be very critical and mature about their opinions. Give them some tips about stating opinions, say: *A good opinion does three things: states the opinion clearly, supports it with reasons, and gives examples*. Explain to students that saying they do not agree with something because they simply do not like something is not a good opinion since no real reason is given. Have them write their opinion individually. When they have finished ask the groups to share their opinions with their group. Open a whole class discussion.

11 Reflect on your learning. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding valid arguments. Explain to students the importance of expressing their thoughts by saying: *Sometimes expressing our thoughts can be difficult, especially if it is in a language we are still learning. However, the ability to express opinions and ideas effectively is an important communication skill*. Direct them to go to their notebook and write their answers. When they have finished get feedback on their thoughts.

Answers may vary.

Achievement:

- Exchange opinions about cultural expressions in a discussion.

Teaching guidelines:

Foster and guide your students for them to be able to:

- Recognize ideas and take a stand.
- Defend own ideas with arguments based on evidence (e.g. facts, examples and data).
- Express points of view and acknowledge the interlocutor's answer (e.g. *That's what I think. What about you? / We'd love to have your opinion, etc.*).
- Make preferences explicit.

- Use examples to clarify confusion (e.g. *What I mean is that ... / For instance / Let me show you, etc.*).
- Make questions based on what the interlocutor said (e.g. *This is a great scene with so many details / What kind of details, exactly?, etc.*).
- Share opinions.

Material:

- Piece of paper with a nationality (one per student)
- Class CD



Then have them share their opinions with the rest of the group.


Warm up

Welcome students to class and as they come in, hand them a piece of paper with a nationality written on it. Tell students they should make up a name for themselves according to the nationality they have. Explain they have a few minutes to write a few facts about what they like about their assigned culture and what they don't like. They can ask their classmates or you for help if needed. Now ask students to introduce themselves to at least three classmates giving as much information as possible. Encourage students to take notes as classmates give information. Once they are done, ask volunteer students to come up to the front and talk about their new identity they created.

Example: *My name is Lázaro González, I'm Cuban. My country is an island. Medical research is very important in my country. I love dancing but I don't like swimming in the ocean.*

Stage 1: I explore**1 Look at the pictures and discuss the questions.**

Elicit from students as many characteristics from other cultures as they can think of. Write them on the board as they are mentioned. Ask students how many of these are stereotypes rather than local characteristics. Have students open their Student's Book to page 131. Ask them to look at and analyze the pictures carefully. Ask: *What do you see? What can you say about these pictures?* Encourage students to give their opinion. Have students focus their attention on the details in the pictures that will help them develop their critical thinking and will help them answer the questions. Divide the group in small groups of three students. Ask volunteers to read the questions out loud. Check comprehension. Invite students to discuss the questions in their groups.

Stage 2: I think**2  Listen to the conversation and answer the questions.**

Encourage a conversation with your students about different styles in comic strips. What styles can students identify? What are the differences and similarities? Tell students they will listen to a conversation between Ben and Amanda. Remind them you will play the audio three times (listen—answer—check). Play the Class CD. Make sure all students can hear well where they are sitting. Allow some movements if necessary. Give a few minutes for students to go over the answers. Ask students to compare their answers with one of their classmates. Play the Class CD again. Allow them to make corrections. Students should express points of view and acknowledge the interlocutor's answer. Now ask volunteer students to read the answers out loud. Write them on the board and make sure everyone agrees. Play the Class CD once again to confirm answers.

Answers: 1 The colorful one 2 Because there's a lot of color and movement. It is futuristic. 3 She likes the one that has lots of details even if it is not colorful. 4 Because it is black and white.

3 Read the conversation and look at the comic strips on page 132. Which comic strip do Becky and Lenny agree is the best in the end? Which do you prefer? Why?

Talk with your students about comic strip preferences. Ask: *How often do you read comic strips?* Share your own preferences with students. Have them open their Student's Book to pages 131-132. Tell them they will read a conversation between Lenny and Becky. Give students time to read the

Student's Book pages 131-134

conversation in silence, focusing on what each one likes. Ask a volunteer student to tell the rest of the class what Lenny prefers and have another student say what Becky prefers. Invite students to look at the comic strip pictures carefully. Ask them to write a checkmark next to the one Lenny and Becky prefer. Have students show each other the picture they marked. Have a volunteer student tell you which one is the correct picture. Then ask them about their own preferences. Remind them to justify their answers. Refer students to the Glossary on page 136 to clarify the meaning of words.

Answer: 1

4 Look back at the conversation in Activity 3 and follow the instructions.

Tell your students you will mention some common expressions in English and they will try to guess what they are used for. Give students four or five expressions. Example: *That's right!*—expression that shows approval. *How about you?*—expression that asks for opinion. Give students as many expressions as you like. Have a volunteer student read the instructions. Make sure all students understand what they have to do. As they complete the activity, walk around the room, and help students if needed. Have volunteer students give the answers out loud.

Answers: 1 What do you think? 2 In my opinion 3 for instance, I mean

Analyze

5 Complete the chart with expressions from the box.

Ask the class what they think about science fiction comics. Use some of the expressions used in previous activities so that students get used to them. Have students open their Student's Book to page 133. Ask them to identify the expressions in the box. Ask them to remember what each one means. Ask: *What is the difference between asking for an opinion, giving an opinion and clarifying meaning?* Invite students to answer freely. Ask a volunteer student to read the instruction out loud. Make sure all students understand what they have to do. Give students enough time to complete the chart. Draw three columns on the board. Write as headings *asking opinion, giving opinion, and clarifying meaning.* Have students come up to the board to write the expressions from the box in the correct column. Students should identify how to make their own preferences explicit with these expressions. Make corrections when necessary.

Answers: **Asking opinions:** What about you? We'd love to have your opinion. What do you think? **Giving opinions:** Let me show you ... That's what I think. In my opinion ... **Clarifying meanings:** What I mean is ... I think ... For instance ...

Intercultural Note

You can have students express their opinions about the comic conventions they may have heard about, cosplayers, manga (Japanese comic strips) and other cultural expressions related to comic strips. Tell them that there are even essays, horror novels, and autobiographies in comic book format. Ask them to look for comic books the next time they are in a bookshop, newspaper stand, and even department stores sell them nowadays.

Warm up

Before you let students into the room arrange the seats in a horseshoe manner. Place three chairs separately in front of the horseshoe. Welcome students to class and ask them to take a seat. Explain you will conduct a panel discussion. Tell students three of them will discuss a topic while the rest of the class acts as the audience. The audience will write relevant questions while the discussion takes place. Audience students will ask the questions when you say so. Give students an interesting topic to discuss. Encourage them to use vocabulary from the lesson *to ask for opinion, give opinion, and clarify meaning.* Give the audience opportunity to ask questions. This will pick up the students' interest and will get them involved in the activity.

Teaching Tip

Teach students a new expression every class. For example *Life throws you a curve ball* means that life can change unexpectedly making things harder to face. Students can easily build new vocabulary. You can also ask students to find a similar phrase in their own language.

Stage 3: I do**6 Complete the conversation with words from the box.**

Have students recognize the words in the box. Elicit the meanings of these words. Tell them to read the whole conversation first. Ask students to work in pairs and complete the conversation with words from the box. Have pairs form small groups and compare answers. Tell them to discuss the relationship the comics have with the conversation. Ask: *Do you agree with Freddy or with Carol? Which comic do you like best? Is there something you do not agree with?*

Answers: 1 think 2 What 3 instance 4 about 5 prefer

7 Work in pairs. Discuss what else you can see in the comic strips and give your opinion.

Ask: *Why is it important to give your opinion?*

Encourage students to think before they answer and share their opinions. Present the directions and ask students to sit in pairs. Ask students to focus on the comic strip. Tell them that when we observe closely we can find more details. Ask students to discuss their findings and have them give their opinion to each other. Remind students that opinions are personal and there are no wrong answers.

Stage 4: Ready!**8 Work in groups of three. Look at the comic strips and draw a Venn diagram in your notebook to write what you can see and your opinions. Follow the example.**

Ask students to open their Student's Book to page 134. Have students work in groups of three. Ask them to describe the comic strip in their own words. Draw a Venn diagram on the board and write key words from the students' description on the board. Explain that a Venn diagram is a graphic organizer made by two circles that cross over each other, showing characteristics shared by two different things, in this case two different comics. Usually Venn diagrams are used to teach sets in math or statistics but they can also be used to compare and contrast concepts that share an element in common. Invite them to fill in the rest of the diagram with their teams. Have them discuss their opinions and share them with other classmates.

9 Draw another Venn diagram in your notebook. Describe what you can see and your opinions about the comic strips you chose to discuss.

Read the instruction out loud. Then ask students to draw and complete another Venn diagram describing the comic strips they picked. Encourage students to first reflect on what they notice about both comic strips and write their opinion in the intersection. Secondly, encourage them to write their opinion about the differences. While they are working, walk around the class to monitor and provide individual help. When they have finished, ask students to share their work in pairs. Tell them to notice if their opinions are similar or different.

MEDIA RESOURCES**Extra Activity**

Have students create a comic strip using one of the cultural expressions discussed in class. They can create them in groups so it will not be so time consuming. Have the groups use different types of comic styles—one group can use black and white illustrations, another can try a realistic style, while others can do a fantasy or pop comic. **Time:** 15 minutes

10 Reflect on your opinions. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 10 regarding the way they express opinions. Read the three questions out loud and allow time for students to develop their written response. Direct them to go to their notebooks. Make sure students understand what they have to do. Ask for examples from volunteers of ways they can practice giving opinions about texts they have read, such as book clubs.



● MEDIA RESOURCES

PART 1 Now you know ...

Have students open their Student's Book to page 135. Have students read through the instructions. Have each student get out their notebook and go back and collect the Portfolio activities they created throughout Unit 7. Guide students in finding the material by following the list and the activities marked with a portfolio icon in each lesson. As students go back and collect information, walk around the class monitoring that everyone is on task. Tell them to put a check mark in the checkbox for the thing they have found. These four examples of portfolio work include the information about the comic strips they chose (Activity 9, page 122), notes about the ideas and beliefs in one of the comics (Activity 9, page 126) and in the other comic (Activity 10, on page 130), and the Venn diagram (Activity 9, page 134).

If a group is missing a piece of evidence, encourage them to finish their work so that they are prepared. Solve any doubts they may have about their work.

PART 2 **Make it yours.**

1 Work with your group. Use the skills in the "Now you know..." section. Discuss and compare the two comics you chose. Remember to give valid arguments.

Have students work with their groups. Tell students to sit together in their groups and if possible, ask them to move their desks around so they can work facing each other. Read the instruction to Part 1 aloud. Then tell them they will discuss the two comic strips they chose and take notes, since these will be necessary for when they present their conclusion to the class.

Encourage them to assign different jobs for each member of the team. One student could be responsible of the note taking so that everyone can read from the same notes. Another student can write notes on the board, and another one can deliver an oral presentation. Tell students they should all agree on what is written. Remind them that in order to come up with good arguments, all opinions should be clear, and use facts and examples. Also remind them of the importance of the values presented in each of the comic strips and tell them they may use the board to write these while they are giving their presentation.

2 Present your conclusions to your classmates. Listen to their conclusions and find out what situations and values popular comics have in common.

Encourage students to make a plan of the presentation of their conclusion. Tell them their presentation should have beginning, middle and end. In their plan they should think about the things that will be included in each of these sections. It can be a simple check list so that the students presenting can follow them at a glance.

Allow students enough time to discuss and prepare their presentation. While they work, walk around the class monitoring and giving individual help. Emphasize the importance of including commentary on the values that their comics show. After students give their presentation, encourage students who are listening to the presentation to ask a few questions. Ask students to watch the other groups' presentations and notice the values they mention. Tell them to spot similarities and differences.

PART 3 **Assessment**

In the Student's Book, you can use the following activities on page 135 to assess your students' progress.

Achievements and Product

1 Work in your product groups again. Discuss the sentences and come to an agreement as a team. Give a reason as to why you chose that person for each sentence.

To assess students' final discussion as well as the achievements for the unit you can have them read the sentences in groups. Tell them they can pick more than one person for each sentence, if it is necessary. This is a good moment to promote confidence and teamwork in students.

Social Practice

2 Answer the questions in your notebook and discuss the answers with your group.

You can assess students' ability to read comic strips and discuss cultural expressions by having them answer the questions, they should help each other to reflect on the skills developed. This can be a good opportunity to offer feedback.

In the Teacher's Guide, you can find the following tools for evaluation purposes:

- The suggested Assessment Instrument on page 142 can be useful to help students coevaluate their overall performance.
- You can also use the Exam on page 143 to globally assess your students' listening skills and vocabulary.

Peer Evaluation Rubric

A peer evaluation rubric is used to assess the team members' collaboration and performance on a given task or project. The students can also use it to evaluate their own performance within the team.

Instructions:

- 1 Write the names of your team members in the column headings.
- 2 Assign each member of your team a value (by using the key) for each listed attribute.

Peer Evaluation Rubric				
Attribute	Myself	1	2	3
Accepted the assigned tasks willingly				
Participated actively in group discussions				
Helped others with their work when needed				
Worked well with other group members				
Worked accurately and completely				
Respected others' opinions and suggestions				
Suggested possible solutions to problems with the task / project				
Followed the teacher's instructions				
Acted as a valuable member of the team				

Key:

0 = Not at all 1 = Poor 2 = Fair 3 = Very Good 4 = Excellent



Student's name _____ Date _____

1  **Listen to the conversation and circle T (True) or F (False).** **(8 points, 1 each)**

- | | | |
|---|---|---|
| 1 Ben thinks it's a great comic strip. | T | F |
| 2 He thinks the comic strip is not futuristic. | T | F |
| 3 Amanda likes the other comic strip. | T | F |
| 4 She thinks there's not much detail in the one she likes. | T | F |
| 5 She likes that it's black and white. | T | F |
| 6 Ben thinks the other one is exciting because of the color. | T | F |
| 7 In a comic strip there is a robot trying to ride a bike. | T | F |
| 8 In one of the comic strips the sound effects bubbles are very real. | T | F |

2 Write the correct letter from the box next to the expression. **(8 points, 1 each)**

A Asking opinions B Giving opinions C Clarifying meanings

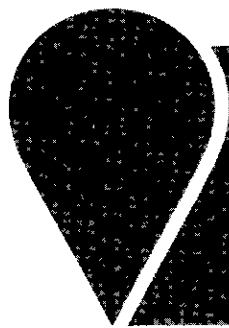
- | | |
|----------------------|-------|
| 1 In my opinion | _____ |
| 2 For example | _____ |
| 3 What do you think? | _____ |
| 4 I think | _____ |
| 5 Let me show you | _____ |
| 6 What about you? | _____ |
| 7 For instance... | _____ |
| 8 What I mean is... | _____ |

3 Fill in the blanks with the correct word from the box to complete the sentences. **(4 points, 1 each)**

illustrations speech bubbles sound effects frames

- 1 THWACK!, BOOM!, and ZAP! are examples of _____ in a comic strip.
- 2 A comic strip tells a story using colored or black and white _____.
- 3 _____ are used to show what a character is saying.
- 4 The different _____ are used to distinguish different scenes in a story.

Score: (_____ / 20 points)



Unit 8

SOCIAL LEARNING ENVIRONMENT:
Recreational and Literary

COMMUNICATIVE ACTIVITY:
Literary expression.

SOCIAL PRACTICE:
Read classic tales.

FINAL PRODUCT:
Big Book

CONTENTS REFERENCE

Lessons	Contents	Achievements
Understand	<ul style="list-style-type: none"> - Propose realistic learning goals. - Recognize textual and graphic organization. - Identify author(s). - Activate previous knowledge about narration elements. - Recognize topic, purpose, and intended audience. - Agree on selection criteria with others. 	<ul style="list-style-type: none"> • Select and revise classic tales.
Focus	<ul style="list-style-type: none"> - Anticipate content based on graphic and textual components. - Use different comprehension strategies (e.g. adjust speed of reading, self-questioning, etc.). - Recognize general sense of the text and locate key events. - Determine number and order of key elements. - Value reading as a leisure activity. 	<ul style="list-style-type: none"> • Understand general sense and main ideas.
Build	<ul style="list-style-type: none"> - Classify sounds represented by different letters: uncommon clusters of letters which are absent in their mother tongue (<i>ee, gh</i>, etc.). - Consider differences between British and American spellings (<i>-our / -or, -re / -er</i>, etc.). - Monitor own strengths and those of others. 	<ul style="list-style-type: none"> • Compare variants of pronunciation and writing.
Achieve	<ul style="list-style-type: none"> - Contribute with observations and points of view. - Express personal reactions and opinions about events. - Promote respecting others' opinions. - Narrate events based on illustrations. - Make questions to locate specific information (e.g. <i>How often ...? Who was the first ...?, When did she ...?</i>). - Express in progress and past actions (e.g. <i>They were ... They had not / hadn't been ... watching</i>, etc.). - Explain strategies used. - Remember and use repertoires of words and expressions. - Rewrite sentences and key events. - Sequence events. - Exchange texts to check conventions. 	<ul style="list-style-type: none"> • Express key events orally. • Rewrite key events.



Fact File

Title: The Silkies:

Summary: Billy Dean was catching clams at the cove when he heard a woman crying. He saw a seal going back into the water leaving her newborn pup behind. The pup turned into a baby girl in Billy's arms. Silkies, according to an ancient legend, are seals that can assume human form when they are on land. Billy gave the baby seal back to its family.

MEDIA RESOURCES

Pre-reading

Write *Ancient Tales* on the board. Explain that there are a lot of stories that become legends. Many fairy tales are based on these traditional stories. Ask: *Do you know any ancient tales?* If needed, help students by telling them the beginning of one of these stories. Write the names of the stories or key words on the board. Explain that even if these stories are fantasy most of them carry a lesson to learn. Help students understand what they are about to read as this will help them develop better comprehension skills. Ask: *Do you think animals can turn into people in real life? Have you seen this in stories? Which ones?* Have students explain. You can help students by giving an example. Now have a class discussion to compare different characters in stories.

Remind students they don't need to understand every single word in the text. Tell them it is fine to go to the glossary once in a while if there is a key word they don't understand. Illustrations help increase comprehension as well.

First Reading

Invite students to look at the illustration and the title. Ask: *Have you any clues on what the story is about?* Have a volunteer student read the title out loud. Ask: *What do you think happened to Billy Dean's children?* Reinforcing prediction will make students more aware of what the story is about. Have students organize a reading session. Tell students they will only read the first five pages. Explain that each member of the team will read to each other. When they are done with the reading have students come up to explain what the story is about so far.

Write the name *Billy Dean* on the board. Ask students to tell all they know about Billy up to now. Ask students to write what will happen next in small groups. Tell students to keep their prediction a secret from the other groups. Ask students to decide on one animal they would like to be. Invite students to name their team after this animal. Tell students they need to explain under what conditions they turn human or animals. Invite

Years later, Billy had three children who loved going to the cove for clams but this time they were not lucky. The high tide trapped them. Suddenly three kind women appeared and took each child by their hands to help them out. The women sent Billy a message: "One life saved for the sea is now three lives saved for the land."

students to use the story's title as a model. Walk around the room and help students as needed. Have students write the team's name on the board explain how they transform. Have volunteer students explain how this compares to the story.

Second Reading

Ask students to share their predictions with other teams. How close were they? Listen to their ideas and help them if necessary. Explain to students they are about to reach the *climax* of the story. Tell them this is the most interesting part in any text. Have students work in pairs. Ask students to take a quick look at the illustrations and discuss with their partners what will happen. Ask: *Will the children drown? Who are these ladies dressed in such a weird way?* Give students enough time to think, reflect, and discuss. Allow them to underline the most interesting part of the text. Ask students to read silently the part of the text they underlined. Have students work with a partner to see if their predictions were right. Invite students to answer the comprehension questions individually. Give them enough time to answer. Check answers as a group. Have students work on the second activity in pairs. Ask volunteer students to read the correct answers out loud.

Activities Answer Key

1 1 T 2 F 3 T 4 F 5 T

2 1 In the western shores of Scotland or Ireland 2 She sold most of them at the fisherman's market and made soup with the rest 3 Behind some rocks at the end of the cove. 4 He gave it back to its mom 5 The tide was rising very quickly. They were afraid of drowning 6 Three Silkies

3 1 b 2 c 3 a

4 1 c 2 a 3 b

Achievement:

- Select and revise classic tales.

Teaching guidelines:

Provide your students with a variety of opportunities for them to be able to:

- Propose realistic learning goals.
- Recognize textual and graphic organization.
- Identify author(s).
- Activate previous knowledge about narration elements.

- Recognize topic, purpose, and intended audience.
- Agree on selection criteria with others.

Material:

- White sheets of paper
- Colored pencils
- Scissors
- Class CD

Warm up

Welcome students. As they come in, give them a sheet of paper. Tell students you will play *Draw the Clue*. Tell them they will draw an element of popular stories or characters. You will describe the way in which these elements appear in the stories.

For example: *Arthur became king by pulling this item out of a stone*. Students should draw a sword. *Snow White was poisoned by biting this item*. Students should draw a red apple. Try to remember as many classic tales as you can. Make this activity as long as you like. Then have students compare their drawings before you call out the correct answers. Ask: *Do you like to read narrative stories? Which is your favorite?* Elicit answers from students.

students unscramble the titles and number the illustrations according to the stories they represent.

Answers: 1 The Three Little Pigs, b 2 Little Red Riding Hood, a

Intercultural Note

Literature is a vast body of written and spoken texts. It is far more diverse than some students realize. Although young learners may think that literature is only available through books, it is important for them to know that it also refers to songs, myths, legends, etc. Before books, some of the stories were transmitted orally from one generation to the next.

Stage 1: I explore**1 Work in pairs. Match the titles to the illustrations. Say what each story is about and name other classic tales you know.**

Before starting Activity 1, have students take turns to read out loud the goals of the lesson. Ask students to think about what they expect to achieve by the end of the lesson. Have them go back to other units to review what they have learned and have them propose realistic learning goals for this unit in their notebooks. Share these purposes and come to an agreement that fulfills everyone's abilities and expectations while being realistic. Ask students if they know any narrative stories. In pairs, have them talk about the stories they know and which is their favorite. Activate previous knowledge about narration elements by asking them specific details about the stories they mention—you can ask them to state the main and secondary characters, the setting, the plot, the title, or details about specific events. Have them open their Student's Book to page 137. Direct their attention to the images. Ask volunteer students to describe the pictures. Have

Stage 2: I think**2 Look at the book cover and answer the questions.**

Ask: *What do book covers tell you about the books?* Have volunteer students give their opinions. Ask students to think about their favorite story and give them a couple of minutes to imagine and illustrate the book cover in their notebooks. Have them volunteer to share their covers with the class. Point out the elements they chose to emphasize and how they relate to the story. Use this opportunity to help students identify author(s), recognize topic, purpose, and intended audience by asking: *Who wrote the story? What kind of story is it? Does the cover reflect the tone or subject matter? Who normally reads these stories?* Then, ask students to look at the illustration of the book cover in this activity. Ask: *What can you learn from the story by looking at it?* Tell them to answer the questions and elicit answers from different students.

Answers: 1 It is about two animals and a man. 2 It is a fiction story / fable. 3 Kelly Black is the author. 4 It is for children.



3 Read the beginning of the story and check (✓) the correct illustration.

Write the title of the story from Activity 2 on the board and ask students to think about their expectations of the text before reading it. Write their ideas on the board. Ask them to justify their ideas with arguments. Then ask them to read the beginning of the story. Give them time to complete the activity and while checking the answer, stop to examine the text and the sequence of events so they recognize textual organization. Check answers as a class and ask students what they notice about the image.

Answer: c

4 Read the text and number the illustrations in the correct order.

Tell students to open their Student's Book to page 138. Ask them to read the rest of the story. Have students work in pairs. Ask them to write a 10-word summary of each paragraph. Then have them look closely at the pictures. To recognize textual and graphic organization, give them time to order the illustrations, according to the sequence of events depicted in the text. Ask: *How would the story differ if the images were arranged in a different sequence?* When they have finished, have students share their answers.

Answers: a 4 b 1 c 3 d 2

5 Read the texts in Activities 3 and 4 again. Then circle T (True) or F (False).

This activity is meant to help students reflect on the elements that can help them understand texts. Ask students to analyze the texts they have read in the previous activities. Ask: *How does one text help us understand the other?* Have them read the full text in order again. Ask students to open their Student's Book to page 138 and read the sentences and circle T or F accordingly. Have different students volunteer to read out loud the sentences and elicit if they are true or false by having the class answer chorally. Select students to comment on their reasons for choosing that answer. Finally ask: *Did you get that information from reading the text, looking at the images or both?*

Extra Activity

How do they expect the story to end? Why? Have students write a paragraph describing the end of the story. Ask them to make a drawing to illustrate the main events.

Time: 5 minutes

Warm up

Divide the group into small teams. Give a piece of paper to each team. Explain that they will write a collaborative surreal story. Every student will get to write a part of the story in one minute intervals. The first student should begin the story. This student must then fold the sheet of paper to cover almost completely what has just been written. The next student must continue the story without looking at the part that was covered, focusing only on the last words of their partner's text. Continue the cycle for as long as you see fit and then switch the sheets of paper. Ask students from different teams to read the final products out loud.

Teaching Tip

Show students a positive attitude towards reading habits. Reading is a fun activity that will improve your students' grammar and spelling while helping them learn vocabulary. Get to know your students and include stories you know they will enjoy.

Analyze

6 Read and answer the questions.

Ask students to share the last story they read. Choose one that most of them know and ask for a volunteer to write the main information of the story on the board. Ask students to identify the narrative elements (characters, settings, plot, etc.) and to complete the information on the board if there is something missing. Ask students to open their books to page 139. Write on the board a famous story that everyone knows. Ask volunteers to read the statements and to link them to the famous story on the board. Hint and correct if necessary. Now ask students to answer the questions. Check correct answers as a class.

Answers: 1 A jackal helps a man to escape from a tiger. 2 A tiger, a man, and a jackal 3 A road

7 Read and then listen to the final part of the story. Write your response to the story. Work in groups of three or four. Compare your responses.

Ask students to recall the story they read in the previous class (Activities 3 and 4). Have them mention the main narrative elements. Include comprehension questions for the text, such as: *What*

was trapped in a cage? Who opened the cage? What three things did the tiger talk to? What did they say? Have students read the incomplete text individually. Then play the Class CD. Have students write their response to the ending of the story in the space provided. Have students get together in groups of three or four to compare their responses. Have them discuss how different and similar they are from one another.

Answers may vary.

8 Work in pairs. Close your books and retell the story on your own words.

Ask students to close their books and to sit in pairs. Now it is time to see what they know about the story by having them tell the story in their own words. Both students make a list of the events they need to include and practice telling the story together alternating the events. Then they join another pair to tell each other the story. When they finish they compare how their stories were different and unique. They also give feedback about the other team's work.

Stage 3: I do

9 Look at the illustration and complete the chart with words and phrases from the box.

Have a group discussion about the short stories they know. Ask them if they know the story of *Jack and the Beanstalk*. Have some students collaborate to talk about the plot to refresh everyone's memory. Then ask students to complete the chart with words and phrases from the box. After some time, check the answers. Ask: *Do they think the chart successfully summarizes the most important elements of the story? Why or why not?*

Answers: 1 Title 2 Characters 3 Jack's house and the giant's castle 4 Plot 5 He stole a golden goose

Stage 4: Ready!

10 Work in groups. Choose a classic story you know and write down its elements. Then share it with another group and explain why you chose the story.

Have students volunteer to come to the front and write on the board the title of a classic story they like. This will help students remember more stories or get ideas. Instruct students to work in groups. Ask each group to choose a classic story they like and identify the narrative elements by creating a chart like the

one in Activity 9. Then ask them to share their choice and work with another group. Tell students to comment on their group's selection and to interview each other to find out how their group decided to choose that story in particular. Ask students to agree with the other group's selection criteria. Ask students to talk about their choices and discover which is the most popular story and discuss why. Refer students to the Bibliography on page 192 and tell them to use the links in this section to learn more about the topics in this unit. You can use this activity as Portfolio evidence for the final product.

• MEDIA RESOURCES

Extra Activity

Have students work in pairs or small groups to produce an illustration of a story of their choice. Then, ask teams to exchange these drawings with another team. This team must write a story based on the drawings (one paragraph per image). Cut out the images and shuffle them; then have them exchange the story and images with another group. Have this group rearrange the images according to the story the second team wrote. Exchange the images one last time and ask the team to come up with an original story based on their interpretation and organization of the images. Compare the different tasks.

Time: 15 minutes

11 Reflect on selecting classic tales. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding classic tales. Have a student read the three questions out loud and allow time for students to develop their written response. If possible, ask them to have a special part dedicated to collect their reflections. Make sure students understand what they have to do. Ask for examples from volunteers of the different classic tales they know and the different features that a classic tale must have.

Answers may vary.

Achievement:

- Understand general sense and main ideas.

Teaching guidelines:

Show your students various models for them to understand how to:

- Anticipate content based on graphic and textual components.
- Use different comprehension strategies (e.g. adjust speed of reading, self-questioning, etc.).

- Recognize general sense of the text and locate key events.
- Determine number and order of key elements.
- Value reading as a leisure activity.

Material:

- Popsicle sticks (one per student)
- Cardboard
- Colored pencils

**Warm up**

Greet students and have them sit by list number. Explain that they will create a short story one word at a time. Elicit interesting topics from students, maybe based on a popular character, local event, science-fiction or even a superhero. The student with the list number 1 must start the series with a word (e.g. *The*), the next student must repeat the word mentioned and add another one (e.g. *The house ...*). Each student must follow the example repeating the sentence and adding a word until they have all participated and the story is completed. Have volunteer students write the story on a piece of cardboard. Remind them to include punctuation marks where needed. Ask other volunteers to illustrate it and display it in the room.

Stage 1: I explore**1 Work in groups. Discuss the questions.**

Ask students to draw a three column chart in their notebooks. In it, they will write down the names of three classmates. Tell students they will need to find out if their friends like reading or not and the name of their favorite book or story. Ask students to work in groups of three. Tell them to open their Student's Book to page 141. Ask students to use these questions to interview their classmates. Give them a few minutes to conduct the interview and complete the chart in their notebooks. Have students read some of the answers out loud.

Stage 2: I think**2 Look at the illustrations. Predict what the story is about.**

Write on the board disorganized instructions for simple tasks (for example: *How to prepare lemonade*). If possible make simple but clear drawings. Ask students to recall what they have learned about sequences and ask them to place (or number) the

steps in the correct order. Then direct students' attention to the illustrations. By doing this, students will be able to anticipate content based on graphic and textual components. Have students look closely at them and describe each one. Ask: *Are the illustrations in order? How can you tell?* Have students take out their notebooks and write a brief prediction of what the story is about. It is important that they notice the elements that help them anticipate what will happen. Ask them to exchange notebooks with a classmate who will read and correct the spelling and grammar of their texts. Then have a couple of students volunteer to share their predictions. By a show of hands, have students see if most of their predictions interpreted the images in the same way.

Answers may vary.

3 Read the text and answer the questions about the story.

To use different comprehension strategies, tell students to open their Student's Book to page 142. Before reading the text read the questions out loud and make sure students understand them. Ask them to look at the illustrations. Have three volunteers read the text out loud. Each volunteer can read one paragraph. Remind them to adjust speed of reading. Ask comprehension questions to make sure students understand what the story is about. If necessary refer students to the Glossary on page 154 to clarify the meaning of words. Have them recognize general sense and locate key events. Then tell them to read the story and see how their answers compare. Go over the answers by asking students to volunteer to read a question and provide an answer.

Answers: 1 They are brothers. 2 To a field on a hill to eat. 3 The troll that lived under the bridge. 4 By telling the troll to wait for a bigger more delicious goat. 5 He pushed the troll into the river.

4 Work in pairs. Make notes of the most important events in the story you have just read. Then retell the story in your own words.

In pairs, ask students to make a list of the most important events of the story *The Three Billy Goats Gruff*. They can go back to the story in the book if they need to. When their list is ready, ask them to practice telling the story together. Then ask them to join another pair and tell the story to each other. Finally both pairs compare how their stories were different and unique even if telling the same story.

Answers may vary.

Teaching Tip

Paraphrasing refers to the act of restating something in a different way for clarity. It involves a certain amount of rewording in which the meaning remains the same even if the exact words are not used. Paraphrasing is good when you want to make sure your students have understood a concept or story since first it requires the student to understand and assimilate the knowledge before putting it into his / her own words. This concept will also come in handy when students are required to produce essays.

5 Talk in pairs. Do you know other stories about animals? Do they have messages?

In pairs, have students brainstorm different names of stories they know and write them on the board. Ask: *Do you know other stories about animals?* Elicit answers. (E.g., *The Three Little Pigs*, *The Ugly Duckling*, etc.). Encourage students to tell with their own words a story you wrote on the board. Ask them about the characters and help them sequence the events in the story. Finally, ask if the story has any message. Elicit the message from the stories they told.

Remember

Next class bring popsicle sticks (one per student).

Warm up

Welcome your students. Divide the class into pairs. Tell them they are going to play hangman using the titles of tales or short stories. Play *Title Hangman!* Make sure everyone is participating in English. Set a time limit and monitor students.

Teaching Tip

To keep students engaged (or on their toes), you may use the "Popsicle Stick" method. This popular method requires that before the lesson takes place you write down the name of each student on a popsicle stick. You may place all of the sticks from a group in a jar or bag. Although it is important that students volunteer to participate, this method provides a random element that will have different students participating.

Analyze

6 Complete the sentences with the words from the box.

Ask students to reflect on their reading comprehension process. Ask: *What do you do when you find a word you do not understand? How do you make sure you are understanding the text? Do you use specific strategies?* Mention some comprehension strategies such as adjusting speed or self-questioning. Then have students open their Student's Book to page 143 and complete the activity. Discuss each sentence as you check the answers. Refer students to the Glossary on page 154 to clarify the meaning of words. Have them discuss their strategies and share tips they have found useful in their experience.

Answers: 1 reread 2 questions 3 clues
4 plot 5 graphic

Stage 3: I do

7 Work in pairs. Read the story and discuss what it is about.

Elicit some narrative elements from students. Write them on the board. Ask students to collaboratively produce a checklist of other narrative elements and write them on the board. This list should include concepts like characters, plot, setting, conflict, resolution, etc. Have them write the checklist as a list of questions they must answer after reading a story (*Who is the main character? Who are the secondary characters?*). Once the list is complete, direct them to the text *The City Mouse and the Country Mouse*. Give them time to read it or read it out loud with the group and then have them discuss the questions with a classmate. Remind them to use a dictionary or refer students to the Glossary on page 154 to clarify the meaning of words if necessary. Invite students to go over their checklist after reading the story. Have volunteer students give their answers according to the checklist of narrative elements.

Student's Book pages 141-144

8 Work in pairs. Complete the paragraphs according to the events in the story in Activity 7. Then answer the questions.

Tell students to open their Student's Book to page 144 and look at the illustrations. Ask: *Which part of the text is referenced in each image? What events can they remember?* Have students work in pairs. Tell them to read the beginning of the phrase and ask them to discuss how they should complete each paragraph with the information they recall. Then have them reread the text to decide if their proposals were correct.

Answers: **The Country Mouse offered:** barley and grains from the barn. **Here they found:** sugar, prunes, sausages, spicy apples, etc. **There was:** a real treasure for them. **1** The country mouse and the city mouse. **2** A barn in the countryside and a cupboard and cellar in the city. **3** They ate the sugar in the cupboard and had to escape from the cook. **4** On the top shelf they found some prunes but had to escape from the cat. **5** In the cellar the Country Mouse was about to eat some delicious cheese when the City Mouse yelled and explained it was a dangerous trap.

Teaching Tip

It is important for students to start reading at a young age because this way they will acquire in a natural manner a feeling for grammatical structures as well as an abundant source of vocabulary. It is also valuable for students, parents, and teachers to share appropriate and interesting texts to read (in terms of accessible vocabulary and subject matter). This will give students a common topic of conversation. Many classic narratives are now available in a simplified edition for different age groups. Literature is also a great resource to teach values and to develop empathy and awareness of other people's realities and contexts. Reading is a window to other worlds and cultures and an endless source of knowledge and fun.


Stage 4: Ready!

9 Write an alternative ending for *The City Mouse and the Country Mouse* in your notebook. Then share it with a classmate.

Ask students to close their eyes for a minute and imagine the same mice from the story. Ask: *Can you imagine a different ending for the mice's adventure?* Tell them to imagine a funny ending, a dramatic ending, a romantic ending, etc. Point out how a story can have several different versions. Ask students to

write an alternative ending. When they are done, have them exchange their notebooks with a partner to read other proposed endings. To value reading as a leisure activity students should comment on how they enjoyed reading their classmates' alternative endings and what they like about literature. Start a conversation with your students about reading for fun. Have students vote for the best ending.

Answers may vary.

10  Work with your groups. Think of a story you like and write the main events. You can use the story you chose from Lesson 1.

Form the same groups as in Lesson 1. Have students discuss which story they like the most and have them choose one. As they finish, encourage them to think on the sequence of the story they chose. Ask: *What's the name of the story? Who are the main characters? What is the story about? What's the plot of your story? How does the story end?* Elicit answers. Encourage students to write the main events on a sheet of paper. Monitor and offer help if necessary. Once they finished, have students share their stories with other groups.

Answers may vary.

11 Reflect on your reading. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding reading habits. Have a student read the three questions out loud and allow time for students to develop their written response. If possible, ask them to have a special part dedicated to collect their reflections. Make sure students understand what they have to do. Ask for examples from volunteers of what is difficult about understanding main ideas.

Answers may vary.

Achievement:

- Compare variants of pronunciation and writing.

Teaching guidelines:

Make explicit to your students some strategies and resources that allow them to:

- Classify sounds represented by different letters: uncommon clusters of letters which are absent in their mother tongue (*ee, gh, etc.*).

Warm up

Elicit from students the names of some English-speaking countries. Write them on the board (Canada, Falkland Islands, Barbados, Australia, Ireland, Jamaica, New Zealand, Singapore, Belize, United Kingdom, United States, etc.). Ask students to choose one country they like or one they are interested in. Have students go around the room asking their classmates what country they have chosen until they find a partner who likes the same country. Once they find a partner, tell them that they will work together. Give students time to prepare a small speech about their country. Go around the room to help students as needed. Have them talk about why they find it interesting or appealing and ask them to share some of the most characteristic features of each of those countries: *Are they famous for their food, a museum, natural reserves, monuments, etc.?* Have volunteer students share their findings with the rest of the class.

Stage 1: I explore**1 Look at the flags and answer the questions.**

This is a good chance to talk to students about the importance of flags as symbols. Tell students what flags represent for a country. Can students think of another way to represent the country without mentioning the names? Then ask them to volunteer to draw the flags for each country on the board. If no one knows them, guide them to research them for homework. Ask students to open their Student's Book to page 145 and look at the flags (Spain, Argentina, Colombia, Mexico). Give them a few minutes to complete the activity. Wrap up the activity by discussing the meaning of the colors and the purpose of a flag to define national identity. Refer students to the Bibliography on page 192 and tell them to use the links in this section to learn more about the topics in this unit.

Answers: 1 Spanish 2 No 3 Most words 4 Yes

- Consider differences between British and American spellings (*-our / -or, -re / -er, etc.*).
- Monitor own strengths and those of others.

Material:

- Sheets of paper
- Class CD

Stage 2: I think**2 Work in pairs. Number the illustrations in the order you think is correct.**

Direct students' attention to the illustrations. Ask students to think of a story to explain each drawing without any context. Have them write a single sentence for each one and ask students to compare their interpretations with a partner. Then have them work together in pairs to decide the correct order. Go around the room and ask each group to explain why they chose to order the illustration in that sequence. Ask: *Which visual cues were helpful to understand the natural progression of events?* Ask students to collaborate to write a brief summary of the story based on their order of the images.

Answers: 3 1 4 2

Teaching Tip

Prepare students for listening activities by eliminating distractions. Ask them to put away everything and anything that is not necessary for the activity. If your students are overly excited or restless, you can try asking them to stand up to "shake off the surplus of energy". This is usually a welcome and fun break but you must be very clear about the duration of this break and its purpose. For example, you can tell them they will have one minute to stand up and go a little crazy so they can focus on the task.

3  23. Read and listen to the fable. Check your predictions.

Tell students that they will listen to the story from the previous activity. Ask them to pay close attention and to write down the words they don't understand so they can look for them using an English dictionary or refer students to the Glossary on page 154 to clarify the meaning of words. Play the Class CD. Ask students to go back to their notes of the illustrations (Activity 2), and compare their summary with the story they just heard. Ask: *Was it different? How?* Ask students to point out where



each illustration fits in the story. Discuss the use and importance of visual cues.

4 **Read and listen to the story from Activity 3 again and answer the questions.**

Ask students to share what they know about fables and short stories for children (remember, a fable is a brief story intended to provide a moral lesson at the end). Discuss different fables students are familiar with and use them as an example of what a moral is. Ask: *Does every story have a moral?* Then ask them to think about the story of The Dog and the Shadow. *Does it have a moral? What is the moral of the story?* Tell students to open their Student's Book to page 146 and read the questions out loud. Play the Class CD. Ask students to answer the questions. Discuss answers with the group. Ask students to provide arguments for each of the answers.

Answers: 1 a fable 2 It is foolish to be greedy 3 American and British

5 **Listen to the extracts from the story and check (✓) the flag that matches the accent.**

Tell students they will listen to some extracts from the story. Explain that this time they should focus on the accent of the speakers. This activity will help students classify sounds represented by different letters: uncommon clusters of letters which are absent in their mother tongue (for example: *ee, gh*). Play the Class CD. Have them follow the story and identify the origin of the accents by checking the correct flag for each sentence. To consider differences between British and American spellings, direct students' attention to the box of "Spelling Differences" after completing Activity 5. Refer students to the Glossary on page 154 to clarify the meaning of words. Have them point out the changes from word to word (*-our / -or, -re / -er*). Ask: *What are some of the main differences?* Point out that although the spelling and the accent are different in general terms both words are pronounced in a similar way. Ask students if they can think of more examples.

Answers: American: 1, 3, 5 British: 2, 4

Intercultural Note

American and British English both possess a very particular and distinct accent. Students are already aware of some of the similar words that have a different spelling but there are a lot of things that have very different names from one country to the other. For example: apartment and flat, elevator

and lift, chips and crisps, etc. Make a list of the most commonly used words in both countries and have students look at the differences. Later on, these differences in vocabulary and spelling will help them recognize the origin of a text by simply reading it.

Warm up

Divide the students in two large groups by list number. The first half will be British and the second half American. Ask students to talk about their week or their weekend. Students must try to imitate different accents when they speak and use other words as reference. Their accents will not be perfect but it is a fun activity with which you can monitor how they perceive other accents and how much alternative vocabulary they were able to remember. Later you can ask them to pretend to be Italian, French, Russian, from a Caribbean island, India, etc. Make some impressions of your own to break the ice and to provide some cues.

Intercultural Note

The English language uses the 26 letters of the alphabet, yet through the combination of these letters we can produce approximately 44 different sounds. In English, it is common to find clusters of letters that produce a single sound. Provide different examples of these clusters to demonstrate these sounds.

6 **Complete the chart with the words from the box that have similar pronunciation. Then write two more words in each category.**

Write a series of words on the board from the stories in previous lessons. Read each one out loud and have students repeat after you chorally. Ask for their help to come to the front and underline the clusters of letters shared by some of the words on the board. Teach students that in English sometimes two or three letters make one sound (*ee, gh, etc.*). Ask students to work in pairs to classify the words on the board according to the sounds they underlined. Then ask them to open their Student's Book to page 146 and have them complete the chart with the words in the box.

Answers: ea: feast, meat, teach ch: teach, watch th: south, path

Analyze**7 Read and answer the questions.**

Ask students to work in small groups to produce a small list of rules or guidelines for people who want to learn the difference between American and British English, and those who seek to improve their pronunciation. Remind them to look at their notes from previous activities if they need to refresh a concept. Then ask them to complete the activity individually. Elicit answers from students and have them look at their list of "rules" to see if any of them match. Discuss their proposals and the statements from the book and have students correct or add the ones the group agrees on.

Answers: 1 color-colour 2 one sound

Stage 3: I do**8 Read the story. Decide if it is written in British or American English. Circle the words that give you the answer.**


In small groups of four have students discuss the differences between British and American English. Ask them to compare the different accents by listening or imitating the different pronunciations for a set of words. Ask: *Is it easy to identify which accent is American and which is English? Would it be easy to determine the origin of the story just by reading it?* Have students express their opinions and share some tips. Now, direct their attention to the story *The Fox and the Crow*. Have them circle the words that show if it is written in American or British English. Refer students to the Glossary on page 154 to clarify the meaning of words.

Answers: 1 American English (color, theater, kilometer)

9 Work in pairs. Look at the letter clusters below. Think of words that use these letter clusters. Use the words in "The Fox and the Crow" as examples.


Divide the board in columns and have students write the words from the previous activity that let them know the origin of the story. Ask students to open their Student's Book to page 147. Ask for a volunteer to spell the clusters in the activity out loud. Then ask students to read the story again focusing on these clusters. Ask students to add the clusters and example words to the columns on the board and classify them. Have students practice the pronunciation of each cluster. Ask them if they can think of more words that have these clusters. Add them to the list and have students practice by reading from the board.

Answers may include: ch: reached, cheese
gh: laughing tch: snatched ea: beautiful, pleased,
beak ck: snack

Stage 4: Ready!**10  Listen to the poem. Decide if the accent is British or American.**

To monitor a student's own strengths and those of others, ask them about the accents they have heard. Have them share their experience and thoughts about how to identify them. Then tell students they will listen to a poem twice. Play the Class CD. The first time they must listen to the content of the poem. Play the Class CD again. The second time, they must focus on the accents of the speakers. Guide students to consider what a neutral English accent might sound like. Discuss the answers and ask about the strategies reviewed previously with the group. If necessary, refer students to the Glossary on page 154 to clarify the meaning of words.

Answers: 1 neutral 2 British 3 American

11  Work with your group. Check the spelling and punctuation of the key events of your story. Use only one variant of English.

In groups, ask students to bring out the story they have been writing during the unit. Ask them to do a general proofreading for checking spelling and punctuation. Remind students that during this lesson you have been working with British and American English. Ask them to check their story in order to verify that only one variant of English is being used. When it is done, ask them to join other groups in order to share and receive a constructive feedback. You can use this activity as Portfolio evidence for the final product.

Answers may vary.

12 Reflect on variations of English. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 12 regarding key events in a story. Have a student read the three questions out loud and allow time for students to develop their written response. If possible, ask them to have a special part dedicated to collect their reflections. Ask for examples from volunteers of what they have to do to identify key events in a story.

Answers may vary.

**Achievement:**

- Express key events orally.
- Rewrite key events.

Teaching guidelines:

Give your students a variety of proposals for them to be able to:

- Contribute with observations and points of view.
- Express personal reactions and opinions about events.
- Promote respecting others' opinions.
- Narrate events based on illustrations.
- Make questions to locate specific information (e.g. *How often ... ? Who was the first ... ? , When did she ... ?*).
- Express in progress and past actions (e.g. *They were ... They had not / hadn't been ... watching, etc.*).

- Explain strategies used.

Involve your students in a variety of activities for them to be able to:

- Remember and use repertoires of words and expressions.
- Rewrite sentences and key events.
- Sequence events.
- Exchange texts to check conventions.

Material:

- Small pieces of paper with names of short stories
- Sets of sentences expressing different related actions (e.g. *I was watching television when the phone rang ...*)
- Class CD



p. 103

Warm up

Write incomplete sentences on the board such as: *favorite color is blue; loves to eat apples; believes in ghosts; would prefer to live under the sea rather than in space; thinks Cinderella's glass slippers are dangerous, etc.* Have students take out their notebooks and copy the sentence endings from the board. Explain that in this game they will have to mingle to find someone who completes the sentences on the board truthfully. For example, *Daniel's favorite color is blue.* Try to include sentences that may relate to the topic of the lesson.

Stage 1: I explore**1 Work in pairs. Check (✓) the fairy tales you know. Then choose one tale and write what you remember about it.**

Have students work in pairs. Invite them to sit with whomever they like. Have them open their Student's Book to page 149. Direct students to the illustrations. To recount events based on illustrations, encourage students to tell a story using the images; have them focus on the details as they elaborate on the plot, describe the characters, and express the moral of the story. Ask them to be concise and monitor their ability to paraphrase a classic story. Have them choose one tale and rewrite the key events before they share them with the class in a brief paragraph. The images refer to *Jack and the Beanstalk, Sleeping Beauty, and Little Red Riding Hood.* Ask the students to identify the names of the stories in English, and help them when necessary.

Answers may vary.

Teaching Tip


Good pronunciation is important when communicating orally with other people, but make sure students know that they do not have to speak like native speakers in order to have good pronunciation. There are different resources (such as videos, recordings, quizzes, etc.) to assist your students to perfect their pronunciation.

Stage 2: I think**2 Work in pairs. Say sentences about stories you know using these words.**

In pairs, ask students to look at the pictures. Ask: *What stories do you know that could be linked to the pictures?* Elicit stories and accept any plausible answers. Focus attention on the words in the box. Tell them that with those words they are going to create sentences that describe the stories they can link to the pictures. Ask a volunteer to read the example: *The prince woke her up with a kiss.* Students do the activity in pairs. Walk around the room monitoring without interrupting.


3 Look at the picture. Close your books. Talk about the story the picture reminds you of.

Elicit titles of stories that are connected to the picture. If necessary, lead them to reach "The Princess and the Frog." If they do not know the story, accept any ideas they might have about it. Talk with the students about the story. Ask: *How do you know it? Do you like it? What is your favorite part?* Try to recreate the main events so that they remember the whole story.

4  **26** **Read and listen to the story. Work in small groups. Write three key events in the story in your notebook. Then talk about how this version of the story is different from the one you know.**

Play the Class CD and ask students to read while they listen to the story. In small groups, ask them to extract the three key events of the story and write them in their notebooks. Ask: *Is this story different from the one you know?* Elicit all the differences they could notice. Read the story again if necessary.

Answers may vary.

5  **Work in groups. Discuss ideas for a different ending to "The Princess and the Frog." Choose the best idea and write your ending.**

In their groups, ask students to discuss about forms in which the story can be different. Ask them to listen to everyone's opinion, but remind them that in the end they need to decide a single way of changing it. Give them some time to rewrite the ending of the story. Finally let students share their new endings with the class. You can use this activity as Portfolio evidence for the final product.

Answers may vary.

Extra Activity

Role playing activity: Ask students if they know the story of *Jack and the Magic Bean Stalk*. Have students collaborate to retell the story so everyone remembers what it is about. Ask them to enlist some adjectives to describe the characters (Jack, the giant, the goose, etc.). Divide the group into teams. Then tell them that the golden goose has disappeared and that there is evidence to suggest Jack was the criminal. Provide a brief description of the scene and choose a member of each team to be a different character (villagers included). Ask students to interview each other to find out if Jack was responsible for the crime. Jack must argue his innocence. In the end, ask each group to state their decision and explain how they arrived at that conclusion.

Time: 15-20 minutes

Remember

Next class bring small pieces of paper with the names of short stories and sets of sentences with related actions.

Warm up

Divide the group into two teams. Explain that they will play a guessing game in which one member of each team has to come to the board, take a piece of paper, read in silence the name of the story written on it and draw key elements of it so that their team is able to guess which story it is. Example: wolf for *Little Red Riding Hood*. If no one can guess someone else from the same team can come up and draw another picture. The more pictures a team has to draw the less points it gets. One picture guess = 10 points. The team with the most points wins. After each correct guess, write the story name on the board.

Analyze

6 **Read the sentences and match them to the correct description.**

Before the class, prepare sets of sentences expressing different related actions. For example, *I was watching television when the phone rang. So I got up to answer the phone.* Ask students to dissect the order of the actions in these sentences. Have students open their Student's Book to page 151. To help students express sentences in progress and in past actions, direct their attention to the first two sentences. Have different students read them out loud. Focus on the words in bold. Ask: *What do these words communicate? What is the difference between one construction and the other?* Have students link the sentences to the descriptions. Elicit answers from students and have them produce examples of their own to make sure they have assimilated the structures properly. Write these sentences on the board.

Answers: 1 b 2 c 3 a

Stage 3: I do

7 **Work in pairs. Write five sentences about the events in the story "The Princess and the Frog" from the point of view of the prince. Use the language in Activity 6.**

Tell students that they will keep on working with "The Princess and the Frog." Ask: *Would the story be different if it was told from the point of view of the prince?* Elicit possible differences. In pairs, ask students to write five sentences about the main events in the story, but now from the prince's perspective. Remind them to use the language characteristics included in Activity 6. Ask them to share their sentences with another pair so to give



give and receive respectful feedback about the language. Go around the room monitoring their work.

Answers may vary.

Teaching Tip

To teach the concept of “Perspective” you may want to read a classic short story and focus on the main characters’ feelings, thoughts, and opinions. Ask students to interpret the story from another character’s point of view. Ask them how the story changes from a different perspective. Elicit how this change modifies in any way the manner in which we, as readers, perceive the other character.

8 Write *Wh*- questions to ask about the story from Activity 3. Think about characters, setting, and plot.

Tell students to play a round of “Lawyer”. In this brief game, everyone must ask a question to another student at random. The student must not give a direct answer, instead they must reply with another question using a different question word, directed at another random student. After a round, ask students to produce a list of question words and write them on the board. Then ask them to make questions for the short story they read in Activity 3 to locate specific information including characters, setting, and plot. Use the example questions in the activity as a guideline.

Answers may vary.

Stage 4: Ready!

9 Work in pairs. Write three key events of a classic story you know. Rewrite a different ending for the story you chose. You can use the story you chose from previous lessons.

Have students work in groups. Tell students they are going to apply what they have practiced about rewriting key events in a story and giving it a different ending. They can use the story they have chosen and worked with from Lesson 1. Ask them to focus on improving their writing skills. They should take a close look at their work when they finish so the people who read it can understand it well. Ask: *Is every important element of the story present in your work? Why did you choose to include or omit some information?* Promote respect when they express their opinion. You can use this activity as Portfolio evidence for the final product.

Answers may vary.

10 Reflect on writing strategies. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 10 regarding rewriting stories. Have a student read the three questions out loud and allow time for students to develop their written response. If possible, ask them to have a special part dedicated to collect their reflections. Make sure students understand what they have to do. Ask for examples from volunteers of how they can rewrite something using their own words, for example, using synonyms.

Answers may vary.


 MEDIA RESOURCES
PART 1  **Now you know ...**

Ask your students to open their Student's Book to page 153. Have each student get out their notebook and go back and collect the portfolio activities they created throughout Unit 8. Guide students to find these four samples by reviewing the list of achievements in Step 1 and have students check the box for each example they collect. These four examples of portfolio work include the elements of a story they know (Activity 10, page 140), key events of a story (Activity 10, page 144), spelling and punctuation elements to check (Activity 11, page 148), and rewriting of key events (Activity 9, page 152).

If a group is missing a piece of evidence, encourage them to finish their work so that they are prepared. Solve any doubts they may have about their work.

PART 2 **Make it yours.**

1 Work in small groups. Use the skills in the "Now you know ..." section to create a Big Book. Include drawings and the name of the authors.

Form teams of four or five students. Tell them that they are going to create a Big Book for a classic story. Give them time to rewrite the key events they selected; one or two events per member of the team. When they finish, ask them to exchange notebooks so to check spelling and give feedback. Once they are sure their text is well written, ask them to start working on their Big Book. They need to write the text in big sheets of paper, illustrate it and put the events together in the right order. Remind them to write the names of the authors of the adaptation. When it is done, they are ready to present it to the class.

2 Present your Big Book to your classmates. Look at their Big Books and discuss the stories they chose to retell. Can you identify in the stories the elements that you studied?

Since the teams will take turns showing and reading the story out loud for the rest of the class, give them a chance to practice. Emphasize that correct pronunciation and the appropriate intonation are necessary to keep their listeners engaged. As a group, give respectful feedback to the team focusing on the selection of key events. Ask: *Is it clear? Is there something missing?* When all the teams have presented their Big Book, hold a discussion with the class about how their stories reflect the elements studied during the unit.

PART 3 **Assessment**

In the Student's Book, you can use the following activities on page 153 to assess your students' progress.

Achievements and Product

1 Read the list of sentences to assess your performance throughout the unit. Make your own key to assess these criteria. Then check the box in the table that corresponds with your performance.

To assess students' final Big Book and achievements you can have them create their own rubric. As a class, come up with a key, for example: excellent, very good, good, needs improvement, cannot do it. Then ask them to self-assess their performance by checking the corresponding box.

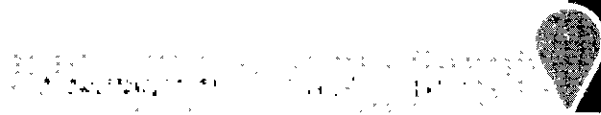
Social Practice

2 Complete the sentences in your notebook.

Students can reflect on their reading skills by answering the questions in their notebooks. This can be a good opportunity to offer feedback, advice, and further reading recommendations from the school library.

In the Teacher's Guide, you can find the following tools for evaluation purposes:

- The suggested Assessment Instrument on page 159 can be useful to grade different aspects of students' performance.
- You can also use the Exam on page 160 to globally assess your students' reading skills and understanding of past tenses.



Graded Scale

A graded scale is an instrument used to evaluate certain characteristics or aspects of the students' performance. Its purpose is to measure the range of certain aspects in terms of quantity and / or quality.

Instructions:

- 1 Determine a list of criteria or characteristics to be evaluated.
- 2 Determine the kind of evaluation scale you will use: numbers (traditional grading), letters, percentages, etc.
- 3 Evaluate your students and determine their performance level.

Graded Scale		Evaluation scale				
	Criteria	A	B	C	D	E*
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

*Key:

A: _____

B: _____

C: _____

D: _____

E: _____

Student's name _____ Date _____

1 Read the story and match the sentences to the narrative elements. (14 points, 2 each)

The Sun and the Wind

Many years ago, somewhere in the countryside the Sun and the Wind had a discussion. They couldn't decide who was stronger. The Sun thought he was the strongest. The Wind knew the Sun was wrong. Obviously, the wind was stronger than the Sun.

One day they saw a man walking in the countryside. He had a heavy coat. "Now we can discover who is stronger," said the Wind. "Let's see which one of us can make that man take off his coat?" The Sun agreed.

The Wind began to blow and blow. The harder he blew the closer the man pulled his coat around him. He didn't take it off.

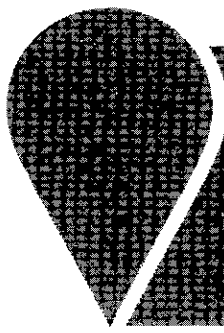
Then the Sun came out. The Sun was shining and it got hotter and hotter. The man took off his coat because it was too hot to walk with his coat on. The Sun had won.

- | | |
|---|-----------------------------|
| 1 The Sun and the Wind | a) conclusion |
| 2 Somewhere in the countryside in the past | b) first event |
| 3 The Sun and the Wind had a discussion. | c) second event |
| 4 The Sun made the man take off his coat. | d) third event |
| 5 The Sun won. | e) main characters |
| 6 The Sun, the Wind | f) setting (time and place) |
| 7 The Wind tried to make the man take off his coat. | g) title |

2 Complete the sentences with *was* or *had been*. (6 points, 1 each)

- The dog _____ barking last night.
- They _____ living in Canada for 3 years.
- James _____ studying for 30 minutes before I arrived.
- The firefighters turned the siren on because there _____ a lot of traffic.
- We _____ playing soccer with that team for three years when we won the championship.
- I _____ eating my lunch while my friends were talking.

Score: (____ / 20 points)



Unit 9

SOCIAL LEARNING ENVIRONMENT:
Academic and Educational

COMMUNICATIVE ACTIVITY:
Search and selection of information.

SOCIAL PRACTICE:
Write notes to elaborate human body diagrams.

FINAL PRODUCT:
Notes for a Human Body System Diagram

CONTENTS REFERENCE

Lessons	Contents	Achievements
Understand	<ul style="list-style-type: none"> - Analyze graphic and textual components. - Establish the relation between illustrations and text. - Define topic, purpose, and intended audience. - Identify new words. - Explain comprehension strategies. - Use demonstrative determiners, verb forms (passives and participles) and adjectives (comparative and superlative) in questions and answers. 	<ul style="list-style-type: none"> • Revise and understand information about systems of the human body.
Focus	<ul style="list-style-type: none"> - Extend repertoires of words and expressions. - Make and answer questions to describe components. - Use demonstrative determiners, verb forms (passives and participles) and adjectives (comparative and superlative) in questions and answers. - Reflect and act for their own and others' physical benefit. - Exchange points of view. 	<ul style="list-style-type: none"> • Propose and answer questions about the human body systems.
Build	<ul style="list-style-type: none"> - Write and/or rewrite sentences to describe components, summarizing information from sources. - Use verb forms (present) and nouns (with or without determiner, compound, countable or uncountable) in the writing of notes. - Organize terms and descriptions in tables. - Establish a number of descriptions based on illustrations. - Order sentences to compose notes and relate them to pictures. - Assess own work and that of others. 	<ul style="list-style-type: none"> • Write notes to describe human body systems.
Achieve	<ul style="list-style-type: none"> - Promote respect and collaboration in school work. - Value the use of punctuation marks. - Spot and clarify doubts. - Take off or add information to improve their notes. - Adjust language according to purpose and intended audience. - Evaluate the progress in English proficiency. 	<ul style="list-style-type: none"> • Edit diagrams in teams and with the guidance of the teacher.

**Fact File****Title:** An Amazing Journey**Summary:** Pepe would rather use his time playing basketball. Studying about the human body and its systems in his Biology book seemed boring. Pepe even grabbed a mirror and explored his mouth, teeth, tongue, and lips. As he was doing this he fell asleep. In his dream a lady's voice called Myslim**MEDIA RESOURCES****Pre-reading**

Greet students as they come to class. Have students open their Reader to page 117. Have students focus their attention on the picture. Tell students to work with a partner and discuss these questions: *What is the boy in the picture doing? Why is it a good idea to explore your body? Do you think our bodies and body systems will change in the future?*

Give students enough time to discuss these questions. Walk around to listen to their conversations. Help when necessary. Have some volunteer students share their thoughts with the rest of the class. This exercise will help students develop their critical thinking skills.

First Reading

Invite students to work in small groups of four. Have students take a look at the illustrations in the story. Invite them to work in pairs and write a prediction for each image. Tell them you will read page 117 out loud. Have students focus on intonation, punctuation, and pronunciation. Ask students to follow the reading. Have one student from each group continue the reading of the text. After each picture, ask students to stop and compare their prediction to what the text says. Ask: *Were you right?* Encourage students to express themselves.

When students read the end of the story ask: *Do you think the Myslim in Pepe's dream was Karen's godmother?* Invite students to discuss this in their small groups. Have them share their thoughts with other groups. Walk around to listen to the discussions. Ask: *Have you ever had a similar experience? Do you remember your dreams? Do they seem real? Why was Pepe so successful in class?* Write these questions on the board. Have students discuss them in their small groups. Invite students to mention three systems in their body they would like to "visit." Tell them to use information from the text to support their answer. Have groups come up and present their conclusions. Encourage peer correction and discussion.

took him on a fantastic journey to visit the inside of his body. In they went! There was the digestive system. Then into the circulatory system. Next stop was the respiratory system and a good look at the most complex of them all, the nervous system. Time up, Pepe woke up and ran to school. He did a great job but still doesn't know what happened.

Second Reading

Ask students to think critically, as they work with a partner. Have students come up with two ideas to protect two different body systems mentioned in the text. Invite students to reflect on how they could do this. Example: Never smoke! This will protect your respiratory system. Invite students to go through the text and find facts that can help them understand the way our body works. Then encourage students to compare their ideas with other classmates who made a different choice. Have students read the text again. Ask students to identify the purpose of this amazing journey. Ask: *Why was the trip so significant to Pepe? What made this trip exceptional?* Tell students to skim the text to support their answers.

Have students work in pairs. Ask them to find three new words in the text. Ask students to find their meanings in the glossary at the end of the lesson. Model the activity for the students. Have students contrast and compare their words with the other pairs. Invite them to complement their original list with words from their peers. Have a representative from each group read their word list out loud. Encourage students to complement their own work. Have a volunteer student write all the words on the board. Have students complete the exercises on page 127 alone. Check the answers as a group.

Activities Answer Key**1** 1 T 2 T 3 F 4 F 5 T 6 F**2** 1 He fell asleep. 2 inside his body 3 He was studying about this and his dreams took him there. 4 Answers may vary.**3** Answers may vary.**4** 3 2 4 1 5

Achievements:

- Revise and understand information about systems of the human body.

Teaching guidelines:

Allow your students to participate in the planning of activities which help them to:

- Analyze graphic and textual components.
- Establish the relation between illustrations and text.
- Define topic, purpose, and intended audience.
- Identify new words.
- Explain comprehension strategies.

Provide examples and models regarding ways of using cognitive strategies and communicative skills to learn how to:

- Use demonstrative determiners, verb forms (passives and participles) and adjectives (comparative and superlative) in questions and answers.

Material:


- Bilingual dictionaries, paper, Class CD

Warm up

Ask: *How many systems does your body have? How do they work?* Tell them to brainstorm the names, organs, and functions of as many body systems as they can think of. Most of the information should come from the students. Create a graphic organizer on the board. Write *Body Systems* as a title. Include the information students give. Allow them to find more information on the Internet if it is available. Dictionaries are also a good source. (The twelve body systems are: skeletal, muscular, immune, lymphatic, cardiovascular, renal, digestive, respiratory, nervous, endocrine, reproductive, and exocrine.) Conduct a class discussion on the importance and responsibility of keeping all systems healthy and working.

Stage 1: I explore**1 Name as many organs in the human body as you can.**

Turn this into a fun activity. Have students work in groups of four. Make sure each group has a bilingual dictionary with them. Call out a letter. Give students only two minutes to find words. Students should look for words that name bodily organs. Have students run to the board and write the words that name organs in the human body beginning with the letter you mentioned. Make sure to write a list yourself before class so that you know in advance which letters to use. (Some organs: appendix, brain, eye, heart, liver, mouth, nose, pancreas, skin, trachea, uterus, skin, etc.). Give a point for every correctly spelled word on the board and give a big round of applause to the winning team. Use the words written on the board as further reference. Review them with the students and elicit information about these organs.

Stage 2: I think**2  Listen and number the body systems in the order you hear them.**

Work with the students to help them understand what a body system is. Ask: *To what body system does the stomach belong?* Ask similar questions so that students identify different systems. Use the vocabulary students came up with in the first activity. Ask students to open their Student's Book to page 155. Focus the students' attention on the images. Ask them to describe them out loud. Have students go over the directions. Make sure they all understand what they have to do. Remind them you will play the audio three times. Play the Class CD. The first time you only want them to listen. The second time is for students to complete the activity and the third time you play it students will be able to proofread their work. This activity will help students establish the relation between illustrations and text. Have volunteer students read the answers out loud. Invite the rest of the group to agree or disagree. Have a volunteer student write: *digestive system / respiratory system / skeletal system* on the board.

Answers: 2 1 3

3  Listen again and answer the questions.

Review with students what the audio you played for Activity 2 was all about. Elicit information from students. Draw a chart on the board, including body systems and body organs. Make sure students remember the difference. Ask students to remember more details from the audio. Explain that they will listen to the audio again. Play the Class CD again. Tell students you will play it twice. Have a volunteer student read the directions aloud. Make sure all students understand what they have to do. Play the Class CD. Check answers by calling on different students. Have them read the questions and the correct answers out loud. This activity

will help students define topic, purpose, and intended audience.

Answers: 1 a 2 b 3 c 4 b

4 Listen again and match the words to the systems.

Have students work in pairs. Tell students this activity will put information together and increase their vocabulary. Advise students you will play the audio twice. The first time students will only listen and the second time they will work on the activity. Have students close their Student's Book, play the Class CD, and ask them to raise a hand every time they hear a body system mentioned. When they hear a body part mentioned, ask them to raise both hands. This way you know that students identify new words. Ask students to open their Student's Book to page 156. Have a volunteer student read the directions out loud. Make sure all students understand what they have to do. Play the Class CD. Ask students to help each other matching the words to the systems. Have students complete the activity. Have them compare answers in pairs. Check answers with students. Students will establish the relation between illustrations and text.

Answers: **respiratory system:** chest, lungs, oxygen, breathing **digestive system:** stomach, small intestine, food, large intestine **skeletal system:** skeleton, bones

Teaching Tip

Teach students that many words have the same origin. These words are called cognates. English borrows many words from Latin and this is why there are so many English-Spanish cognates. Examples: hospital (Eng.) hospital (Sp.) delicious (Eng.) delicioso (Sp.)

5 Look back at Activity 4 again and circle the words that are similar in your language.

Have a volunteer student read the directions out loud. Make sure all students understand what they have to do. Focus students' attention on the words in Activity 4. Ask volunteer students to read them out loud. Remind students what cognates are. Give time for them to circle the words that are similar in their language. Have them use determiners, verb forms (passives, participles) and adjectives to point out these words: This word is written the same in Spanish. Do you think that word sounds like its equivalent in Spanish?

Answers: respiratory system digestive skeletal skeleton intestine oxygen

Analyze

6 Look at the table and complete the sentences with the correct word.

Present the table to the students and guide them. Point out when *this*, *that*, *these*, and *those* are used. *This* and *these* are used when objects are near the person talking, while *that* and *those* are used when the object is farther. Have them look at the examples. Have students read the directions. Make sure they understand what they need to do. This activity will make students use demonstrative determiners. Have students complete the sentences individually. Call on different students to come up and write the complete sentences on the board. Invite students to make any corrections.

Answers: 1 These 2 This 3 that 4 those

Warm up

Welcome students to class. Have them sit in groups of four. Write the words *Healthy / Unhealthy* on the board. Give students 10 minutes to write healthy and unhealthy things people do and what organ and system these actions affect. Example: *Unhealthy:* drinking alcohol—affects the liver / *Healthy:* drinking water—helps kidneys / *Unhealthy:* smoking—affects lungs and bones, respiratory and skeletal systems / *Healthy:* swimming—helps bones and muscles. Have students come up to the board and write their findings. Ask the rest of the class to give their opinion.


Stage 3: I do

7 Complete the description with *this*, *that*, *these*, or *those*. You can use a word more than once.

Have students open their Student's Book to page 157. Focus students' attention on the picture. Ask students to describe what they see in the illustration and what they think is happening. Students should analyze graphic and textual components. Go over the directions with the students. Remind students to go through the text first. Tell them to understand what it is about before they complete it. Have students work individually. Give students enough time to complete it. In pairs have them compare answers and discuss if they find a

discrepancy. Refer students to the Glossary on page 172 to clarify the meaning of words.

Answers: 1 these 2 this 3 these 4 that
5 those

8  **Work in pairs. Read the description in Activity 7 again and make notes. Then use the diagram to talk about the digestive system.**

Have students sit in pairs. Have volunteer pairs come up and remember what they read in the text in Activity 7. Remind them the text is about the digestive system. Have both students describe the complete process beginning with the mouth. If they forget any part, have that pair sit and invite another pair to begin and tell the process. The pair that completes the explanation gets a big round of applause from the group. Help students explain comprehension strategies. Did they start at the beginning or the end? Did they divide the description in parts? Tell the class to read the directions carefully. Make sure students know that this activity is based on Activity 7. Tell students to sit face to face and talk about the digestive system and how to keep every part of it healthy. Example: I keep my mouth healthy by brushing my teeth three times a day and visiting the dentist twice a year. You can use this activity as Portfolio evidence for the final product.

Stage 4: Ready!

9 Work in groups. Answer the quiz and compare your results.

Have students open their Student's Book to page 158. In this activity, students will explain comprehension strategies. Have students sit in groups of four. Ask students to read the directions. Tell students you will give them some minutes to discuss the questions first. Then you will give them enough time to answer. Have teams write their answers on a piece of paper. Tell students they must come to only one answer for each question. Have students compare their results with classmates from other groups. Ask different students for answers to the quiz. Have a volunteer student write them on the board. Check spelling.

Answers: 1 digestive, respiratory, and skeletal
2 digestive 3 one 4 six meters 5 esophagus
6 large intestine 7 in the mouth 8 saliva 9 cows
have four stomachs 10 mouth, throat, esophagus,
stomach, small intestine, large intestine

10 Work in pairs. Talk about the body systems you know. Discuss your opinion on the most important one.

Have students remember how to form comparatives and superlatives. Remind students that one syllable regular adjectives use the ending *-er* and the word *than* to compare and the ending *-est* and the word *the* to show the superlative form. Example: *Jim is taller than Ed. Jim is the tallest boy in school.* Have students remember that there are irregular adjectives that don't follow the previous structure. Example: *good / better / best-bad / worse / worst*

Have students work in pairs and tell them to read the directions carefully. Call on a student and ask: *What do you have to do to complete this activity?* Have each student first share with their partners what they know about body organs. Tell students they will have enough time to discuss. Walk around the room and help students if needed. Have students write their opinions down and share them with the class. Correct any pronunciation or grammar mistakes if necessary. Refer students to the Bibliography on page 192 and tell them to use the links in this section to learn more about the topics in this unit.

Extra Activity

Have students write a slogan for healthier habits. They can write simple sentences to encourage healthier eating or doing more exercise. They can be funny or have rhymes. To help students with new structures, have them work together as a class to write a sample slogan using the new grammatical structures and vocabulary from the lesson.

Time: 10 minutes

11 Reflect on your learning. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the two questions in Activity 11 regarding strategies for understanding difficult words. Read the questions out loud and allow time for students to develop their written response in their notebooks. If possible, ask them to have a special part to collect reflections. Ask for examples from volunteers of how they handle difficult vocabulary.

Answers may vary.

Achievement:

- Propose and answer questions about the human body systems.

Teaching guidelines:

Provide examples and models regarding ways of using cognitive strategies and communicative skills to learn how to:

- Extend repertoires of words and expressions.
- Make and answer questions to describe components.

- Use demonstrative determiners, verb forms (passives and participles) and adjectives (comparative and superlative) in questions and answers.
- Reflect and act for their own and others' physical benefit.
- Exchange points of view.

Material:

- Notebooks

**Warm up**

Write: *It's written on your face*. Explain the meaning of this common expression. Tell students that feelings show on our faces. Have some volunteer students come up to the board and draw faces that show different feelings (happiness, anger, sadness, etc.). Ask students to sit in pairs. Tell them each should show different feelings. Ask them to read each others' faces and to focus on what parts of the face move to show the different feelings (eyebrows, mouth, nose, eyes, forehead, etc.). Call on students to talk about what they found out.

Stage 1: I explore**1 Look at the picture and discuss the questions.**

Review with students what they learned about body systems and organs. Elicit as much information as possible. Have students make questions to their classmates on this topic. Have students compare and explain body systems. Ask students to open their Student's Book to page 159. Have them focus their attention on the picture and explain what they see. Ask students to work in pairs. Give them time to go through the questions and ask them to answer. Check answers by having students mention their conclusions.

Stage 2: I think**2 Read the article and circle T (True) or F (False).**

Write: *Respiratory System*. Elicit information from the students about this body system. Write their answers on the board for further reference. Ask students to read the directions. Give students time to silently read the text individually. Ask students to highlight or underline words they do not understand as they read. Have volunteer students read the text out loud. Stop the reading when you consider it necessary. Ask specific questions to make sure students understand the text. Have students

form pairs to discuss and answer the questions. Have volunteers report the answers back to the class. Refer students to the Glossary on page 172 to clarify the meaning of words.

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

3 Answer the questions with words from the box.

Write the words from the box on the board in a single line to form five columns (*nose and mouth, windpipe, bronchi, blood, and carbon dioxide*). Ask students where these body parts are located and what they are for. Have students make and answer questions to describe components of these body systems. Elicit the information from the students and write it under the corresponding word. Keep the information for further reference while working on this activity. Ask students to open their Student's Book to page 160. This activity will extend repertoires of words and expressions. Direct the students' attention to the words in the box. Have students answer the questions. Remind them to use only words from the box. Give students enough time to answer. Check answers.

Answers: 1 bronchi 2 blood 3 nose and mouth 4 carbon dioxide 5 windpipe

4 Look at the sentences. Find and underline similar sentences in the text on the respiratory system in Activity 2.

Direct students' attention to the sentences. Have volunteer students read them out loud. Check comprehension. Have students read the directions. Make sure they all understand what needs to be done. Have students form pairs to complete this activity. Explain that the sentences in Activity 2 will not be exactly the same as the ones in Activity 4. Tell students they will find similar sentences rather than identical ones. This will help students extend repertoires of words and expressions.

To check answers, have students write the pair of sentences from Activities 2 and 4 on the board.



Answers: When we breathe, air is taken in through the mouth and nose. Then, the oxygen is taken to different parts of your body by the circulatory system. They are situated in the chest cavity.

Intercultural Note

Air pollution in the 21st century is one of the main health concerns especially in highly populated cities. Air pollutants attack the respiratory system and aggravate symptoms of diseases such as asthma. It is well known that toxic fumes in the air we breathe are to blame for the increase of lung cancer over the last 20 years. This type of pollution not only puts at risk our respiratory system, but also our cardiovascular system and our central nervous system.

Analyze

5 Complete the sentences with words from the box.

Write a sentence using passive voice on the board. Example: *The road is being repaired.* Have students analyze the sentence. Encourage students to say what they notice. Have them focus on the structure of the sentence. Ask: *Is it important to know who repaired the road?* Write as many examples as needed. Use demonstrative determiners, verb forms (passives, participles) and adjectives (comparative and superlative) in questions and answers. Have students analyze when passive voice is used and how it is formed. Read through the directions and have students work in pairs to complete the sentences with words from the box. Check answers. Have a volunteer student read the complete sentences.

Answers: 1 passive 2 action 3 who 4 by

Teaching Tip

Passive sentences are used when:

- The noun that performs the action is not important: Prizes were given.
- We don't know who performed the action: The ring was stolen.
- We know for sure who performed the action: The window was broken by his son.

Warm up

Welcome students to class. Make students feel happy in their classroom. Tell students you will divide the class into two groups. Ask for one volunteer student from each group to come up to the front of the room. The two students should face the rest of the students. Meanwhile write the name of a body organ on the board. Students sitting have to define the word. Volunteer students have to guess what the word is. The first to correctly identify the word wins the round. Repeat the process as many times as you like.

Stage 3: I do

6 Circle the important words. Look at the example and rewrite the sentences.

Have students open their Student's Book to page 161. Read through the directions. Have students take a quick look at the sentences. Have them point out the important words in each sentence. Ask students to mention these words out loud. Have students focus their attention on the examples. Have volunteer students explain how they should rewrite the sentences. Explain how the passive voice is used in articles. Have students work in pairs. Have them decide which words should be circled. Give them enough time to rewrite the sentences.

Check answers by allowing students time to share their sentences with other classmates.

● MEDIA RESOURCES

Answers: 1 circle: tiny blood vessels and the oxygen **sentence:** The oxygen is absorbed by tiny blood vessels. 2 circle: the respiratory system and carbon dioxide **sentence:** Carbon dioxide is expelled by the respiratory system. 3 circle: muscles and oxygen **sentence:** Oxygen is needed by all our muscles. 4 circle: diaphragm and lungs **sentence:** Lungs are supported by the diaphragm. 5 circle: blood and oxygen **sentence:** Oxygen is carried around the body by blood.

7 Use the words to write questions.

Have students work in small groups of four. To activate previous knowledge have students ask questions about the body systems to each other. Tell students they can use their materials to find the answers. Walk around and make sure questions and answers are structured correctly. Draw students' attention to the scrambled sentences. Ask: *How can you identify the first word in each question?* Read through the directions and make

sure all students understand what they have to do. Have students work individually to unscramble the words. Students will use demonstrative determiners, verb forms (passives, participles) and adjectives (comparative and superlative) in questions and answers. Check answers. Have volunteer students write the questions on the board.

Answers: 1 Which organs are the most important in the respiratory system? 2 Which body system enables us to breathe? 3 Why is the left lung smaller than the right lung? 4 How is oxygen carried from the lungs to the rest of the body? 5 What is expelled by the respiratory system?

Teaching Tip

Unscrambling sentences is an ability not all students have. It is fun to do but don't use it to test students.

8 Work in pairs. Use the questions in Activity 7 to test your partner's knowledge of the respiratory system.

Quickly have students review what they know about the respiratory system. Elicit that students talk freely. Have them make and answer questions to describe the respiratory and other systems. Tell them they will write the answers in their notebooks. Go through directions. Have students choose who they want to work with. Walk around the room. Make sure all questions are from Activity 7.

Answers: 1 lungs 2 respiratory 3 to make room for the heart 4 through the blood 5 carbon dioxide

Stage 4: Ready!

9 Work in pairs. Read the text and look at the diagram. Then write five questions about this body system in your notebook.

Have a volunteer student draw a brain on the board. Have students say all they know about this fantastic organ. Write the information students give and create a graphic organizer about the brain. Tell students to use their own words to explain how this organ works. Explain that like any other organ the brain belongs to a system. Have students

guess what system the brain belongs to. Have students open their Student's Book to page 162. Draw the students' attention to the diagram. Ask: *What can you see in the diagram?* Have students work with a partner. Ask students to read the text silently. Tell them they will read to learn details about the nervous system. Give students a few minutes to discuss what the text says. Have them isolate one thing they didn't know about this system. Ask them to share the information with another pair of students. Ask students to go back to their original partner and together write five questions related to the nervous system text. Students will learn to make questions to describe components. Tell them to use their notebooks. Refer students to the Glossary on page 172 to clarify the meaning of words.

Answers may vary.

10 Work with another pair. Ask and answer each other's questions. Make notes of your answers.

Have students stand behind their chairs. Ask them to stretch their arms and legs while they breathe in and out deeply several times. Tell them this will bring oxygen to their brain. Have students reflect on how all body systems are related and work together. Have students give their opinion in their own words. This will make students reflect and act for their own and others' physical benefit. Ask students to read the directions. Tell students to work with another pair. Ask them to use the questions they wrote to question their classmates on the nervous system. Students will exchange points of view. Walk around the room and help. You can use this activity as Portfolio evidence for the final product.

11 Reflect on learning. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 about the human body and English texts. Read the questions out loud and allow time for students to develop their written response in their notebooks. Ask for examples from volunteers of texts they can read in English about the human body.

Answers may vary.

**Achievement:**

- Write notes to describe human body systems.

Teaching guidelines:

Help your students understand that writing is a process that involves time and practice and can change from individual to individual or depending on the purpose and intended audience. Inspire security and support your students for them to be able to:

- Write and/or rewrite sentences to describe components, summarizing information from sources.

- Use verb forms (present) and nouns (with or without determiner, compound, countable or uncountable) in the writing of notes.
- Organize terms and descriptions in tables.
- Establish a number of descriptions based on illustrations.
- Order sentences to compose notes and relate them to pictures.
- Assess own work and that of others.

Material:

- Dictionary, notebooks

nose, etc. Check answers. Focus on the spelling of the words.

Answers: 1 face 2 hand 3 chest 4 knee
5 head 6 arm 7 leg 8 foot

Stage 2: I think**2 Read the article and circle the sentence that best describes what it is about.**

Write *Skeletal System* on the board. Encourage students to come up to the board to draw a skeleton and to write creative, fun, or informative sentences about skeletons. Example: *Skeletons dance happily on the Day of the Dead*. If possible use color markers or chalk. Go through the instructions. Tell students you will read the text out loud the first time. Model reading helps students with pronunciation and intonation. Stop reading once in a while to check comprehension by asking specific questions to the students. Then have volunteer students read it out loud again. Ask them to circle the sentence the second time they read the text. Give students a few minutes to circle the sentence that best describes what the article is all about. Call on a student to check the circled sentence. Open a short class discussion about the skeletal system. Refer students to the Glossary on page 172 to clarify the meaning of words.

Answer: 2

3 Read the definition and circle the compound nouns in the article in Activity 2.

Have students open their Student's Book to page 164. Write the following words on the board: *dishwasher, seashell, leftovers, goldfish, tablespoon, and cowboy*. Encourage students to reflect how these words are formed. Elicit from students that compound words are a combination of two words. Go through the directions. Make sure students understand what

Warm up

Welcome students to class. Tell students they will play Find Someone Who and explain the rules. Write: *broken bone* on the board. Have students move around the room asking their classmates if they have ever broken a bone. Allow students to use a dictionary to find out the names of the broken bones mentioned. They can also mention the part of the body where the bone is. Example: an arm bone. After a few minutes have students go back to their places. Have them draw one of their friend's or family fractures. Ask them to write the bone's name. Display the drawings around the room. You can repeat this process with finding someone who has had an operation and students can include people in their family or friends outside school in the list.

Stage 1: I explore**1 Label the diagram with the names of the parts of the body.**

Give students only two minutes to name as many body parts as they can. Have a volunteer student write them on the board. This brainstorming will help students get ready for the activity. Have students open their Student's Book to page 163. Ask them to focus their attention on the diagram. Have students describe the girl in the diagram. Ask: *Do you think this girl is healthy? Why do you think so?* Have a volunteer student read the directions. Make sure all students understand what to do. Give students time to label the diagram. As students are working, walk around the room monitoring their work and helping them if needed. After they have finished labeling the parts of the body, play a quick round of *Simon Says* so students can recognize the parts of their body in a more fun way. Have a couple of students be "Simon" so they can make sentences like: *Touch your ears, Simon says touch your*

they have to do. Have a volunteer student read the definition out loud to the rest of the class. Have students go to Activity 2 and work individually. Check answers by having students come up to the board to write the compound words they found. Accept students' opinions. Have students write sentences using the circled compound nouns to describe components or summarize information from sources.

Answers: backbone bone marrow spinal cord

Intercultural Note

Bones' best friend is sun exposure! Believe it or not whenever we are exposed to sunlight without sun screen our body produces vitamin D, essential to build healthier and stronger bones. Scare away the fear of fractures with a 15-minute daily exposure to sunlight. People with very fair skin will need less time. This is how it works: vitamin D is in charge of calcium absorption which is what bones need to stay strong.

4 Number the body parts as they appear in the text in Activity 2. Label them and write the most relevant information.

Have students form groups of four to work on this activity. Remind students that this too will be related to Activity 2. Before they begin working ask students to mention the organs that appear in Activity 2. Tell them not to look at the text. Now tell students to go to their Student's Book. Call on a student to read the directions. Make sure all students understand what they have to do. Give students enough time to work on this activity. Walk around the room to make sure they are writing the body organs correctly. Go to each team and talk with students about the different body parts shown in the pictures. To check the work, have students read out loud the words as they show their book with the picture to the rest of the class.

Answers: 4 2 3 1

Analyze

5 Read the sentences and circle the correct option.

Tell students they will learn when to use and not to use the word *The* before a noun. Have students think of a sentence with the word *The* before the noun. Write the students' examples on the board. Analyze each sentence with them. Tell students to take notes for further reference. Make sure they understand. Invite students to work in pairs. Ask

students to circle the correct answer and complete the activity. Give students enough time to read, discuss with their partner, and answer. Check answers by calling on students to read the correct answers.

Answers: 1 use 2 don't use 3 use

6 Complete the sentences with *the* when necessary.

Have students focus their attention on the notes they took. Review the usage of *The*. Elicit examples from the students and analyze them together. Ask them to remember Activity 5 and repeat the rules. Ask students to open their Student's Book to page 165. Have students work alone or in pairs to complete the activity. Let it be their choice. This will make students responsible for their own choice and happy to work. Make sure all students understand what they need to do. Have volunteer students read the sentences out loud while the rest of the class completes them. Call on students to read the complete sentences. Use classmate correction if needed.

Answers: 1 Not necessary 2 The 3 The
4 The 5 Not necessary

Teaching Tip

Some students can't think of their own examples or situations when they are asked to participate in class. Help them by giving them key words to trigger their own thoughts. Example: books, TV shows, family, friends, trips etc.

7 Read the definitions and classify the words from the box in your notebook. Write *Countable* and *Uncountable* as titles for each column.

Tell students it is *counting time!* Have students sit in groups of four. Divide the room in as many sections as groups of students there are. Remind students of the difference between countable and uncountable nouns. Tell them that *a* or *an* cannot come before uncountable nouns. Tell students they will write an inventory of all the school objects in their section. Give them a limit of time to do this. Write the words *countable* and *uncountable* on the board. Once students finish have some students read their inventory and write the objects under the correct heading. Have students read and understand the directions. Have volunteer students read the definitions out loud. Give students time to complete the table. Refer students to the Glossary on page 172 to clarify the meaning of words. Make any



corrections if necessary. Have volunteer students come up and explain what countable and uncountable nouns are. Give a big round of applause to these students.

Answers: **countable:** skull, stomach, heart, lung
uncountable: blood, bone marrow, acid, oxygen, carbon dioxide, cartilage

Warm up

Tell students you will play the bone chain game. The whole class will play together. The game is about saying what bones are connected. Explain each student in the class will mention one connection. Example: *The ankle bone is connected to the leg bone.* Next student will take the last bone mentioned to make the next sentence. Example: *The leg bone's connected to the hip bone.* And so on. Keep the game going for as long as you want. Allow students to help each other if needed.

Stage 3: I do

8 Complete the table with information you learned in the lesson.

Open a class conversation with students. Talk about all they have learned about body systems and organs. Ask: *Is this information useful? How can you use what you know in your daily life? What will you avoid to be healthier?* Ask students to open their Student's Book to page 165. Have students work individually as the activity should reflect what each has learned. Read through the instructions. Tell students they will have enough time to think and then complete the descriptions. Students should organize terms and descriptions in tables. Check answers. Call on students to read their descriptions out loud. Have students check they use correctly verb forms (present) and nouns (with / without determiner, compound, countable / uncountable) in the writing of notes.

Answers may vary.

Stage 4: Ready!

9 Use the keywords to write sentences that summarize the information about the skeletal system. Exchange your summary and check your partner's sentences.

Ask students to open their Student's Book to page 166. Go through the instructions. Make sure students know what the keywords mean.

Make students try to summarize the information orally. Allow input from other students. Check that the information is real and clear. Have students write the sentences and establish a number of descriptions based on illustrations. Remind them to use verb forms (present) and nouns (with / without determiner, compound, countable / uncountable) in the writing of sentences. Give students enough time to write.

10 Work in pairs. Use the sentences in Activity 9 as a draft to write notes about the article from Activity 2.

Remind students that summarizing is not about writing every single detail. Make sure students understand a summary should have only relevant information. Guide them through the instructions. Have students write the summary in their notebooks. Have students read their summaries out loud. Allow feedback from classmates and from you. Invite students to share their summaries with their classmates. You can use this activity as Portfolio evidence for the final product.

Extra Activity

Have students work in pairs. Ask students to create a comic strip where the main character is a specific bone. Have students present their work to the class. Place the comic strips in a visible point in the classroom so all students can read and enjoy them.
Time: 10 minutes

11 Reflect on your writing skills. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding notes about body diagrams. Read the questions out loud and allow time for students to develop their written response in their notebooks. Ask for examples from volunteers of ways to make notes clearer.

Answers may vary.

Achievement:

- Edit diagrams in teams and with the guidance of the teacher.

Teaching guidelines:

Allow your students to discuss their own texts and give feedback for them to be able to:

- Promote respect and collaboration in school work.
- Value the use of punctuation marks.

- Spot and clarify doubts.
- Take off or add information to improve their notes.
- Adjust language according to purpose and intended audience.
- Evaluate the progress in English proficiency.

Material:


- Dictionary, notebook, pieces of paper



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Warm up

When you are sick you may use home remedies to help you feel better. Tell students how home remedies are an important part of culture. Grandparents pass the information to their children and the chain begins. Herbal infusions, ointments and massages are only a few examples. Have students gather in small groups. Ask them to remember what home remedies they have taken, who gave them, and what for. Give students enough time to talk about their experiences. Have each group write a summary of their experiences in this area. Walk around the room helping students if needed. Have teams exchange their summaries. Ask students to write positive feedback on the back of the paper where the summary was written. Have some volunteer students read their summary aloud.

Stage 1: I explore**1**  **Read and follow the instructions. Compare your results with your classmates.**

Write *circulatory system* on the board. Elicit information from students about this system. Have students say what organs are involved in this system. Tell students the heart is the main organ in this system. Death is declared when the heart stops beating. Ask: *What daily events make your heart beat faster than usual?* Some answers they may give are exams, someone you love, being afraid, etc. Ask: *Where do you feel the heart beat?* Have students open their Student's Book to page 167. Go through the instructions and make sure students understand what they have to do. Have students tell you when they feel their pulse. Work on this activity in pairs. Tell students to help each other. Have students report their experience.

Answers depend on individual heartbeats.

Stage 2: I think**2 Read the blog and underline the sentence that does not belong in each note.**

Write the word *blog* on the board. Elicit information from students on what a blog is. Write the key words students mention around the word *blog*. Ask the class to read the instructions carefully. Tell students there is an odd sentence in each text and they should find it. Model the reading of both texts. Make sure students are following the reading by making them continue reading. Stop once in a while to check comprehension. This practice allows students to take off or add information to improve their notes. Refer students to the Glossary on page 172 to clarify the meaning of words. Ask students to read the texts again silently. Check answers by calling on students to read the underlined sentence.

Answers: **digestive system:** The heart is about the size of a fist. **circulatory system:** The small intestine is a long tube.

3 Work in pairs. Label the diagrams with words from the box.

Have students work in pairs. Ask students to focus on the diagrams. Have them tell you what body systems the diagrams represent. Have students mention general characteristics of each system. Have a volunteer read the instructions out loud. Ask students to explain what the activity is all about. Draw students' attention to the words in the box. Allow students to use a dictionary in case they find an unknown word. Give students time to label the diagrams with words from the box. Check answers by having students read the labels as they show the diagrams. Allow classmate correction.

Answers: 1 heart 2 veins 3 arteries
4 stomach 5 small intestine 6 large intestine

Intercultural Note

Ancient Mesoamerican peoples such as the Aztecs and Olmecs used herbal and organic remedies. They used natural healing methods that included plant treatments, *temazcales* and shaman rituals, and beverages that included animal and herbal elements. Discuss with your students which ancient remedies they know from prehispanic or other ancient civilizations.

4 Complete the text with a sentence from the box.

Draw a big heart on the board. Give students three minutes to run to the board and write as many words related to heart as they can think of. Ask them to write all the words inside the drawing. Ask students to open their Student's Book to page 168. Draw students' attention to the sentences in the box. Have a volunteer student read them. Ask students to work on this activity individually. Check the activity by having students read the complete text. Allow classmate correction.

Answer: 1 It beats 72 times per minute.

5 Work in pairs. Circle the mistakes in the sentences. Then write the correct sentences in your notebook.

Go over the instructions with them. Tell students they will work in pairs you will form. Have a volunteer student explain what the activity is all about. Have volunteer students read the sentences. Give students time between the reading to think and find the mistakes in the sentences. Tell students that the mistakes they should look for are not grammatical or spelling mistakes. The mistakes they should be looking for are conceptual mistakes that have to do with facts about the functionality of a human body system. This activity supports the language skill to spot and clarify doubts. To check the answers call on students to write the correct sentences on the board.

Answers: 1 **circle:** The circulatory system
correction: The digestive system 2 **circle:** carbon dioxide
correction: blood and oxygen 3 **circle:** small intestine
correction: throat 4 **circle:** longer
correction: shorter 5 **circle:** 190 **correction:** 206

Analyze**6 Write the examples from the box under the correct rule.**

Open a class discussion on the importance of muscles. Have students discuss their role in the body. Ask: *Who has ever hurt a muscle?* Have students answer mentioning as many details as possible.

Read through the instructions. Have volunteer students read out loud the examples in the box. Have students reflect on what rule corresponds to each sentence. Give students enough time to answer individually. Remind them to use the Glossary on page 172. To check answers call on students to read each rule and the example that goes with it.

Answers: 1 Blood carries oxygen and food to the body's organs. 2 What does the heart do?
3 There are muscles in your arms, in your legs, in your neck, and in your back.

Warm up

Tell students there are common idioms in English that mention body parts. Write the following on the board: *keep an eye on / get something off your chest / cold feet / all ears / make my blood boil / cost an arm and a leg*. Tell students to use a dictionary to find out what these expressions mean. Help students by writing on the board an example sentence for each one.

Encourage students to illustrate them. Tell them their drawings should show their meanings.

Stage 3: I do**7 Label the diagrams with words from the box.**

Ask students to open their Student's Book to page 169. Direct the students' attention to the word box. Ask students to identify the words. Refer students to the Glossary on page 172 to clarify the meaning of words. Have students go through the instructions. Ask students to work in pairs. Have students label the diagrams. Check answers by having students share their work with other classmates. Allow classmate correction.

Answers: 1 brain 2 spinal cord 3 nerves
4 windpipe 5 bronchi 6 lung

Teaching Tip


Write on the board: *Is the system nervous?* Have students play with words. Make them see that the meaning changes whenever words are in a different order. Ask students to move the words around and find a different combination and meaning. Remind students to check the word order of their sentences for correct meaning. This habit will help them to evaluate their progress in English proficiency.

8 Work in pairs. Write the correct punctuation in the texts. Have a classmate give you feedback.

Make students aware of the importance and value of punctuation. Have students select any text in the Student's Book. Ask a volunteer student to read this text without using punctuation. Ask: *What did you notice?* Have students share their experience with each other. Go through the instructions. Make sure students know what they are expected to do. Tell students they will correct the following texts by writing the correct punctuation elements. Remind students to work in pairs. This activity teaches students to value the use of punctuation marks and standard spelling. Once they have finished, check the activity by having volunteer students copy the corrected texts on the board.

Answers: **The Respiratory System:** What do the lungs do? They bring oxygen into the body. The left lung is smaller than the right lung, to make room for the heart. The lungs get bigger when they fill up with air. **The Nervous System:** What does the brain do? It sends and receives messages from all over the body. It controls everything in the body, including the heart, the lungs, and the stomach.

Stage 4: Ready!

9  Work in small groups. Read the text and write notes to explain the diagram. Edit your notes with your teacher's help.

Ask students to open their Student's Book to page 170. Tell students they will work in pairs. Have students read the text to label the parts of the brain in the diagram. Suggest that they first read it in silence. Tell students you will read the text out loud to model the reading. Have students label the brain diagram. Check the activity by asking

students to show their work to other students. Have them compare the labeled diagrams. Encourage classmate correction. Walk around to make sure students' work is correct. Promote respect and collaboration in school work. Refer students to the Glossary on page 172 to clarify the meaning of words. You can use this activity as Portfolio evidence for the final product.

Suggested answers: **1 Name:** Cerebellum **Description:** It controls your balance, movement, and coordination. **2 Name:** Cerebrum **Description:** It makes up about 85% of the brain's weight. It controls your thinking. **3 Name:** Brainstem **Description:** It controls things like your breathing, digestion, and blood circulation.

10 Reflect on your work. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the two questions in Activity 10 about helping others respectfully. Read the questions out loud and allow time for students to develop their written response in their notebook. Ask for examples from volunteers of how to be respectful when helping others.

Answers may vary.

Extra Activity

Have students write a short summary in groups about how to keep the system of their choice healthy and efficient. Have them make as many copies as there are groups in the room. Give a copy to each one of them.

Time: 10 minutes



● MEDIA RESOURCES

PART 1  **Now you know ...**

Ask your students to open their Student's Book to page 171. Have each student get out their notebook and go back and collect the portfolio activities they created throughout Unit 9. Guide students to find these four samples by reviewing the list of achievements in Part 1 and have students check the box for each example they collect. These four examples of portfolio work include: texts about systems they revised (Activity 8, page 157), questions and answers they created (Activity 10, page 162), notes to describe a system (Activity 10, page 166), and a diagram (Activity 9, page 170).

Put students in groups of three and arrange it so that each group contains different levels of writing skills—the idea being to mix levels of writing abilities in each group so that strong, medium, and weak students can help each other with peer corrections and support while practicing note taking skills for the final product. Tell each group to quickly organize themselves and to select a team leader and name for their group. After a few minutes ask team leaders to write the name of their group on the board. Then have students exchange notebooks within their groups to review and compare each other's portfolio work.

PART 2 Make it yours.

1 Work with your group. Use the skills in the "Now you know ..." section to create notes for a human body system diagram.

Have students work in the same groups as Part 1 (with the same group names they selected) but tell them to elect a new team leader for this part of the final product. Ask the new team leaders to write the name of their group on the board. Explain that each group is responsible for editing and improving their notes about a system. Challenge students to combine their talents and have each group create a new portfolio example for their notes to describe a diagram. Have groups revise and finish their joint collaboration to create an improved portfolio example of notes to explain a system they studied in this unit. Make sure students include a copy of this new improved writing sample in their notebooks.

2 Present your notes to your classmates. Check their notes and suggest ways they can improve them.

Explain that groups will present their notes to each other based on the following system: go to the board and connect the names of two (or three) groups by drawing a line to them. Have students present their notes in these larger groups as you walk around the room to supervise and help. Encourage positive feedback. Call on random students to share their suggestions for ways to improve the notes of their classmates.

PART 3 Assessment

In the Student's Book, you can use the following activities on page 171 to assess your students' progress.

Achievements and Product

1 Read the statements and think about your performance throughout the unit. Complete the graphic organizer and comment how each skill has helped you.

Help your students assess their performance by filling in the boxes with ways the achievements can be useful for them. Give them some ideas, such as:
If you can understand information in diagrams, you can name different parts of the body to a doctor.

Social Practice

2 Think about your notes about a human body diagram and answer the questions in your notebook.

You can have students answer the questions in their notebook and then discuss their answers in small groups so they can give each other ideas. This can be a good chance to listen to them and give each other advice.

In the Teacher's Guide, you can find the following tools for evaluation purposes:

- The suggested Assessment Instrument on page 176 can be useful to check students' progress for each achievement.
- You can also use the Exam on page 177 to globally assess your students' skills and vocabulary related to the human body.



Student's name _____ Date _____

1 Read the following text about the circulatory system and answer the questions.

(16 points, 2 each)

The circulatory system includes the heart, vessels, muscles, and blood. The heart is the most important muscle in this system. It pumps the blood through different types of blood vessels. Arteries are blood vessels that carry blood from the heart. Veins are the blood vessels in charge of carrying blood back to the heart. Capillaries are very thin blood vessels that feed the cells and take away their waste. Blood flows around our body carrying blood cells, nutrients, and oxygen. Blood consists of plasma, platelets, and blood cells.

- 1 The blood, heart, muscles, and vessels are part of the _____.
- 2 The heart is the most important _____ in this system.
- 3 Blood is sent around your body by a special muscle called the _____.
- 4 Blood vessels that carry blood from the heart are called _____.
- 5 The blood vessels in charge of carrying blood back to the heart are called _____.
- 6 _____ are thin blood vessel that feed the cells and take away their waste.
- 7 Oxygen and nutrients that our body needs are provided by our _____.
- 8 Blood cells, platelets, and _____ are part of our blood.

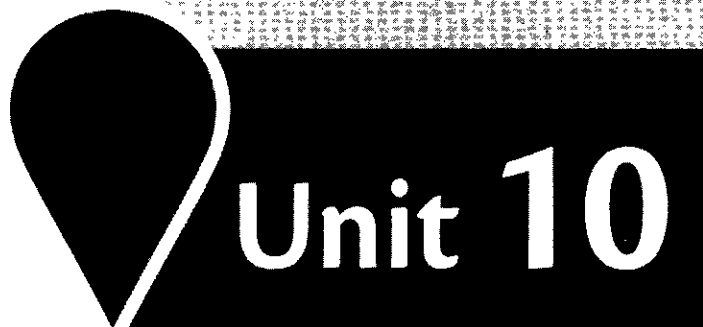
2 Fill in the blanks with the words from the box.

(4 points, 1 each)

this that these those

- A Did you hear (1) _____ ?
 B Yes, I did!
- A Did you leave the kitchen windows open?
 B No. (2) _____ windows cannot be opened.
- A Oh no! Again (3) _____ sound!
 B Calm down! (4) _____ noises should have an explanation.
- A That situation is scary!
 B Look! It's Mufasa, the neighbor's cat.

Score: (_____ / 20 points)



Unit 10

SOCIAL LEARNING ENVIRONMENT:
Academic and Educational

COMMUNICATIVE ACTIVITY:
Handling information.

SOCIAL PRACTICE:
Present information about linguistic diversity.

FINAL PRODUCT:
Oral Presentation

CONTENTS REFERENCE

Lessons	Contents	Achievements
Understand	<ul style="list-style-type: none"> - Formulate questions to guide their search of information. - Define criteria to select sources of information. - Evaluate the function of text components (e.g. index, headings, footnotes, bibliography, glossary, etc.). - Locate information that helps responding to questions. - Use strategies to find information (e.g. Look at the index, titles, pictures, etc.). - Develop different proposals that promote consensus. 	<ul style="list-style-type: none"> • Select information.
Focus	<ul style="list-style-type: none"> - Define purposes for reading. - Relate previous knowledge to the text. - Detect frequently used words to anticipate general sense. - Use reading strategies (e.g. Determine the most important information of the text, reread information, infer implicit information, etc.). - Model reading strategies. 	<ul style="list-style-type: none"> • Read information.
Build	<ul style="list-style-type: none"> - Prepare notes and graphic resources that support their presentation. - Classify and compare prosodic resources (e.g. volume, rhythm, clarity). - Define language register. - Revise and practice non-verbal language (e.g. facial expressions, body posture, eye contact, gestures, etc.). - Open spaces for your students to practice giving presentations. 	<ul style="list-style-type: none"> • Rehearse giving a presentation.
Achieve	<ul style="list-style-type: none"> - Make explicit references to the topic and questions of the investigation (e.g. <i>I would like to add ...</i>). - Combine oral interaction with graphic resources and the use of notes to aid their memory. - Use expressions to bring up a topic (e.g. <i>As I was saying ...</i>). - Summarize or extend information to clarify ideas (e.g. <i>Finally ... / Let me say something else ..., etc.</i>). - Invite the audience to formulate questions or make comments (e.g. <i>Now, have your say, Any doubts?, etc.</i>). - Confirm or clarify ideas (e.g. <i>Are you saying ...?, Do you mean that ...; etc.</i>). - Assess strengths in the use of English. - Evaluate own development and that of others. 	<ul style="list-style-type: none"> • Give a presentation.



Fact File

Title: A Very Useful Skill

Summary: Speaking in public can freeze people with fear. We have always felt better and safer in groups. It is when we are exposed as individuals that we feel endangered. There are ways to overcome the anxiety when facing an audience. Not being a natural public speaker doesn't mean you cannot

learn to become one. Master your topic, research, and plan. Make sure your speech is organized into an opening, a body, and a conclusion. Have eye contact with your audience, use your body language wisely, and keep your audience interested. Look and sound confident when you deliver. Practice as much as you can. Volunteer to go first whenever possible and enjoy!

Media Resources

Pre-reading

Write: *Public Speaking* on the board. Invite students to reflect for a few minutes and have them express their feelings about public speaking. Explore if students like it or fear it. Write all the feelings that come from the students on the board to form a brainstorming graphic organizer. Remind students there are no mistakes. Tell students this is how each feels as an individual. Have students support their answers in writing. Ask volunteers to share their answers and then develop a conclusion as a class. Include your own feelings and opinion. Have students work in pairs to compare their answers. Have students sit in small groups of four to share a personal experience concerning public speaking. Have the team write a small summary of the experience of public speaking according to their group.

First Reading

Have students focus their attention on the text title: *A Very Useful Skill*. Elicit points of view from students about the title. Write the words *formal* and *informal* on the board to form two columns. Invite students to come to the board and write situations where they would need public speaking skills. Example: presentation to the school principal would go under formal.

Ask students to follow the reading as you read out loud. Make several stops to check comprehension. As you read have students underline or highlight vocabulary words they don't understand. When you finish reading, have students gather in groups of four. Tell them to go over the words everyone wrote and to use the glossary in the lesson. Have students write the information in their notebooks. Invite them to compare their vocabulary list with classmates from other groups. Have students use these new words to write a few true statements about public speaking based on what they've read. Have students exchange their papers with other groups.

Ask the groups to check if all statements are true according to what the text says. Ask the team who has the paper to correct the statements. Have a volunteer read the statements out loud while others find the section in the text which served as the source.

Second Reading

Give students time to read the text silently on their own. Ask students to analyze the illustrations in the text and explain to the class what they represent. Tell students not to read from the text. This activity will help students interpret images using what they've previously read. What feelings can they see in some of the pictures? How are the people in the pictures preparing to give a speech in front of an audience? Have students form small groups of four. Write an example of an incomplete conversation on the board featuring one speaker being a successful public speaker and the other fearing speaking. Have students work in pairs and complete the conversation. Ask students to use the text as a main source. Tell them to use vocabulary from the lesson and the glossary. Give students enough time to do this. Have volunteer pairs of students come up to the front to act out their dialogues. Congratulate them for their effort.

Activities Answer Key

1 1 F 2 T 3 F 4 F 5 T

2 1 It goes dry. 2 10% 3 It increases your self-confidence and your ability to communicate with others. 4 You lose contact with the audience. People will not enjoy what you have to say. 5 Using a mirror. Recording yourself. Asking friends and relatives to become your audience. 6 Up

3 1 audience 2 heart 3 confident 4 voice 5 mirror

4 Answers may vary.

Achievement:

- Select information.

Teaching guidelines:

Give students enough time to reflect on how to learn to:

- Formulate questions to guide their search of information.
- Define criteria to select sources of information.
- Evaluate the function of text components (e.g. index, headings, footnotes, bibliography, glossary, etc.).

- Locate information that helps responding to questions.
- Use strategies to find information (e.g. Look at the index, titles, pictures, etc.).
- Develop different proposals that promote consensus.

Material:

- Book or dictionary, sheets of paper
- Bag with topics from all the units written on separate pieces of paper

Warm up

Ask: *Have you ever given a presentation? What was it about?* Tell them that this unit will help them make better presentations and be more relaxed while speaking to an audience. Have a bag with topics from all of the units on pieces of paper. Ask students to pick out a piece of paper and say three sentences about the topic they got. Give them a couple of minutes to think about what they are going to say. If they do not remember or have problems talking about a topic have them choose another one to talk about. Tell them it is fine to be nervous, stammer, and get stuck when you are trying to present a topic to other people.

Stage 1: I explore**1 Work in pairs. Look at the pictures and discuss the questions.**

Write *Interests and Hobbies* on the board. Have students explain the difference between these two concepts. Encourage students to brainstorm about these words. Write everything they say. Explain that it is always easier to speak about something we like or know about. Tell students this is why listening closely to what others have to say will expand our knowledge. Have students open their Student's Book to page 173. Direct students' attention to the pictures. Give them a minute to reflect on them. Ask volunteer students to describe them out loud. Ask students to work in pairs. Go over the instructions and make sure all students understand what they need to do. Have volunteer students read the questions aloud. Give students enough time to discuss the questions. Locate information that helps responding to questions. Walk around the class to monitor and help them if needed. Have pairs come up to the front and give their answers to the questions.

Answers: 1 wild animals, musical instruments, outer space Answers 2 and 3 may vary.

Intercultural Note

Use gestures and facial expressions carefully. Find out what they mean in different cultures. Here are some examples. In Japan people bow to each other as they say hello or goodbye. In America, people shake or wave their hands. Putting your thumb and index finger together to form a circle means OK in America but this same gesture means *money* in Asia. The "V" sign means victory and love in America and Asia only when the palm of the hand is facing outwards. If the back of the hand is facing inward it is considered an insult in many cultures. Ask students if they know any other signs that have different meanings in different cultures.

Stage 2: I think**2 Read the article and answer the questions in your notebook. Then circle the three sources of information mentioned.**

Ask: *Where do you search for information about something that interests you?* Elicit different sources from students. Write the sources on the board and add your own. Talk to your students about the importance of research. Formulate questions to guide students' search for information. Tell them that a good research builds good arguments to support their ideas. Focus students' attention on the instructions. Ask students to scan the text. Remind them they will take a quick look at the text. Tell them you will only give them a couple of minutes to look it over. Have them close their Student's Book. Ask students what they think the text is all about. Write their ideas on the board. Have them open their Student's Book again. This time give students time to read the text carefully. Have students complete the activity individually. Check answers. Use classmate correction. Have students compare what you wrote on the board after the scanning with what the text says. Refer students to the Glossary on page 190 to clarify the meaning of words.

Answers: 1 Information about almost any topic.
 2 There is a lot of false information. 3 The librarian
 4 In the contents page. 5 Go to people who know
 about the topic. **Sources circled:** Internet, school
 library, people

3 Choose the best source of information to answer the questions.

Open a short group discussion on what sources of information are available to them. Ask students to reflect on the sources of information their grandparents had. What do they know about sources so long ago? If information is limited, help them out. This activity will help students define criteria to select sources of information. Direct students' attention to Activity 3. Read through the instructions. Have students work in pairs. Give them enough time to reflect on the answers. Go over the answers as a class.

Answers: 1 An encyclopedia 2 A website
 3 A cooking book 4 An atlas 5 A dictionary

4 Look at the pages. Complete the definitions with the words from the box. When do you use these parts of a book?

Have students think of a book. Tell students they have two minutes to name all the parts of a book they can think of. Write what they say on the board. Have students open their Student's Book to page 174. Direct students' attention to the instructions in Activity 4 and to the words in the box. Have students identify the words and make sure they remember what they mean. Ask: *How can these words help you find information in a book?* Students will learn to use strategies to find information. Have students work individually in this activity. Give them enough time to read all of the information, think, and decide. Tell them to place the words they are sure of and read the clues carefully to place the other words. Students should be able to evaluate the function of text components. Have students go over the answers in pairs. Allow classmate correction. Use any book or even a dictionary to help illustrate each part.

Answers: 1 bibliography 2 index 3 footnote
 4 heading 5 table of contents

Teaching Tip

Teach students to use newspapers and magazines as sources of information. Invite them to compare the same piece of information using different

sources. This will help them come up with a more balanced opinion.

Analyze

5 Read and order the steps.

Have students reflect on any daily routine or situation and the steps you must take to accomplish that task. Example: *You cannot walk through a door if you don't open it first.* Give students other examples and have them come up with the steps they need to follow (writing, reading, eating etc.). Have students open their Student's Book to page 175. Tell them that when we search for information we need to follow steps as well. Tell students to work in groups of three in this activity. Go through the instructions. Have the students complete the activity. Have them compare their answers with other groups before going over them with the rest of the class.

Answers: 2 5 4 3 1

Remember

Next class bring a sheet of paper per student and a bag big enough to put the sheets inside of it.

Warm up

Welcome students to class. Tell students to sit in groups of four. Write on the board *The first time ...* Tell students to spend five minutes in silence thinking of the first time something happened to them or the first time they did something, realized something, or met someone. Explain that you will tell them when thinking time is over. Give them a couple of minutes. After these minutes they will share their thoughts with the other members of the team. Tell students each should talk for a minute and a half. Invite students to choose a time keeper and a moderator in each team. Walk around the room. Listen to the presentations. Help students if needed.

Stage 3: I do

6 Work in pairs. Follow the instructions in the website to prepare a short presentation about the first trip to the moon.

Focus students' attention on the first time something happened that changed the history of mankind. Have them imagine Christopher Columbus facing America for the first time. Open a conversation with students. Have them mention other historical events they know of. Tell students

they will start preparing a short presentation. Encourage students to explain how they would organize a presentation about any of these events. Have students work in pairs. Ask students to open their Student's Book to page 175. Go through the directions with them. Make sure all students understand what they will do. Formulate questions to guide students' search of information. This activity will give students the skill to use strategies to find information. Encourage students to go through the first steps by choosing the title of the presentation and the questions they need to use. Monitor students' work and help them if needed. Have volunteer students read the questions out loud. Refer students to the Bibliography on page 192 and tell them to use the links in this section to learn more about the topics in this unit.

Answers may vary.

Extra Activity

Have students write on a sheet of paper one sentence describing the first time someone goes to another planet. Put all the messages together in a bag. Give them out. Have students write a comment to the message. Put them all in the bag again. Shake the bag and give them out again. Tell students to correct the complete texts on the piece of paper they got. Have some volunteer students read them out loud. **Time:** 10 minutes

7 Look back at the questions in Activity 6. Write three more questions you would need to ask for this project.

Have students open their Student's Book to page 176. Tell them to reflect on what they know about the first trip to the moon up to now. Encourage them to talk with their classmates about the questions in Activity 6 before doing Activity 7. With their same partner from Activity 6, have students write three more questions for this project. Tell students to think carefully about what they want to find out through their questions. Have students work on the activity. Call on pairs to present their questions to the class.

Answers may vary.

8 Look at the topics and number them in the order they interest you.

Give students time to number the options shown in Activity 8. Ask students to share the order in which they numbered their options. Read the instructions out loud and focus students' attention on topics of

their own interests. Ask: *What would you like to talk about in your presentation?* Write students' answers on the board. Tell students to support their answers. Have volunteer students share their personal topics with the class. Encourage the rest of the class to ask questions. Example: *Why is your first choice about someone famous?* Have students support their choices.

Answers may vary.

Stage 4: Ready!

9 Work in pairs with someone who is interested in the same topic. Follow the instructions.

Talk to students about the importance of finding someone who shares their same interests, so that both are motivated. Read the instructions for Activity 9 out loud. Allow them to walk around the classroom to find someone who is interested in the same topic. When they do, have students follow the instructions. If reference books or internet are not available, students can say how they could use strategies to find information (such as using indexes, tables of content, search engines, and key words). To help students formulate questions to guide their search of information, on the board write the question prompts: *who / what / when / where / how / why*. Walk around the room and praise students for their efforts and show support for promising ideas. Have students go to other pairs with similar interests to compare their work before sharing it with the whole class. Students should develop proposals that promote consensus among their group. You can use this activity as Portfolio evidence for the final product.

Answers may vary.

10 Reflect on selecting information. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 10 regarding strategies to find information. Read the questions out loud and allow time for students to develop their written response. Direct them to go to their notebook. If possible, ask them to have a special part dedicated to collect their reflections. Make sure students understand what they have to do. Ask for examples from volunteers of the plans they have for the next time they need to find information.

Answers may vary.

Achievement:

- Read information.

Teaching guidelines:

Promote reflection on how to use students' knowledge about the use of language for them to learn to:

- Define purposes for reading.
- Relate previous knowledge to the text.
- Detect frequently used words to anticipate general sense.

- Use reading strategies (e.g. Determine the most important information of the text, reread information, infer implicit information, etc.).
- Model reading strategies.

Material:

- An emotive photo, prepared questions that elicit reflection, recycled paper



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Warm up

Tell students they will work in groups of four. Have students put everything away and focus their attention on the picture you are about to show them. Tell students they will see something you are sure will bring back memories and will move their hearts. Ask students to identify their first impression as they see this emotional photo. Make sure the photo creates an evocative impact on students. Prepare one discussion question based on the photo for each group. Give students enough time to talk. When students are done ask volunteer students to share their experience with the rest of the class.

Stage 1: I explore**1 Work in pairs. Discuss the questions.**

Write *I love to read* on the board. Brainstorm with students what makes reading a fascinating and fun activity. Write their opinions around the opening statement. Tell students to interview three classmates to find out five advantages of reading for pleasure or to find out information. Have students write their findings in their notebooks. Ask students to share the results of the survey with the rest of the class. Have students keep this information for further reference. Tell students they will work in pairs. Encourage them to work with someone they have never worked with. Have students open their Student's Book to page 177. Ask students to read the directions. Have students focus their attention on the three questions. Ask: *What is your favorite genre?* Give students enough time to reflect on and answer the questions. By answering these questions, students will be able to define the purposes of reading. Have students share and compare their answers with other pairs.

Answers may vary.

Stage 2: I think**2 Work in groups. Discuss what you know about waterfalls.**

Have students focus on the picture. Ask them if they have ever seen a waterfall. After looking at the picture for a minute, have students close their eyes and pretend they are very close to the waterfall in the picture. Guide students through an imaginary visit to the waterfall in the picture. Have students feel the water, listen to the noise, etc. Have students open their eyes and describe what they imagined. Students will be able to relate previous knowledge to a text. Ask students to gather in groups of four. Encourage them to discuss and share all they know about waterfalls and write the facts in their notebook or on a sheet of paper. Ask them to include their thoughts when they closed their eyes. Have students complete the activity and compare their answers with students in other groups. Allow classmate correction.

3 Scan the text and guess what the article is about. Underline the words that help you guess. Then read the text and discuss the question.

Explain to students they will scan the text before they read it carefully. Remind them they will take a quick look at the text. After they do they will try to guess what it is about. Ask students to read the instructions. Give students three minutes to scan the text. Then have students close their Student's Book. Ask them to remember what the title was. Write what they come up with. Then ask: *What is the text about?* Write the students' answers on the board. Students will detect frequently used words to anticipate general sense. Have students infer the most important information from the first paragraph. Elicit answers from the class. Have volunteer students read the text out loud. Check comprehension by asking students specific questions. After reading the text have students go back to their first guess about the text. Students should relate previous knowledge to the text. Open a class discussion based on the question:

What would you type into a search engine if you wanted to find out more about this phenomenon? Refer students to the Glossary on page 190 to clarify the meaning of words.

Answers may vary.

Teaching Tip

Teach students to use context clues and to infer meaning. These two reading strategies will help students develop a better understanding of what they read. Once students fully understand the material they will enjoy reading.

4 Read the article in Activity 3 again and write the most important information in your notebook. Then give the article an alternative title.

Have students open their Student's Book to page 178. Have students remember the text in Activity 3. Elicit as much as they remember about the text. Write key words on the board from what students mention. Tell students that what you are doing is activating their previous knowledge and locating key words, two very important reading strategies. Ask students to direct their attention to the instructions. Have a volunteer student read them out loud. Invite students to read the text in Activity 3 again. Students should use reading strategies like determine the most important information of the text, reread information, infer implicit information, etc. Ask them to highlight the most relevant information and copy it into their notebooks. Ask: *Do you think this is a good title for the text?* Write the title on the board. Help students infer the most important information from the text. Have students sit by pairs. Give them time to reflect for a few minutes and think of a new title for the text. Have several students come up to the board and write the new possible titles for the text. Have them justify their new title.

Answers may vary.

Intercultural Note

Nature is always surprising. Did you know that there is no proportion between the number of plants and the amount of poisonous fumes we pollute the air with? The ozone layer is damaged and the air and water are no longer clean. If humans were to disappear from the Earth, it would take Nature a few hundred years to take over the planet and erase man's destructive footprint. But even if it takes a long time Nature never forgets.

She renews herself constantly through natural disasters. This has happened over and over again for millions of years.

5 Follow the instructions.

Ask students to apply the following reading strategies to the new text: locate key words, make predictions, reread the text, and evaluate understanding. You may want to write the strategies on the board for students' reference. Have students work individually. Have students compare their work with other classmates. Allow classmate correction. Call on students to read their answers out loud. Allow feedback from other students. Refer students to the Glossary on page 190 to clarify the meaning of words.

Answers may vary.

Analyze

6 Read the definitions. Then circle E (explicit information) or I (implicit information).

Write the words *Explicit* and *Implicit* as headings on the board. Ask: *What do these words mean?* Have students explore the terms and come up with a definition in their own words. Allow students to use a dictionary if needed. Make sure students understand that implied means something that is understood but not clearly said while explicit is the opposite. Explicit clearly expresses something leaving no room for confusion. Once the meaning is clear elicit as many examples as possible from students. Write them under the corresponding heading. Have students work in pairs. Remind students to read the instructions before working on the activity. Give students enough time to answer. Call on students for answers. Allow classmate correction and other students' opinion.

Answers: 1 E 2 I 3 E 4 E 5 I

Warm up

Have students sit in groups of four. Use this activity to practice vocabulary through free association. Call out a word related to animals and as a team have students write as many words associated with it. The time limit is one minute. Say *Stop!* when the minute is over. Students should drop their pens immediately. A team is out if any of its members is holding a pen after you've asked them to stop. Have one student from each team come up to the board to write the words the team came up with. The group with the



highest number of correctly spelled related words wins the round. Allow students to justify any word that is not clearly associated. Play as many rounds as you like.

Stage 3: I do

7 Scan the text and guess what it is about. Write your conclusions in your notebook.

Have students remember that scanning a text means to give it a quick look to get a general idea. Have students relate previous knowledge to the text. Tell students you will give them five minutes to scan the text. Have them detect frequently used words to anticipate general sense. Remind students they should not try to memorize details because it is the general idea that's important. Have students open their Student's Book to page 179. Say: *Get ready to read ... ready, set, go!* Start counting the five minutes. Call *Stop!* when time is up. Have students gather in groups of three and write their conclusions. Have students share their notebooks with their conclusions with other teams. Encourage classmate correction and positive feedback. Have some students read their conclusions out loud. Refer students to the Glossary on page 190 to clarify the meaning of words. Refer students to the Bibliography on page 192 and tell them to use the links in this section to learn more about the topics in this unit.

Answers may vary.

Teaching Tip

Never be afraid to tell students you don't know the answer to some question related to English or general knowledge. Have students help you find the answer or do research in any of the available sources and come back with an answer for the next class.

8 Read the headings. Write in which sections of the text in Activity 7 you can find the information.

Tell students how important headings are in any written text. Elicit the information from them. Write it on the board for further reference. Have students open their Student's Book to page 180. Make sure students understand they need to go back to the text in Activity 7. Have students work individually. Have volunteer students read the headings out loud. Give them time to read and answer. Call on students to check the answers. Discuss why each answer is right or wrong.

Answers: 1 b 2 e 3 c 4 d 5 f

Stage 4: Ready!

9 Work in pairs and answer the questions.

Write *Wombats* on the board. Have students come up to the board and write whatever they remember about this wonderful animal from Australia. Save the information for further reference. Go through the instructions. Invite students to use the information on the board to call on one of their classmates and ask a question about wombats. Allow students to look at the text in Activity 7 as many times as they want. Save the last round to practice memory work. Have students close their Student's Book for one last round of questions and answers about wombats. Ask volunteers to come up and give a short presentation on wombats.

Answers may vary.

10 Ask and answer more questions about wombats.

Get students into small groups. Ask them to brainstorm information they have learned about wombats from the text in Activity 7. Then tell them to formulate questions that can be answered with that information. Write on the board: *what, when, where, why, how*. Give an example: *Where do wombats live? In burrows*. Give some time for students to write their questions and answers. Check the questions each team wrote and hint on questions that might need corrections. Challenge students to ask the questions to a different group. Then have the other group look for the information in the text and find the answer. You can make this into a game and give points per correct question and per correct answer. Call on the class to decide if a question or an answer is correct.

Answers may vary.

11 Reflect on reading information. Write your answers to the questions in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding reading strategies. Read the questions out loud and allow time for students to develop their written response in their notebooks. Solicit examples from volunteers of how their improved reading strategies will be useful for science topics.

Answers may vary.

Achievement:

- Rehearse giving a presentation.

Teaching guidelines:

Inspire confidence and security in your students for them to be able to:

- Prepare notes and graphic resources that support their presentation.
- Classify and compare prosodic resources (e.g. volume, rhythm, clarity).
- Define language register.

- Revise and practice non-verbal language (e.g. facial expressions, body posture, eye contact, gestures, etc.).
- Open spaces for your students to practice giving presentations.

Material:

- Class CD, soft background music, list of interesting topics for 90-second presentations, pictures for presentations, index cards


students that the key word to improve speaking skills is practice.

Warm up

If possible have some soft background music playing. This activity will help students get rid of stage fright. Write *Talent Show* on the board. Tell students no more than five students are allowed to work together. Elicit what students think a good talent show should have. Example: songs, poems, jokes, dancing, yo-yo exhibit, mime, etc. Write all their ideas on the board. Tell students each team should select one. Give students some twenty minutes to prepare their presentation. Have groups come up to perform. Support every team with a big round of applause as they come up and when they finish their performance.

Stage 1: I explore**1 Discuss all the ways you can improve your speaking skills in English.**

Open a class discussion about speaking skills. If possible have students watch a few minutes of a professional public speaker. Ask: *What makes any speaker a good speaker?* Write key words on the board such as *voice, body language, knowledge of the topic*, etc. Elicit more from students and add them to the ones you write. Ask: *How can you improve your own speaking skills?* Tell students they should first know their strong points and their weak ones. Tell students that their strong points can help their weak points improve. Tell students that singing songs in English, telling short stories, playing games in English, getting an English-speaking e-pal on social media or other platforms, listening to English-speaking programs on TV, and reading out loud can make their speaking skills improve. Make sure students understand all the terms. Have students open their Student's Book to page 181. Read the directions. Encourage a class discussion on how to improve speaking skills. Write conclusions on the board and have students write them in their notebooks to be used for further reference. Tell

Stage 2: I think**2  Listen to the students giving a presentation in class and answer the questions.**

Open a conversation with students about giving presentations in class. Ask: *How do you feel when you face an audience? Is it fun to give presentations? How do you prepare to face an audience?* Encourage students to speak freely. Tell students they will listen to students giving a presentation. Tell students they will probably identify themselves with the students in the audio. Have students read through the directions. Make sure they understand what they need to do. Focus students' attention on the pictures. Ask: *What is happening in the picture? What seems to be the problem? What do you think the students' presentation will be about?* Have students predict what the presentation will be about. Have volunteer students read the questions out loud. Tell students that these questions show what they have to focus on as they listen. Tell students you will play the Class CD twice. The first time will allow students to get acquainted with the conversation. The second time they will be able to give an opinion and answer the questions. Have students work individually on this activity. Play the Class CD. Give students time to answer the questions. Play the Class CD again. Call on students to share their answers with the class. Allow other students to give their opinion. Who did the students identify themselves with? Why?

Answers may vary.

3 Read the tips for giving a presentation. Underline the most interesting ideas. Compare your ideas with a classmate.

Give students a few minutes to sit in pairs and brainstorm tips to give a good presentation. Ask: *What would you advise a friend to do before giving a presentation?* Allow students to walk around the

room to share their ideas. Have students open their Student's Book to page 182. Lead students' attention to the directions. Call on a student to read the directions out loud. Tell students to be careful with pronunciation and intonation as they read. Ask: *Are any of these tips in your original tip list?* Remind students that by underlining the most interesting ideas they are focusing their attention on those concepts and this action will make them easier to remember. Encourage students to compare their ideas with a classmate they have never worked with. Have students choose the tip that will help them the most in improving their speaking skills. Ask them to share it with a classmate. Refer students to the Glossary on page 190 to clarify the meaning of words.

Answers may vary.

Intercultural Note

How many people do we see giving a presentation or a speech every day on TV, through the Internet or in public places? History has proven that many of these famous and apparently professional speakers struggle when it comes to public speaking. A famous case was that of King George VI, who had a very intense stammer. Every time he would stand before an audience he would stutter making it difficult for him to speak and his audience to understand. His voice therapist, Lionel Logue, gave him the right tips to overcome this problem. Breathing techniques helped him a lot, as well as learning and practicing tongue twisters.

4 Read the text about how to improve your speaking voice and do the exercises. Which step would help you the most?

Have students reflect on all they know about giving presentations and speaking in front of an audience. Give students time to talk to one or two classmates. Have students form groups of four. Have students open their Student's Book to page 183. Read the directions out loud. Model the reading with text number 1 titled *Volume* and do the breathing exercise. Have students do the exercise as well. Call on students to read the rest of the texts. After each text is read, make sure all students do the exercises. Have students work in pairs, face to face. Have them practice any of the exercises suggested in the text. When they finish practicing, have them work in pairs to discuss the question: *Which step would help you the most?* Refer students to the Glossary on page 190 to clarify the meaning of words.

Answers may vary.

Analyze

5 Work in pairs. Choose a paragraph from the text in Activity 3 and read it out loud. Decide which way to read is the best.

Open a short class discussion. Ask: *How can you keep your audience's attention longer?* Write students' ideas on the board. Have students classify and compare the different prosodic resources as they are not the same. If the volume, rhythm, and pitch of your voice never fluctuate, you'll be speaking in a monotone and you can lose your audience as a result. Pitch is the frequency of the sound waves you produce. Volume is the amount of sound you use in this context, when speaking. Rhythm is the pattern of the sounds you produce. Have students draw the following conclusions regarding the features of each prosodic resource. Volume: Speak loudly-quietly, pitch: high-low, rhythm: fast-slow. Ask them to work in pairs. Have them read and follow the directions. Walk around the room to monitor students' work and to help if needed. Check answers as a class. Accept feedback and opinion from the students.

Answers: 1 b 2 a 3 a

Remember

Next class bring a list of interesting topics for 90-second presentations, sample pictures for presentations and index cards

Warm up

Make students feel happy to discover what you have prepared for them today. Tell students three of them at random will be asked to come up to the front. You will give them a topic and all three at one time will speak to the rest of their classmates about that specific topic for one minute and a half. All three should start at the same time. When time is up, the class will vote for the student who was able to catch and keep their attention. Allow students to make comments.

Stage 3: I do

6 Work in pairs. Choose and research a topic that you know about and interests you.

Brainstorm with students what they usually like talking about. What topic brings out passion? Have students close their eyes and reflect on this for a few minutes. Write on the board all the topics that come out from the brainstorming session

for further reference. Have students open their Student's Book to page 183. Tell them to work in pairs. Ask volunteers to read out loud the topic ideas in the activity. Give students time to discuss each topic for a few minutes. Tell students to use good arguments to support their choice. Have students talk about their interests and incorporate previous knowledge. Have students compare their answers with other classmates before sharing them with the rest of the group.

Answers may vary.

Teaching Tip

Teach students to develop an outline. This will be very helpful when students do presentations and other projects that require careful planning. Outlines are easy to follow and a great tool to have. There are many different types of outlines. Look for the one that proves to be efficient for your students and easy to handle. Model using this outline in class.

7 Prepare your presentation in pairs. Choose and prepare the pictures or illustrations for your presentation.

Open a class discussion to talk about the best way to illustrate a presentation. Elicit ideas from the students and write them on the board. Encourage students to prepare notes and graphic resources that support their presentation. Have students open their Student's Book to page 184. Go through the directions with them. Have students focus their attention on the picture. Ask: *What do you think this presentation is about?* Have the same student pairs from Activity 6 put their heads together to design their presentation. Invite them to share and discuss their ideas with other classmates.

8 Write your key words or short notes on index cards. Make notes about how to talk to your audience.

Write *Register* on the board. Ask students to define this concept. Make sure all students understand that register refers to the language you will use to talk to your audience. Elicit the kind of language they want to use in their presentation: formal, very formal, informal, very informal. Go through the directions. Make sure all students understand what they have to do. This will be a good opportunity to review note taking and key word strategies and to define language register. Give students time to work on this activity. Call on students and have them tell you what kind of language they want to use. Have students support their choice.

Stage 4: Ready!

9 Work with another pair. Take turns to rehearse your presentation. Exchange feedback by using the checklist.

Go through the instructions. Have students work with another partner. Ask them to take turns rehearsing their presentations. Tell students to check and compare the way they present with the information in the Checklist. Explain that having a checklist will allow them to notice if anything is missing. It will also give the presentation order and structure. Make sure every step is clearly understood. You can use this activity as Portfolio evidence for the final product. Have students express their feelings and fears about the presentation. Help them out. Give students all the support they need at this moment. This activity allows students to revise and practice non-verbal language (e.g. facial expressions, body posture, gestures, etc.).

10 Listen to your partners' feedback and try again.

Have students remember the tips for giving a presentation in Activity 3. Tell students to use these tips to complete Activity 10. Have students include in their feedback what tips their partners are using. Open spaces for your students to practice giving presentations. Walk around the room listening to the presentations.

Extra Activity

Have students do research and find one famous person who had problems when delivering a speech or giving a presentation. Tell students they should give a short but complete 2-minute presentation about the famous person and how they solved their problem. Students will practice their summarizing and presentation skills. Have students work in groups of four.

Time: 20 minutes

11 Reflect on rehearsing a presentation. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 11 regarding actions for practicing during rehearsals. Read the questions out loud and allow time for students to develop their written response in their notebooks. Ask for examples from volunteers on how they intend to be more confident in the future.

Answers may vary.

**Achievement:**


- Give a presentation.

Teaching guidelines:

Generate the necessary conditions to create a kind atmosphere in which your students feel confident enough to be able to:

- Make explicit references to the topic and questions of the investigation (e.g. *I would like to add ...*).
- Combine oral interaction with graphic resources and the use of notes to aid their memory.
- Use expressions to bring up a topic (e.g. *As I was saying ...*).

Warm up

Ask students to sit in pairs. Allow them to choose whom they want to sit with. Write on the board the word *Gestures*. Explain that gestures can express feelings and intentions. Facial expression is also included. Body language sometimes replaces words and is very effective to get meaning across. Tell students that gestures can express good and not so good feelings. Model a gesture and have students interpret what you mean. Example: shrug your shoulders—elicit from students what this means. Answer: *I don't know*. Elicit from students the different emotions, good and not so good, you can show through gestures. Write them on the board around the word in the center of a cluster web graphic organizer.  MEDIA RESOURCES

Ask students to take turns with their pairs in making gestures and interpreting them. Give students enough time for the activity. Each pair should come up with at least six different gestures and their interpretation. Walk around the room and help students if needed.

Stage 1: I explore**1 Work as a class. Find out who feels nervous when speaking before an audience. Brainstorm ways to control your nerves.**

Write on the board *I'm in Control!* Start a class discussion on how to deal with nerves before a presentation. Encourage students to give their opinion. Have students open their Student's Book to page 185. Go through the directions with your students. Have students focus their attention on the statement you wrote on the board. Brainstorm with students about this topic. Have students come up to the board to write how they deal with nerves before a presentation. If necessary give some examples such as: breathing deeply, smelling

- Summarize or extend information to clarify ideas (e.g. *Finally ... / Let me say something else ...*, etc.).
- Invite the audience to formulate questions or make comments (e.g. *Now have your say, Any doubts?*, etc.).
- Confirm or clarify ideas (e.g. *Are you saying ...?, Do you mean that ...;* etc.).
- Assess strengths in the use of English.
- Evaluate own development and that of others.

Material:

- Class CD, index cards, photocopies of cluster web organizers



aromatherapy oils, drinking water, jumping up and down ten times, etc. Give students time to discuss this with their friends in class. Ask: *Can you come up with a class cheer to calm our nerves?* If the class agrees on this, help students create the cheer. For example, yelling *I'm good and I'm strong* three times.

Stage 2: I think**2 Look at the poster and circle the words you expect to hear in the presentation. Compare them with a partner.**

Open a class discussion with students about daily sugar intake in their diet. Have students check any food label they have with them. Ask them to work in pairs. Have them compare the amount of sugar in each product. Inform students that the maximum daily intake of added sugar is 150 calories = 9 teaspoons which is the same amount of sugar in a 12 oz can of soda.

Encourage students to reflect and discuss about what happens when we have too much sugar in our system. Students will be able to make explicit references to the topic and questions of the investigation. Example: *I would like to add ...* Go through the directions with them. Lead students' attention to the illustration. Have students describe it and predict what they will hear. Ask students to write their predictions in their notebooks. Have them circle the words they expect to hear. Have students compare their answers with other classmates. Check their work.

Answers: Circled: kitchen scales, pan, stove, pour, boil, evaporate, grams, teaspoon

Teaching Tip

Coping with stress is not that easy. People just say *calm down* but there's no recipe that comes with the advice. So, what are some good coping techniques

for handling stress? A good night's sleep will recover your balance. Essential oils have been used for thousands of years to restore peace of mind and Egyptians back in 4,500 BC were experts in the field. *Kyphi* is a famous incense mixture of many different ingredients (up to 16 different ones) which was used to heal and calm down people.

3 Listen to the presentation and check your predictions.

Tell students they will listen to a girl and a boy giving a presentation. Tell them you will play the Class CD twice. Ask students to have their predictions handy to check them against the recording. Play the Class CD. Were they right? Play the Class CD again. Have students compare their corrected predictions with other classmates.

Answers: kitchen scales, pan, stove, pour, boil, evaporate, grams, teaspoon

4 Read and listen to the rest of the presentation. Write your opinion about it. Then discuss your opinion with your classmates.

Ask: *What do you remember about the presentation you just heard?* Elicit information from your students.

Have them come up and write what they remember on the board. Have students open their Student's Book to page 186. Go through the directions. Make sure all students understand what they are asked to do. Play the Class CD. As they listen, ask students to follow the reading. Then have a boy and a girl in class read the text out loud. Have students write a personal opinion in their notebooks. Monitor their work and help students if needed. Have students compare their opinions before sharing them with the class. Refer students to the Glossary on page 190 to clarify the meaning of words.

Answers may vary.

Analyze

5 Read and listen to the presentation from Activity 4 again. Then write the phrases for a presentation in the correct columns.

Have students reflect on how they would begin their own personal presentation. Elicit all the possibilities from students and add some yourself. Example: *Hello, my name is ... Did you know that ...*

Ask: *Why is the way you open your presentation so important? How can you keep the audience interested?*

Have students open their Student's Book to page 187. Read the directions and phrases from the box out loud. Students should use expressions to bring up a topic (e.g. *As I was saying ...*). Play the Class

CD. Point to and show students Activity 5 and the columns. Ask students specific questions to check for comprehension. Example: *What are the columns for?* In pairs, have students go back to the reading and ask them to complete Activity 5. Explain to students that some of the phrases in the box are similar to but not exactly the same wording as in the sample presentation heard in Activity 3 and 4. Guide them to classify these similar presentation phrases following the examples used. Ask students to compare their answers with other pairs. Allow classmate correction. To check, draw the columns on the board. Call on different students to write the phrases under the correct heading. Correct the activity as a group. Encourage classmate correction.

Answers: **At the beginning ...** Today we're going to ..., This presentation is about ..., As you all know, I'm here to ... **To link what ...** This chart shows ..., As you can see here ..., I'd like to illustrate this with ... **In the middle of ...** As I was saying ..., I would like to add ..., Let me say something else ... **At the end of ...** In conclusion, So finally, I'd like to say, Any doubts?

6 Work in groups of three. Write at least four questions about facts you would like to know about sugar.

Give students a small introduction to the activity. Tell them our body doesn't need one drop of added sugars or artificial sweeteners. Make sure they understand that what our body craves for nutrition is natural sugar found in fruits and vegetables. Have students work in groups of three. Go through the directions. Brainstorm a few sample questions. Have students write in their notebooks. Have students complete the activity. Check their work as a class.

Answers may vary.

Extra Activity

To improve pronunciation and elocution have students warm up their vocal cords and shake their hands by their sides to get rid of nervousness. They can also talk or say a tongue twister with a pencil between their teeth to project more sounds with their lungs and voices. Have students repeat this tongue twister once and then again: *The tip of the tongue, the teeth, and the lips. The tip of the tongue, the teeth, and the lips.* Have them say it first as a class and then in groups or rows and finally one by one.

Time: 10 minutes


**Remember**

Next class bring index cards and photocopies of cluster web organizers

Warm up

Tell students to imagine that they will have a visitor from outer space. Have a student volunteer to become an Alien from a distant planet. Tell them none of the objects, people, places, or lifestyles on Earth are familiar to this "Alien". The Alien student can ask whatever he wants to any of the students and teacher in the classroom and that person should answer in detail. Advise the rest of the group not to make him angry or sad because he could implode! Example: Alien – *What is this? SS – a pen. We use it to write information and draw. It comes in all colors.* Model a few examples and then name several aliens to make the exercise fun.

Stage 3: I do

7  **Work in pairs. Prepare a presentation about sugar using the information from this lesson. Use the tips.**


Have students tell you how they feel about preparing their presentation. Have a few volunteer students mention what they now know about making and delivering presentations. Accept input from all the class. Process the information and write only key concepts and words on the board. Pass out index cards and photocopies of cluster web organizers and have students refer to the key words and concepts on the board as they organize and prepare to complete Activity 7. Have students open their Student's Book to page 188. Tell students they will work in pairs. Focus students' attention on the directions and instructions featuring four bullet points. Ask a volunteer student to read them out loud. Give students enough time to prepare their presentation. Monitor the activity.

Teaching Tip

When possible keep digital evidence of your students' work and progress. Taking pictures with a cell phone camera or recording the oral presentations and then keeping the evidence on a USB will enable you to see it anytime without having to keep bulky samples.

Stage 4: Ready!**8 Rehearse your presentation.**

Write *Dress Rehearsal* on the board. Have students guess what this means. Write students' definitions on the board. Erase the ones that are wrong, and leave the ones that are more accurate. Explain what a rehearsal is and the difference between a regular rehearsal and a dress rehearsal. Tell students they will now have time for a dress rehearsal before their final presentation. Tell students they will work in groups of four. Each member of the team will rehearse their presentation while the rest of the team makes notes to give proper feedback to each other. Combine oral interaction with graphic resources and the use of notes to aid their memory. Have students use expressions to bring up a topic (e.g. *As I was saying ...*). Help students create a checklist specially designed for this activity. Walk around the room to monitor the activity. Help students as needed.

9  **Give your presentation to the class, taking into account everything you have learned in this unit. Provide feedback to your classmates.**

Guide students to review the tips in the blue box and remind them to use pitch, speed, and body language to convey a clear message. If possible, have students record the presentations. Watching themselves performing will help them improve their next performance. Invite students to give their presentations. You can do this at random by writing their names on pieces of paper. Place all the papers in a bag. Pull out names one by one and write the name of the speaker on the board. You may want to do a formal introduction of each student as a nice detail. Example: *It is my deep pleasure to introduce a student I consider very bright ... (Miss / Mr.) ...*

Congratulate students after each presentation and give individual positive feedback. Students should assess their strengths in the use of English. You can use this activity as Portfolio evidence for the final product.

10 Reflect on giving a presentation. Write your answers in your notebook.

Ask students to reflect independently on this lesson and focus on the three questions in Activity 10 regarding actions for giving presentations. Read the questions out loud and allow time for students to develop their written response in their notebooks. Ask for examples from volunteers of their strengths when giving a presentation.

Answers may vary.


 MEDIA RESOURCES
PART 1  Now you know ...

Ask your students to open their Student's Book to page 189. Have each student go back and collect the portfolio activities they created throughout Unit 10. Have students check the box for each example they collect. These four examples of portfolio work include: the list of questions they need to ask about their topic (Activity 9, page 176), the questions and answers about a topic (Activity 9, 180), the checklist that they used to rehearse their presentation (Activity 9, page 184), the feedback they were given after their first presentation (Activity 9, page 188).

If a group is missing a piece of evidence, encourage them to finish their work so that they are prepared. Solve any doubts they may have about their work.

Have students form groups of five to six students and on the board write the date: *July 20*. Tell groups to find out which student of their team has their birthday closest to this date and explain that this special day is when the first person walked on the moon (in 1969). Assign the "closest birthday winners" the title of *captain* and explain the rest of the group members are now the crew who report to their captain. Give the captains their orders and say: *Good day, Captains. Your mission is to organize and improve oral presentations from your crew based on the notes and feedback they acquired during this unit.*

PART 2 Make it yours.

1 Work in groups. Choose another topic to present with your group. Use the skills in the "Now you know ..." section to prepare your oral presentation.

Allow time for captains to plan and coordinate with their crew members. First, ask them to personalize their work by selecting a topic of interest for them. Check that students plan, prepare, and rehearse their oral presentations and use peer correction to modify it.

Call on the captains to organize their crews and get out their notes and materials needed to give their final oral presentations. On the board write: *Useful Expressions: Today we're going to ... As I was saying ... I would like to add ... This chart shows ... In conclusion, ... Finally, I'd like to say ...* Guide Captains to give orders to their crew that these phrases should be used at the beginning, in the middle and at the end of their oral presentations. Explain that the goal is for everyone to collaborate to give a presentation to the class (or to other groups).

2 Give your oral presentation to the class. Remember everything you have learned in this unit. Be respectful and considerate of your classmates when they give their presentations.

At this point tell students not to focus on details but instead on the big picture of the talk. It should run fluently. Allow classmate feedback at the end of each presentation with an emphasis on positive reinforcement. When all groups have finished presenting, on the board write in big letters: *Mission Accomplished!* Congratulate the captains and their crews. Mention that this upbeat phrase is often used in English to indicate that an objective has been achieved or a task completed.

PART 3 Assessment

In the Student's Book, you can use the following activities on pages 189 and 191 to assess your students' progress.

Achievements and Product

1 Work with your group. Analyze your presentation and check the elements it took into account. Add your own information.

As a class, brainstorm ideas to complete the checklist by filling in the spaces for each section. Ask them to mention specific examples: *We used a book from the library about Guatemala. Our presentation was serious because we took turns listening.*

Social Practice

2 In your notebook, write three things you can do well when you present information. Then write two things you need to improve and how you plan to do it. Ask your teacher for advice.

You can have students write their answers in their notebooks. They might need help to set goals and plans for future improvement, so this can be a good moment to give personalized advice.

Success!

3 To consolidate this block, have students go to page 191 in their Student's Book and answer the questions in the Success page. Allow them to give each other feedback. This would be a good moment for you to give feedback personally to each student as well.

In the Teacher's Guide, you can find the following tools for evaluation purposes:

- The suggested Assessment Instrument on page 193 can be useful to grade students on different criteria.
- You can also use the Exam on page 194 to globally assess your students' reading skills and knowledge about presentations.
- You may use the Project on page 195 as a further consolidation of the block.

Graded Scale

A graded scale is an instrument used to evaluate certain characteristics or aspects of the students' performance. Its purpose is to measure the range of certain aspects in terms of quantity and / or quality.

Instructions:

- 1 Determine a list of criteria or characteristics to be evaluated.
- 2 Determine the kind of evaluation scale you will use: numbers (traditional grading), letters, percentages, etc.
- 3 Evaluate your students and determine their performance level.

Graded Scale		Evaluation scale				
	Criteria	A	B	C	D	E*
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

*Key:

A: _____

B: _____

C: _____

D: _____

E: _____

Student's name _____ Date _____

1  **Listen to the presentation and circle T (True) or F (False).** (8 points, 1 each)

- | | | |
|---|---|---|
| 1 The presentation is about how much sugar there is in your body. | T | F |
| 2 Most students drink a lot of soda. | T | F |
| 3 A lot of sugar isn't good for us. | T | F |
| 4 First you turn on the stove. | T | F |
| 5 Working with boiling liquids can be dangerous. | T | F |
| 6 The liquid soda will not evaporate. | T | F |
| 7 The sugar weighs 370 grams. | T | F |
| 8 It's more fun doing this experiment than reading the label. | T | F |

2 Read the following text and answer the questions. (12 points, 2 each)

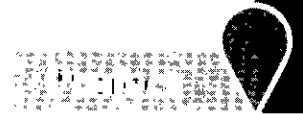
Gorillas live in groups in the forest. Mountain Gorillas live in forests in the mountains. Mountain gorillas are the biggest kind of gorilla. They have long hair which keeps them warm in the cold mountains.

Mountain Gorillas eat plants and they eat them most of the day. They get up early in the morning and start eating. When it is sunny and very hot, the gorillas sleep a little, and then they get up and eat till it gets dark. Some Mountain Gorillas eat 18 kilograms of plants in one day. At the end of the day, the gorillas build nests to sleep in. They sleep on the grass or in the trees.

The forests are the Mountain Gorillas' home and food, but people are cutting down the forests. We must protect the forests, so we can protect the gorillas.

- | | |
|--|---|
| 1 What keeps gorillas warm? | 4 Why do Mountain Gorillas build nests? |
| a) Plants | a) To eat all day |
| b) Long hair | b) To sleep in them |
| c) Nests | c) To keep warm |
| 2 Where do Mountain Gorillas live? | 5 How can we protect gorillas? |
| a) In the desert | a) By cutting down the forest |
| b) In the forests | b) By protecting the forest |
| c) In the nests | c) By building nests |
| 3 What do Mountain Gorillas do when it's too hot? | 6 Where can we find this information? |
| a) They sleep a little and then eat until it's dark. | a) In an atlas |
| b) They don't eat most of the day. | b) In a cook book |
| c) They build nests to sleep in. | c) In a website |

Score: (____ / 20 points)



Achievement:

- Listen to and revise dialogs.
- Get the general sense and main ideas.
- Exchange information.
- Write a dialog.
- Edit a dialog.
- Present a dialog.

1 Contextualized problem

Some students from lower grades may not know how to find and select books in a library. Students will write instructions and make a diagram and a poster for younger classmates about how to use and find a classic tale in a library.

2 Task

Explain to students that they are going to diagram and a poster with instruction so younger classmates can find books easily in a library. In teams, they are going to decide who will write and create the poster and who will make the diagram for the library. Have each team choose a book and a library they know as an example so all the presentations will be different. After they create their visual aids they organize and rehearse their presentation for the younger classmates in the school. Establish what the students need to know and the knowledge they will gain. Explain the achievements and skills they will enhance.

3 Brainstorming

Divide the class in groups of 4. Firstly, have students brainstorm the book they want to find, the information they need, and the steps they write so the instructions will be clear enough for everyone. Then have them write key words in their notebook to facilitate exploration. Support any problem solving at this stage.

4 Method, roles, and procedures

Have students decide on a to-do list. Collaboration within a group is essential, and it must be taught. Set parameters of how long the presentation should be and have students organize their own work. Allow the students to make choices about how they work and how they use their time.

Intervene to promote deeper understanding of what needs to be done. Have them step outside their comfort zone. That is, try to suggest that the student that doesn't want to speak is the one that explains the instructions or the diagram. Ask them to give everyone a voice. Check-in for

Skills:

- Organization
- Creativity
- Research skills
- Speaking skills
- Social awareness
- 21st century skills: collaboration, communication, critical thinking, and problem solving

understanding and encourage cooperation and communication.

5 Investigation

Tell students that it is critical that they research before they create anything. Students often want to write before investigating. Ask students to use different forms of media, provide reference material yourself using accurate resources. Today's students suffer from media overload and are not necessarily equipped with the skills to differentiate between real and fake information. You can even have students go to the school library to have a better understanding of the space and the process of looking for a book. Help if necessary when students are creating their diagram.

6 Presentation and feedback

This project is focused on teaching students skills derived from critical concepts from the units. At its core, the process is more important than the result. Have students present their instructions and diagram to a public audience. It is essential for them to perform beyond their classmates and teacher. Create your rubric to evaluate students' development of the project and share your notes with them. Below you will find a suggested layout for an assessment rubric. Feel free to complete it as you need.

	A	B	C
Content			
Language conventions			
Skills			
Method and procedure			
Presentation			

autonomous learning: a school of education which sees learners as individuals who should be responsible for their own learning. It also helps students develop their self-consciousness, vision, practicality, and freedom of discussion

bilingualism: the use of two languages, either by an individual, or by a social group

cognates: words in different languages related to the same roots

collaboration skills: the ability to work successfully with others at school, work, or in life

conditional: sentences that express imaginary or hypothetical situations

cooperative learning: a teaching strategy involving teams in a collaborative environment. Each member of the team is not only responsible for their own learning, but for getting involved with other teammates and creating an environment of achievement

critical thinking: the process of conceptualizing, applying, analyzing, synthesizing, and / or evaluating information from observation, experience, reflection, or communication

details: information that supports or explains the main idea of a text or paragraph

echo reading or repetition: reading of a text where the teacher reads a line out loud and students repeat. It is a good way to build pronunciation and expression when reading

elicit: the action of obtaining information from the students by provoking a response from them

fluency: to be able to speak a language idiomatically and accurately, without undue pausing and appropriate to context

graphic components: illustrations, diagrams, maps in a text; and how the text is arranged on the page (layout)

graphic organizers: diagrams or other pictorial devices that summarize and illustrate concepts and interrelationships among concepts in a text

inductive approach: a method where learners find out rules through the presentation of adequate linguistic forms in the target language

inference: it is a logical conclusion reasoned from evidence. For example, if the story reads that a character is crying, you can infer that the character is sad

intended audience: the readers for whom the author is writing

intonation: the melodic pattern of connected speech that distinguishes one language from others

lesson plan: a document that maps out the teacher's intentions for the lesson

lifelong learning: the continuous building of skills and knowledge throughout the life of an individual. It occurs through experiences encountered in the course of a lifetime

main idea: the central idea of a text or paragraph

metacognition: also defined as "knowing about knowing." It includes knowledge about when and how to use particular strategies for learning or for problem solving

monitoring: providing learners with feedback on what they are saying or writing, as well as being available in a consultant role to answer questions, for example unfamiliar vocabulary

paraphrase: to express what someone else has said or written using different words, especially in order to make it shorter or clearer

pitch: the high or low quality of a sound or voice

plot: the sequence of events in a story.

scaffolding: a supportive framework that teachers give children while they are learning a language

scan: a reading strategy to seek specific words and phrases

shared reading: students, in pairs, take turns reading sections of a text out loud to each other and ask each other questions about what they have just read

skim: a reading strategy to quickly identify the main ideas of a text

readers' theater: a dramatic reading of a text or a section of a text that is written as a conversation, with parts divided among readers

rhythm: the way some words are emphasized so as to give the effect of regular beats

speech register: the spoken language used for a particular purpose or in a particular social setting. It also used to indicate degrees of formality

story / text structure: a set of conventions that govern different types of texts, such as setting, characters, plot, climax, ending in a narrative text, or instructions and materials in an information text

syntax: the arrangement of words in a sentence

turn-taking: the skill of knowing when to alternate speaking in a conversation

word stress: the relative emphasis that is given to certain syllables in a word by increasing loudness, length, or tone of voice

List of Irregular Verbs

Base Form	Simple Past	Past Participle
be	was / were	been
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
choose	chose	chosen
cut	cut	cut
do	did	done
draw	drew	drown
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
keep	kept	kept
know	knew	known
leave	left	left
let	let	let
run	ran	run
see	saw	seen
speak	spoke	spoken
spend	spent	spent
tell	told	told
think	thought	thought
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

List of Regular Verbs

Base Form	Simple Past	Past Participle
absorb	absorbed	absorbed
agree	agreed	agreed
approach	approached	approached
argue	argued	argued
ask	asked	asked
assume	assumed	assumed
breathe	breathed	breathed
carry	carried	carried
chew	chewed	chewed
clean	cleaned	cleaned
contrast	contrasted	contrasted
cook	cooked	cooked
decide	decided	decided
describe	described	described
digest	digested	digested
download	downloaded	downloaded
enjoy	enjoyed	enjoyed
expel	expelled	expelled
explain	explained	explained
follow	followed	followed
gear	geared	geared
hail	hailed	hailed
hate	hated	hated
help	helped	helped
like	liked	liked
locate	located	located
look	looked	looked
love	loved	loved
match	matched	matched
melt	melted	melted
miss	missed	missed
need	needed	needed
play	played	played
pump	pumped	pumped
remember	remembered	remembered
replace	replaced	replaced
show	showed	showed



- 1** 1 Fabiola Rodriguez Rincon 2 12 years old
3 May 12th 4 285 Hidalgo Avenue
5 55 67 89 19
- 2 FORMAL:** 1 Could you help me please?
2 Nice to meet you. **INFORMAL:**
3 You can take a lollipop. 4 What's new?
- 3** 1 f 2 b 3 d 4 e 5 a 6 c
- 4** 1 If 2 then 3 because 4 If 5 because



- 1** 1 3 2 1 3 something 4 verb 5 acertarle
- 2** 1 3 2 adverb 3 Have you been waiting long?
4 We didn't take long to get there
5 Falta poco
- 3** 1 Translation 2 Pronunciation
3 Part of speech 4 Phrase 5 Headword



- 1** 1 True 2 False 3 False 4 True 5 False
6 True 7 False
- 2** 1 didn't he? 2 don't we? 3 do they?
4 doesn't she? 5 aren't they? 6 does he?
7 isn't it? 8 is she?
- 3** 1 e 2 c 3 a 4 b 5 d



- 1** 1 New York 2 Yes, you can 3 (breakfast, lunch, and dinner)
4 No 5 The Empire State Building and Times Square
6 None 7 Every hour 8 \$2,400 dollars
- 2** 1 and 2 because 3 but 4 because
5 but 6 and



- 1** 1 1920s 2 Japan 3 on your computer
4 influence 5 Online games 6 voice
7 will be able
- 2** 1 Gamers will interact with the characters in the game.
2 You will play games with people in other countries.
3 Students won't use textbooks in class.
- 3** 1 don't study / will fail 2 fail / will get 3 hurts / won't play
4 eat / will feel 5 don't finish / won't go



- 1** 1 *The Kid* 2 In a ruined cabin 3 To an orphanage
4 Because people could relate to the experiences and emotions in the movie.
- 2** 1 First, write a letter to your best friend.
2 Then, put the letter in an envelope.
3 Next, place the postage stamps on the envelope.
4 Finally, go to the post office and send the letter.
- 3 Adverbs:** 1 loudly 3 calmly 5 sadly
7 eagerly **Movie Genres:** 2 thriller
4 science fiction 6 action 8 comedy



- 1** 1 True 2 False 3 True 4 False 5 True
6 True 7 False 8 True
- 2** 1 B 2 C 3 A 4 B 5 C 6 A 7 C 8 C
- 3** 1 Sound effects 2 Illustrations 3 Speech bubbles
4 Frames



- 1** 1 g 2 f 3 b 4 d 5 a 6 e 7 c
- 2** 1 was 2 had been 3 had been 4 was
5 had been 6 was



- 1** 1 circulatory system 2 muscle 3 heart
4 arteries 5 veins 6 capillaries 7 blood
8 plasma
- 2** 1 that 2 those 3 that 4 these



- 1** 1 False 2 True 3 True 4 False 5 True
6 False 7 False 8 True
- 2** 1 b 2 b 3 a 4 b 5 b 6 c



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- Nuttall, Christine, *Teaching Reading Skills in a Foreign Language*. Oxford : Macmillan, 2005
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- *Adolescent Literacy*: www.adlit.org
- British Council: www.britishcouncil.org.mx
- BBC teaching teens resources: www.teachingenglish.org.uk

Language Links

- <http://www.englishgrammar.org>
- <http://www.eslvideo.com>
- <http://www.brighthouse.com>
- <http://www.dictionary.com>
- <http://www.usingenglish.org>
- <http://www.englishgrammar.org>

Cross-curricular topics

- Literature: <http://www.pinkmonkey.com>
- Public domain: <http://www.gutenberg.org>
- Geography: <http://www.google.com/earth>
- Current events: <https://scholasticnews.scholastic.com>
- Science: <http://www.bbc.co.uk/science>

FOR STUDENTS

Reference Books

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- Molinsky, Steven J. and Bill Bliss. *Word by Word Picture Dictionary*. Upper Saddle River, NJ: Pearson Longman, 2010

Readers

- Macmillan Readers. Oxford: Macmillan, 2007: *A Christmas Carol, Claws, Dr. Jekyll and Mr. Hyde, Love by Design, Silver Blaze and Other Stories*.
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Information Sources

- <http://www.pdictionary.com/>
- <http://www.wordreference.com/>

Language links

- http://bbcactiveenglish.com/teen-english-zone_information.html
- <http://www.bbc.co.uk/skillswise/words/reading/typesoftext/index.html>
- <http://www.britishcouncil.org/learnenglish>
- <http://www.factmonster.com/>

Cross-curricular topics

- <http://www.aprende.edu.mx/>
- <http://www.childrensuniversity.manchester.ac.uk/>
- <http://www.nationalgeographic.com/kids>
- <http://kidshealth.org/kid/htbw/>
- <http://www.librosdelrincon.sep.gob.mx/catalogo/>
- <http://www.popularmechanics.com>
- <http://www.gutenberg.org>

Track 01

Introduction

Unit 1

Track 02

Lesson 1 Understand / Activities 2, 3 and 4 / Pages 7, 8

Secretary: Come in, please.

Secretary: Good morning. Can I help you?

Mother: Yes, good morning. My daughter is a new student.

Secretary: Ah. Let's register her.
What's your name, please?

Fabiola: Fabiola Rodriguez Rincon

Secretary: How do you spell Fabiola?

Fabiola: F-A-B-I-O-L-A.

Secretary: Right. How old are you, Fabiola?

Fabiola: Twelve.

Secretary: And when's your birthday?

Fabiola: May 12th.

Secretary: May 12th. OK. Where do you live?

Fabiola: 285 Hidalgo Avenue.

Secretary: Ah. Super! Just around the corner. And what's your telephone number?

Fabiola: 55 67 89 19.

Secretary: Right. That's all I need for now. School starts next Monday.

Mother: Thank you very much for your help.
Goodbye.

Secretary: You're welcome. Goodbye.

Track 03

Lesson 2 Focus / Activities 4 and 5 / Page 12

Doctor: So what's the problem, Mark?

Mark: I have a sore throat.

Doctor: OK. First, let me take your temperature.

Yes, you do have a temperature. Now, can you open your mouth, please? Say, "Aaahh."

Mark: Aaahh.

Doctor: Thank you. Your throat is very red. You'll need some medicine. Where's my prescription pad? Nurse, could you bring in my prescription pad, please?

Nurse: Here it is, Doctor, you left it on my desk.

Doctor: Thank you. Let's see. Mark, take this syrup twice a day, a dose in the morning and a dose in the evening, for a week.

Mark: Where can I buy the medicine, doctor?

Doctor: You can get it in the pharmacy in the hospital or you can get it at your local pharmacy. Come and see me again next Friday.

Mark: Thank you very much.

Doctor: Nurse, could you send in the next patient, please.

Track 04

Lesson 4 Achieve / Activity 1 / Page 19

Narrator: *Community* - by your local Hip Hopper
Well, hello all you students now listen to me

Go on and hip hop about community.

Some people complain about their communities a lot.

They get themselves all twisted in a knot.

The book in the library that hasn't arrived,
and the government offices only work to 5:00.

The doctor's office is always full,

And the pharmacist treats you like a great big fool.

You fool, you fool, you great big fool.

But don't forget that when you're in trouble,

The police will be there right on the double.

Your cat sitting at the top of a tree,

has the firemen on the case until he's free.

He's free, he's free, until he's free.

Good friends and people can talk to me,

In the space you can find at the library.

I like my community with all its craziness,

It can offer us all a lot of happiness.

Happiness, happiness, a lot of happiness.

Track 05

Lesson 4 Achieve / Activity 3 / Page 20

Karen: Excuse me. Can you help me? What time does the local park open?

Park keeper: At 9 o'clock every morning.

Karen: What facilities does it have for little children? I have a five-year-old brother.

Park keeper: There's a play area for small children with swings and slides. There's a sand box too.

Karen: And what about for teenagers, like me?

Park keeper: Do you like swimming? There's an open air swimming pool and there's a cycle track. And there's a ramp for skateboarding.

Karen: Wow. Fantastic! Thank you very much. Oh, what time does the park close?

Park keeper: At 9 o'clock at night.

Karen: Thanks!

Unit 3

Track 06

Lesson 1 Understand / Activities 2 and 3 / Page 43

Len: Hi Paul. Can I interview you for the class survey?

Paul: Hello Len. Yes, OK.
Len: Great. What do like doing in your free time?
Paul: Oh, I love playing soccer and I like watching TV.
Len: Really? And do you like skateboarding?
Paul: Yes, I love skateboarding.
Len: Do you like dancing?
Paul: No, I don't.
Len: Do you like going to parties?
Paul: I don't mind going to parties. They're OK. But I hate dancing.
Len: What else don't you like?
Paul: I don't like washing the dishes.
Len: Who does? That's it. Thanks for answering my questions.

Track 07

Lesson 1 Understand / Activity 4 / Page 44

Track 08

Lesson 1 Understand / Activity 8 / Page 45

1

Boy 1: What are your hobbies?
Girl 1: I love downloading apps, taking photos, and going on social networks.
Boy 1: Uh-uh.
Girl 1: I like hobbies in the technology category.
Boy 1: Really? I like hobbies in the technology category too.

2

Boy 2: You like the outdoors, don't you?
Girl 2: No, I don't. I think I'm more into indoor hobbies.
Boy 2: Oh?
Girl 2: Yes. I love reading books and magazines. I like listening to music, and I sometimes like watching TV.
Boy 2: I see.

Track 09

Lesson 2 Focus / Activities 2 and 3 / Page 47

Fiona: Hi Alicia.
Alicia: Hey, Fiona. Come and sit over here. Look! There's a cool Personality Quiz in this week's Teen Magazine. Can I try it out on you?
Fiona: OK.
Alicia: First of all, what do you like doing in your free time?
Fiona: Well, I do my homework.
Alicia: Well, that's not really free time, is it?
Fiona: Well, OK. I like reading magazines. I like taking my dog for a...
Alicia: I'm sorry to interrupt. I didn't know you had a dog!

Fiona: I only adopted him last week. His name's Marshall. Well, as I was saying, I like taking Marshall for a walk. I also like texting my friends.

Alicia: And I bet you like chatting on social media, don't you?

Fiona: No, I don't like it. Not really.

Alicia: What about sports? You don't play volleyball, do you?

Fiona: No, I don't. I like exercise but I don't like team sports. I like watching television!

Alicia: What sort of programs?

Fiona: Science and nature shows mainly.

Alicia: You saw that great program on lions last night, didn't you?

Fiona: Yes, I did. It was awesome, wasn't it?

Alicia: Yeah! Let's add up your score. Five plus two plus six...It says here that you have a well-balanced personality!

Fiona: Ah, well that's good, isn't it?

Track 10

Lesson 4 Achieve / Activity 2 / Page 55

A: You're a very famous soccer player, aren't you?

B: Uh ... I guess so.

A: Well, I think you're a fantastic player! What do you like about being famous?

B: That's an interesting question. Hmm ... I like meeting people from all around the world and I like teaching children how to play soccer.

A: What don't you like about being famous?

B: I don't like being recognized in the street all the time. I don't like everyone staring at me.

A: You have other interests, don't you?

B: Hmm ... I like traveling and I'm making a program for television at the moment and ...

A: Sorry to interrupt you, but what is the program about?

B: It's about taking sports to communities around the world.

A: So what was the last place you visited?

B: I went to Africa last month where I played soccer with dozens of kids.

A: Wow! I think you're really generous to take time off and help poor communities.

Unit 4

Track 11

Lesson 1 Understand / Activities 2 and 3 / Pages 63, 64

Mom: Let's go to Orlando for our vacation. The children will love the amusement parks.

Dad: OK. Check on the Internet for flights.

Mom: Oh. Look at this. These flights are way too expensive.

Dad: We could go by car or bus. It isn't far.

Mom: OK. Let's look for a hotel.

Dad: I can't find any here online. Let's call the travel agent.

Mom: Wait a minute! There's an advertisement here in the newspaper. It offers three nights' accommodation and free entrance to two amusement parks.

Dad: That sounds like a great deal. What's the number? I'll call them.

Track 12

Lesson 3 Build / Activities 2 and 3 / Page 71

Mom: We need a vacation. Let's go to the Grizzly Bear Lakeside Resort because there are a lot of things to do.

Dad: We can go fishing and swimming.

Mom: Yes, and there's canoeing and kayaking on the lake, too. And hiking in the forest. The boys will love that. Don't you agree?

Dad: Yes, but I can't go hiking because of my bad leg. I can't exercise much, as the doctor told me not to.

Mom: No, but the children can go without us, since the brochure says the guides are excellent. And we can see grizzly bears at the resort.

Dad: Bears? That's not good. Are you sure it's not dangerous?

Mom: Dangerous? No! It's called Grizzly Bear Lakeside Resort because there's a bear sanctuary there, not because there are wild bears walking around! And it's easy to get there. We can go by car if you like, but there's a very good bus service.

Dad: Hmm. Is there good weather in August?

Mom: Yes. Always! Oh, Honey, it sounds fantastic! Please say yes.

Dad: OK. It's a good idea. You're right, we really should go there.

Mom: Ah! I'm looking forward to getting there and swimming in the lake. I can't wait!

Track 13

Lesson 4 Achieve / Activity 3 / Page 76

1

Dad: Tommy, where do you want to go on vacation this year?

Tommy: Let's go to the beach. I want to go swimming ... no ... camping!

Dad: Are you sure you want to go camping?

Tommy: Yes.

Dad: Guess what? That's what we're doing!

Tommy: Hooray!

2

Mom: Honey ... We're going to go to stay with your uncle and aunt in Seattle for the vacation.

Candy: But mom, Jennifer invited me to go to the beach with her. I was looking forward to spending my vacations with my best friend.

Mom: Sorry, we're going to Seattle.

Candy: But mom. Can I please go to the beach?

3

Mom: Jack, your dad wants you to go on a fishing vacation with him.

Jack: No, I'm not going! I hate fishing!

Mom: But you'll have a great time.

Jack: No, I won't! I'm not going!

Track 14

Lesson 4 Achieve / Activity 4 / Page 76

1 **Jack:** I hate fishing.

2 **Tommy:** I want to go swimming ... no ... camping!

3 **Jack:** No, I won't.

4 **Jack:** I'm not going.

5 **Candy:** Can I please go to the beach?

Unit 5

Track 15

Lesson 2 Focus / Activity 2 / Page 85

Boy: My friends are going to come over to work on a project tomorrow.

Mother: Shall I make a picnic? You can eat outside in the yard.

Boy: Oh yes!

Mother: It's very cloudy at the moment. I think it's going to rain!

Boy: Hold on. I'm going to listen to the weather forecast.

Weather forecaster: And now the local weather forecast for the next 24 hours. It will be cool and cloudy this evening. There will be light rain tonight. But it will be warm and sunny tomorrow with temperatures of 24 degrees.



Boy: Mom! It won't rain tomorrow!
Mother: That's good. I'm going to make hotdogs for the picnic then.
Boy: Thanks Mom. The boys will love those.

Track 16

Lesson 3 Build / Activity 3 / Page 90

Danny: What will we learn if we take computer classes?

Clare: We'll learn how to design websites.

Danny: And the music class?

Clare: We'll be in a concert at the end of the year!

Danny: But what will happen if we aren't good at music?

Clare: I guess the concert will be terrible!

Unit 6

Track 17

Lesson 1 Understand / Activities 4 and 5 / Page 100

Track 18

Lesson 2 Focus / Activities 3 and 5 / Pages 104, 105

Lord Denning: What's the matter?

Maid: It's Lady Denning, sir.

Lord Denning: What has Lady Denning done now?

Maid: She's in the library. She's dead, sir. Someone shot her!

2

Man: My girlfriend said I had to choose between her and my dog.

Friend: How horrible!

Man: Since then the dog and I have been very happy together!

3

TV presenter: The aliens are here. Everybody is advised to ...

Wife: What's the matter with the television?

Husband: I don't know! The picture disappeared.

Wife: Ah! Here it is again.

Alien: We-are-here! We-are-here! This is the end of your civilization. We-are-here!

Track 19

Lesson 4 Achieve / Activity 4 / Page 112

Interviewer: We're talking to Guy Salini today, the famous actor in Western movies. Hello Guy. Loved your latest movie, *Sheriff in Town*. I've always wanted to ask you. Can you really ride a horse?

Guy: No, I can't. And I may never learn because I'm tired of acting. I'm going to be a director. I'm going to direct my own movies.

Interviewer: That's interesting. So, what's the plan?

Guy: First, I have to find a good movie script.

A scriptwriter offered me a great script for a romantic movie recently. I might start with that. I may never act in a movie again.

Unit 7

Track 20

Lesson 3 Build / Activity 3 / Page 128

Silvia: Look! I bought this teddy bear for my little brother.

Tom: For your brother? Why did you buy it in pink?

Silvia: What's the matter with pink?

Tom: Don't you think that it should be blue?

Silvia: Why?

Tom: Because he's a boy! It's blue for boys!

Silvia: Really? I think pink is a lovely color.

Tom: Well, your brother won't like it!

Silvia: Why do you say that?

Tom: Everyone knows boys don't like pink!

Silvia: Well, I don't know that! He loves my pink crocodile. And anyway, he's only nine months old!

Track 21

Lesson 4 Achieve / Activity 2 / Page 131

Ben: This is a great comic strip, Amanda. There's so much color and movement in it. It's so futuristic. That's what I think.

Amanda: Do you really think so, Ben? I prefer this one. Look, there's so much detail in it. A city street in one point perspective.

Ben: What detail?

Amanda: The windows, the people, the shops on the street. And I like that it is black and white. What about you?

Ben: But why is it only in two colors? What I mean is that the other one is exciting because it has so much color and you can use your imagination. For instance, I can see a robot trying to do some skateboarding. And the sound effect bubbles are so real!

Amanda: OK, maybe you're right. But what about this one? It looks very-Japanese style.

Ben: Which one?

Amanda: Let me show you.

Unit 8

Track 22

Lesson 1 Understand / Activity 7 / Page 139

Narrator:

"I was walking along the road when I saw this tiger in a cage." The man started to explain.

"Who was in the cage? Were you in the cage?" the jackal asked the man.

"No, no, the tiger was in the cage. And then, I opened the cage to let it out." The man explained.

"OK, so you were in the cage and the tiger let you out."

"No, no, no!" interrupted the tiger. "I was in the cage."

"Well, how did that happen?" asked the jackal. "I am very confused," the jackal said.

"In the usual way!" yelled the tiger, getting very frustrated.

"What way was that?" asked the jackal.

"This way. I'll show you." The tiger jumped into the cage and turned around. Suddenly, the jackal closed the cage trapping the tiger inside. And the man and the jackal walked off together along the road and went to have a delicious meal.

Track 23

Lesson 3 Build / Activities 3 and 4 / Pages 145, 146

Narrator 1: "The Dog and the Shadow"

A dog went to visit his favorite local butcher. He visited him every day because the butcher always gave him a big meaty bone.

One day he was walking home in a very good mood because the bone was even bigger than usual. It was so delicious that he stopped at the center of the bridge and started his feast.

Narrator 2: Suddenly, he looked down into the water and saw another dog with an even bigger bone in its mouth. This other dog was looking up at him with angry eyes. The greedy dog thought, "I want my bone and that bone too." So he opened his mouth to bark at the dog in the water and his bone fell with a splash into the stream. He jumped into the stream, but of course, there was no dog in the water and no bone either. In fact, the dog now had no bone. His bone was at the bottom of the stream and the other bone was nothing but a reflection!

Track 24

Lesson 3 Build / Activity 5 / Page 146

1

Narrator 1: A dog went to visit his favorite local butcher.

2

Narrator 2: The greedy dog thought, "I want my bone and that bone too."

3

Narrator 1: One day he was walking home in a very good mood because the bone was even bigger than usual.

4

Narrator 2: So he opened his mouth to bark at the dog in the water and his bone fell with a splash into the stream.

5

Narrator 1: It was so delicious that he stopped at the center of the bridge and started his feast.

Track 25

Lesson 3 Build / Activity 10 / Page 148

Narrator 1: The English speak English.

The Americans do too.

But language sounds different and looks different.

Here's a clue or two ...

Narrator 2: The British write theatre.

They end it in *-re*.

The Americans write theater.

They end it in *-er*.

What's the difference? Look and see.

Narrator 3: It's color in the States and colour across the sea.

Now spot that difference and when you do, tell it to me.

The Americans say "Hi, guys!" The British say "How do you do?"

But it really doesn't matter if you understand the two.

Track 26

Lesson 4 Achieve / Activity 4 / Page 150

Narrator:

The Princess and the Frog

It was early evening. Princess Perdita had been sitting in her room in the castle for hours. She was very sad. All her sisters were married but she was not. Where could she find a handsome prince? Then she remembered something. She remembered what all real princesses know, when you kiss a frog it turns into a handsome prince. She jumped up, left the castle and ran down to the pond.

A frog was sitting on a lily pad. He was hungry. He had been waiting for flies to come along. Princess Perdita snatched him up and kissed him on his ugly lips. The frog struggled out of her hands, jumped into the water, and swam away. "Where are you going?" shouted Princess Perdita. Then she realized not every frog is a handsome prince. She went back to the castle and cried all night.

The next day she went back to the pond. What was that sitting on another lily pad? It was a good-looking frog. Princess Perdita stretched out over the water but before she could catch the frog and kiss it, it jumped off the lily pad and swam away. Splash! Princess Perdita lost her balance and fell into the water.

"Don't worry," said a voice as strong arms lifted her out of the water. Princess Perdita looked up into the most beautiful face she had ever seen. Her handsome prince was here at last.

Unit 9

Track 27

Lesson 1 Understand / Activities 2, 3 and 4 / Pages 155, 156

Teacher: Pablo, take your seat, please. We are starting a new topic today everyone. Please open your textbooks to page 18. Umm. OK. The human body is an important area of scientific study. Today we will introduce the body systems; these systems help your body function properly. Let's start with the digestive system. After chewing your food, you swallow it and it goes into the stomach, a sack shaped like a letter J. Then, it goes into the small intestine. This thicker part is the large intestine. Can you see this tube here?

The next system I'll talk about is the respiratory system. Can you see these two lungs, one on each side of the chest? This system makes breathing happen. The lungs bring oxygen into the body.

And, finally, that brings us to the skeletal system. Look over there in the corner at that skeleton. Tomorrow we will see how all of those bones connect.

Unit 10

Track 28

Lesson 3 Build / Activity 2 / Page 181

Student 1: Here is a poster that shows you what to do when there is a fire.

First, shout 'fire!' as loud as you can.

Student 2: Keep calm and get out of the building quickly. Don't stop to collect your possessions, just leave.

Student 3: Close the doors behind you to slow the progress of the fire.

If there's an elevator, don't use it.

Use the stairs.

Student 4: Go directly to a safe meeting place outside the building. Don't go back into the building for any reason.

Student 5: Call-or get someone to call the fire department. If somebody is hurt, call the emergency medical services. OK. Do you have any questions?

Track 29

Lesson 4 Achieve / Activity 3 / Page 185

Female student: Hello. This presentation is about how to find out the answer to this question: How much sugar is there in a can of soda? It's an important question, because most of us drink a lot of soda, and we all know sugar isn't good for us.

So first, weigh your empty pan on the kitchen scales. Then take a can of soda and open it. Pour the contents into a pan. Put the pan on the stove, turn the stove on and let the soda boil.

Male Student: I'd like to add something here.

Working with boiling liquid can be dangerous. It's better to have an adult with you, to be safe.

Female student: As I was saying, boil the soda until all the liquid evaporates. At the bottom of the pan you'll find a sugary substance. Weigh the pan again. You'll find that the sugar weighs around 37 grams!

Male student: Of course, it's not really necessary to do that experiment. You can see how much sugar there is in the soda by reading the label on the can!

Female student: Yes, that's true, but it's much more fun doing it this way.



Male student: True! But now we come to the really interesting question. How much sugar is 37 grams? Put a glass on your kitchen scales. Get some sugar. Put a teaspoon of sugar in the glass. How much does it weigh? Add another and another! Keep going! 37 grams of sugar is 7 and a half teaspoons of sugar! That's a lot of sugar!

Female student: Let me say something else, we are only measuring the amount of sugar in a drink. But there is a lot of food like pasta sauces or ketchup that contain high amounts of added sugar.

Male student: In conclusion, we'd like to ask you a question – how many sodas do you drink a day? Calculate how much sugar that is!

OK. Do you have any questions? Any doubts? OK.

Track 30

Lesson 4 Achieve / Activities 4 and 5
/ Pages 186, 187

Student 1: Yes, I have a question. How much sugar does a teenager need per day?

Girl: The American Heart Association recommends that women have no more than 100 calories of sugar per day. That's about 6 teaspoons. Men shouldn't have more than 150 calories per day, or about 9 teaspoons. Any doubts?

Student 1: Are you saying that we can only drink a can of soda a day?

Boy: As I was saying, if you want to stay healthy, one can is the limit.

Student 2: And what would happen if we have more than the limit?

Girl: This chart shows sugar in high doses isn't good for you. You can get diabetes, and sugar can even accelerate the aging process.

Student 2: And what about sweeteners? Can we take them instead of sugar?

Boy: If you're concerned about your health, try to avoid all forms of refined sugar and artificial sweeteners. So finally, I'd like to say that your only source of sugar should be fresh fruit and vegetables.

Student 2: Do you mean apples, bananas and peas? Yummy, I love eating fruit and vegetables!

Track 31

Reader Chapter 2 / Activity 2 / Page 29

- 1 noun
- 2 conjunction
- 3 pronoun
- 4 verb
- 5 adjective
- 6 preposition

Track 32

Reader Chapter 8 / Activity 4 / Page 114

Narrator: He took the pup in his arms, and it began to cry. But then it began to move and touch his hand with its little nose, making little sounds.

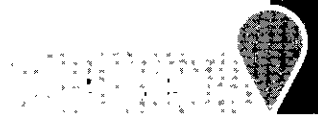
Billy: You are a little Silkie baby. I will take you home to my mother. I have always wanted a sister or brother to take care of."

Older woman: Tell him to remember twelve years ago when he was digging for clams in this cove and decided to go home without his special catch.

Track 33

Reader Chapter 9 / Activity 4 / Page 128

- 1 The back teeth grind the food and the front teeth cut the food.
- 2 It's swallowed and passed into the stomach.
- 3 The food is mixed with different acids to break it down.
- 4 They're the villi in the small intestine. They absorb nutrients from the food.
- 5 The large intestine makes the feces from water, undigested food, and bacteria.



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