

# Sunburst

1

Secondary

## Teacher's Guide

Mario Herrera

 Pearson



**EDUCACIÓN**  
SECRETARÍA DE EDUCACIÓN PÚBLICA



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

---

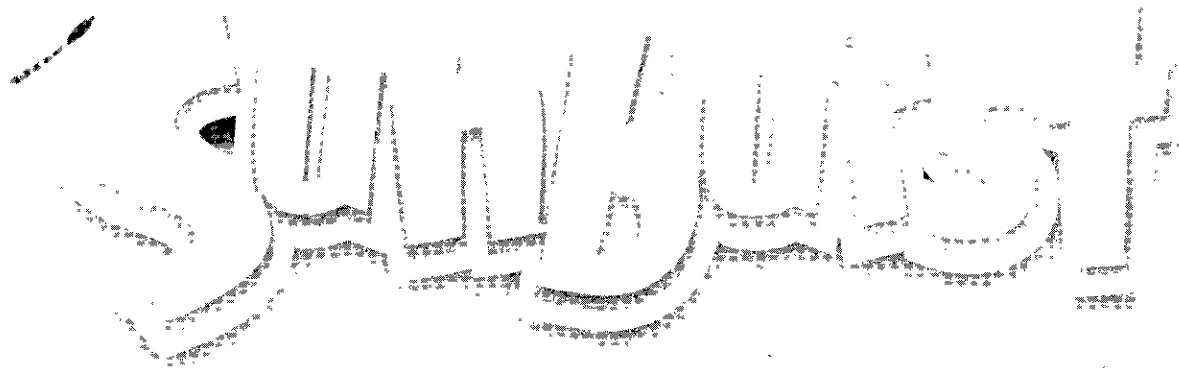
La Guía Didáctica que tiene en las manos es resultado del esfuerzo realizado por el gobierno federal y los gobiernos estatales para garantizar que los(as) alumnos(as) que cursan la asignatura de *Lengua Extranjera. Inglés* puedan acercarse al conocimiento y dominio de una lengua diferente a la materna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

**Distribución gratuita, prohibida su venta.**



© 2013 Pearson Education, Inc.

# Teacher's Guide

Catalogue Publication Data

Author: Mario Herrera Salazar  
*Sunburst 1 Secondary Teacher's Book*  
First published 2018  
Pearson Educación de México, S.A. de C.V., 2018  
ISBN: 978-607-32-4425-1  
Area: ELT  
Format: 20.5 x 27 cm      Page count: 204

**Managing Director:** Sergio Fonseca ■ **Innovation & Learning Delivery Director:** Alan David Palau ■ **Regional Content Manager - English:** Andrew Starling ■ **Publisher:** Hened Manzur ■ **Content Development:** Susana Moreno ■ **Content Support:** Lilitiana Piata ■ **Proofreading:** Michael Twomey ■ **Art and Design Coordinator:** Juan Manuei Santamaria ■ **Layout:** Alberto Vega ■ **Cover Design:** Factor02 ■ **Photo Credits:** Shutterstock

First published, 2018  
Third Reprint, 2021

ISBN PRINT BOOK: 978-607-32-4425-1

Impreso en México. *Printed in Mexico.*

1 2 3 4 5 6 7 8 9 0 - 21 20 19 18

Esta obra se terminó de imprimir en mayo de 2021 en los talleres de Compañía Editorial Ultra, S.A. de C.V. Centeno 162-2, Granjas Esmeralda, Iztapalapa, C.P. 09810, México, Ciudad de México.

D.R. © 2018 por Pearson Educación de México S.A. de C.V. Avenida Antonio Dovalí Jaime #70 Torre B, Piso 6, Colonia Zedec Ed. Plaza Santa Fe Delegación Álvaro Obregón, México, Ciudad de México. C. P. 01210

Cámara Nacional de la Industria Editorial Mexicana Reg. Núm. 1037

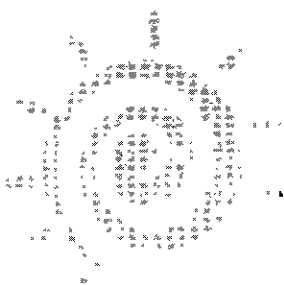
[www.PearsonELT.com](http://www.PearsonELT.com)



All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

**Pearson Hispanoamérica**

Argentina ■ Belice ■ Bolivia ■ Chile ■ Colombia ■ Costa Rica ■ Cuba ■ República Dominicana ■ Ecuador ■ El Salvador ■ Guatemala ■ Honduras ■ México ■ Nicaragua ■ Panamá ■ Paraguay ■ Perú ■ Uruguay ■ Venezuela



**Dear teacher,**

Welcome to **Sunburst 1!** Our main concern when developing this book was to provide you with real-life situations that may be helpful for you to actively involve your students in the acquisition of English as a second language. We selected themes that may be attractive for them to create learning environments in which they will naturally use the language to communicate.

During this journey, students will develop their skills and language awareness to gradually become more accurate. Here you will find plenty of suggestions on how to work on each of the activities provided in the 10 units, and you will also find support to adapt the curriculum to different necessities and learning styles. Reading skills will also be developed during each of the units with the aid of parallel activities to work with fact and fiction selections provided in the Reader's Book.

As we are convinced that one of the most important abilities students must develop to become life-long learners is metacognition, the program pays special attention to provide situations for students to reflect upon their learning process giving them the chance to identify the ways in which they learn. Besides, in each unit, you will find cross-curriculum activities as well as opportunities to develop research abilities and to work cooperatively to enhance critical thinking skills and creatively solve real-life problems.

Thank you in advance for your enthusiasm and commitment. We really hope you and your students enjoy this material.

Sincerely,

the authors

# Contents

Introduction to the Course	v
Course Components	x
Scope and Sequence	xii
Pronunciation Guide	xxii
Usefull Expression for the Classroom	xxiii
<b>Unit 1</b>	
What Can We Do for Our Community?	T8
<b>Unit 2</b>	
How Does Reading Tales Enrich My Life?	T24
<b>Unit 3</b>	
How Can I Learn or Transmit the Way to Perform a Task?	T40
<b>Unit 4</b>	
Which Are My Friends' Preferences?	T56
<b>Unit 5</b>	
What World Are We Going to Create for Our Future?	T72
<b>Unit 6</b>	
How Does Our Body Work?	T88
<b>Unit 7</b>	
How Does Cinema Reflect Emotions and Experiences?	T104
<b>Unit 8</b>	
What Can a Comic Tell You About a Culture?	T120
<b>Unit 9</b>	
How Does Learning a New Language Widen My World?	T136
<b>Unit 10</b>	
What Is the Best Travel Destination?	T152
Audio Scripts	T168
Worksheets	T172
Worksheets Answer Key	T182
References	T183
Activity Book Answer Key	T184

# Introduction to the Course

## The Learning Experience

Nowadays the learning process should be focused on the development of skills and abilities in students that may help them solve problems creatively and respond to daily situations applying their knowledge. Objectives are no longer isolated but integrated in a way that lead students to accomplish this goal. Students should be able to develop the ability to adapt and continue learning by themselves throughout their lives. And they should also be conscious that they are part of a community to which they must contribute with these skills, always guided by democratic values.

Our role is to provide them with a learning environment in which they may be able to have significant experiences that can lead them to develop the skills they need. Specifically, in a second language acquisition process, they should have opportunities to communicate and interact in real-life situations. For that purpose, Sunburst series has focused on building an appropriate context for their age interests, choosing relevant materials that may give students the chance to perform social practices, interacting both between themselves and with their teacher, who will act as a guide for them to reach specific achievements. Activities are designed to smoothly guide them through this process, practicing the four language abilities

(reading, writing, listening, and speaking) to express ideas, organize their thoughts, develop critical thinking, and participate in cultural interactions in different learning environments:

- Family and community environment
- Recreational and literary environment
- Academic and educational environment

Each lesson offers a wide range of guided and semi-guided activities that will model what students will have to do in an independent way to prepare their product. The role of the teacher is to facilitate and support them, making them feel confident. At the end of each unit, students will present a product that will reflect their accomplishments concerning the achievements according to the social practice of the language.

Collaborative learning is a key element so it is very important to build a respectful atmosphere where your students may commit to work together to attain common goals. It also helps to identify strengths and areas of opportunity for each of your students so that they can get together in teams in which every one of them may actively contribute. Students who are more proficient may help the ones who are struggling to develop specific skills.



# Introduction to the Course

## Organization

**Sunburst** is organized into 10 units. We suggest that each of them should be covered in 12 sessions. Each unit is divided into three lessons that are subdivided into three 50-minute sessions. At the end of the three lessons, the book provides reading activities, some guidelines to wrap-up the product students have to make, and a format for peer assessment to be used after the product presentation. It also includes one page with activities that guide them to perform self-assessment, identifying the activities that helped them the most, visualizing the stages they followed to create their product, and reflecting upon their achievements and areas of opportunity. In every unit, you will also find some suggestions for Warm Up activities which aim to set the tone of the lessons and get students to begin thinking and focusing on English, as well as Wrap Up activities that will give them some food for thought or will simply round up what was seen during that specific session.

Each lesson will guide students to develop the skills they learn to gradually attain the achievement. The first session gives them a brief introduction of the theme and

includes activities to engage their interest inviting them to share previous knowledge or experiences. During the second session, students will acquire new skills working in guided activities both individually and in cooperative pairs or teams. During the third session, students will practice the skills they acquire working in semi-guided activities. As a Wrap Up in this third session, they will apply this knowledge and new skills in a more independent way to resolve tasks that will lead them to the elaboration of their products. At the very end of this session students will self-evaluate to what extent they were able to fulfill the achievement(s) expected for that lesson.

During the three sessions, they will also have the opportunity to enrich their vocabulary with real context language presented in the reading texts and listening activities. Encourage students to create a class glossary in which they will include all the terms that they think may be useful for them. Give them the opportunity to decide which elements to include (charts, pictiory, English definition, Spanish definition, etc.) in order to make it meaningful and productive for them.

### Suggested lesson schedule for teaching a unit

	Session 1	Session 2	Session 3
Week 1	Lesson 1	Lesson 1	Lesson 1
Week 2	Lesson 2	Lesson 2	Lesson 2
Week 3	Lesson 3	Lesson 3	Lesson 3
Week 4	Product Activities	Product	Product Presentation





# Introduction to the Course

## Features



### Glossary

Every lesson will present 10 new vocabulary words related to the theme of the unit which they may check in the Glossary at the end of their books. The Glossary Icon will indicate in which activities they are presented. These words will be practiced throughout the unit and in some of the Warm Up activities. It is very advisable to invite students to use them both in the resolution of the activities and in the elaboration of their product. As we already said, at the end of each unit, students will practice them in a ludic way. Remember students will also create their own class glossary with your guidance.



### Appendix

You will also find in some of the activities an Appendix Icon which includes a page number. Every time you find it, check with your students the information provided on the corresponding page in the Activity Book. This information may refer to Language aspects or to the development of Skills. In this Teacher's Guide we suggest how to approach it in each specific case: Sometimes students will infer the information and the Appendix will only reinforce their knowledge, in other cases it will provide structures or expressions for them to use in the development of their social practices, or finally, it will give them tips or suggestions on how to perform a task.



### Portfolio

You will see some activities marked with a Portfolio Icon. This indicates that the outcome of that activity is meant to be used as evidence that will be filed in the students' portfolios. If your portfolio is physical, you may ask students to copy the activity on a sheet of paper; if it is digital, you may ask them to take a picture of the activity or, in some cases, they may create a video or an audio file.



### Learning to Learn

Every unit also includes a Learning to Learn box with a question that will guide students to reflect upon the way they learn. You will notice that it also includes a page number where we provide information related to it. Here you will also find some guidance on how to coach your students to transform this information into significant experiences that will help them become more responsible for their learning process.



### Reader's Book

In the second session of each lesson you will find the Reader's Book box which includes a question that sets a goal to develop your students' reading strategies. In order to answer that question, they should read the pages indicated for homework. These questions are formulated in a way that will help students exercise a broad variety of skills such as predicting, inferring, sequencing, etc., for which you will find suggestions in this Teacher's Guide.



# Introduction to the Course

## **Time to Shine!**

Finally, the Time to Shine! box will give students the opportunity to “shine” by contributing with extra information related to the theme of the unit. We know that many of your students may have different cultural backgrounds; these tasks or questions will allow them to share with the class a little bit of theirs.

It is also important to mention that knowledge is continually recycled, so as you start to advance, you will find references to skills that were developed in previous lessons; be ready to encourage your proficient students to tutor the ones who may be struggling in the development of those skills.

This Teacher’s Guide also offers you an Evaluation Tool at the end of each unit with which you may evaluate individually each of your students. This instrument is already adapted to cover the achievements that they should attain so it will make the evaluation process a lot easier for you.



## **Differentiated Instruction**

Experienced teachers know that every time they enter a classroom they will meet the challenge of trying to include every single student in the learning process. Each of your students has different needs, whether they are advanced learners, struggling students, students from varied backgrounds and cultures, or even students with different learning styles. Because of this, teachers must always be committed to proactively modify curriculum, teaching methods, resources, learning activities, and student products to address all of their needs.

This book includes two suggestions of differentiated instruction strategies per lesson. These strategies are focused on identified key concepts, skills, or principles that students should learn, giving you an option to apply them once you recognize your class’s needs. In each lesson, you will be given specific suggestions on how to apply the following strategies:



# Introduction to the Course

## Differentiated Instruction Strategies

- **Bubble Map:** It organizes describing attributes of something; great for visual students.
- **Choral Response:** It is an excellent way of overall assessing without singling students out.
- **First of Five:** It helps shy students to start participating.
- **Flow Map:** It shows sequencing, orders, time lines, cycles, and relationships between stages and sub-stages of events.
- **Four Corners:** It helps shy or struggling students to give an opinion and kinesthetic students to relax.
- **Gather Background Information:** It helps you include all your students in a way in which they feel you care about them.
- **Group Based on Goals:** It differentiates tasks by giving different objectives to students depending on their interests, abilities or knowledge.
- **Individual Respond Card:** It helps shy or struggling students participate without the fear of being heard.
- **Individualized Feedback:** It helps struggling students develop a task with more support and guidance.
- **Jigsaw:** It is a fast, effective way to cover new information; it decreases student workload and encourages collaboration.
- **Mini Lesson:** It offers a quick reminder of a theme that has already been taught before to students who need it.
- **Open-ended Questions/Statements:** It lets every student, regardless of their ability, to approach the theme.
- **Speedometer:** It allows struggling students to use a kinesthetic response to show whether they accomplished a goal.
- **Stimulate Student Senses:** It is a great way to stimulate students' response and engage them with a theme.
- **Task Card:** It differentiates goals depending on students' interests and abilities.
- **Think-Pair Share:** It is a great way to use peer tutoring; always try to form pairs in which both may contribute in a different way to attain the achievement.
- **Three-minute Pause:** It exercises students' summarizing skills; verbal students will love it.



# Course Components

## Activity Book

The activities in each lesson follow a sequence that goes from guided to semi-guided and finishes in free practice to promote a gradual development of student's skills.

- Ten units, each with three four-page lessons to be divided in three sessions.

Every unit includes:

1. Unit Opener which includes pictures and a big question that guide students into the theme of the units
2. Activities that:
  - foster the practice of the four skills
  - involve critical thinking
  - practice problem solving abilities
  - imply cross-curricular activities
  - encourage cooperation in different ways of interaction
  - familiarize students with language structures in real-life situations
  - invite students to actively participate and think about their learning process
  - adapt to different learning styles and levels
3. A step-by-step process to elaborate the product that practices the skills developed in each of the lessons
4. Reader's Book activities linked to the content and skills developed in each of the units
5. A ludic vocabulary review
6. Suggestions to self-assess their products before their presentation

7. An Appendix organized by lessons where students will find useful information to perform the task they are assigned. It is divided into three sections:
  - Language
  - Skills
  - Learning to Learn
8. A list of irregular verbs
9. A glossary with the meanings of the new words presented in each lesson
10. On-line references to encourage students to go beyond their books using technology

## Teacher's Guide

A comprehensive guide that contains plenty of suggestions and information to successfully guide students through their learning process, such as:

1. Daily plans with a step-by-step description on how to guide students to perform each of the activities included in their books
2. Answer key provided in a reproduction of the Activity Book and in the Activity Book Answer Key section at the end of the guide
3. A Warm Up and a Wrap Up for each session that will help you engage students interest in the themes and practice what was seen
4. Suggestions per lesson and per unit on how to work with the Reader's Book
5. An evaluation tool per unit that totally corresponds to the aspects to be assessed



## Course Components

6. An introduction of the program which explains the methodology to be used and how the components are linked to create appropriate environments to perform social practices of the language
7. A scope and sequence section which gives you an overall view of each of the units
8. A pronunciation guide to help you practice phonetics with your students
9. A list of useful expressions in the classroom to provide your students with vocabulary that make them feel confident
10. Audio scripts of all the audios used in the program
11. Ten worksheets to sum up the contents of each unit

### Reader's Book

It includes 10 texts (both fact and fiction) that will expand on the Activity Book's topics and real-life situations so students get further practice. Specifically, the texts:

- Promote reading through appropriate material for students' age and interests
- Present models to review social practices of the language
- Practice critical thinking and problem solving
- Develop reading skills
- Stimulate creativity and imagination
- Provide new vocabulary words
- Foster research skills

After each text, you will find some activities through which students can develop and somehow test their reading skills.

Nowadays, technology is another skill to be mastered in society and, therefore, to be addressed in the classroom. In order to help students with their tech development in English, this section introduces an Information and Communication Technology (ICT) box with a link to a text, video, activity, or other multimedia or interactive materials that will help students not only develop their ICT skills and practice English, but also reflect upon the unit's topic or a related topic.

### CD

It includes authentic material recorded with different pronunciations for the listening and reading activities to help students:

- Improve pronunciation
- Practice listening skills and language abilities

It also includes PDF files with:

- the flashcards for all the vocabulary words presented in each unit
- all the Evaluation Tools suggested for the 10 units
- 10 worksheets, one per unit, that may help you expand your work
- the Appendix pages from the Activity Book for your reference



# Scope and Sequence

## Unit 1 (pp. T8-T23)

### Family and Community Environment

#### Communicative Activity

Exchanges associated with specific purposes

### Social Practice of the Language

To exchange views about community service

#### Achievements

- Listen and revise dialogues about community services.
- Get the main idea.
- Exchange information about community services.

#### Vocabulary

- benefit
- committed
- community service
- experience
- involved
- satisfied
- schedule
- senior
- similar
- skill

#### Language

- Modals
- Connectors

#### Learning to Learn

Listening with a purpose

#### Audio

Tracks 2-10

#### Skills

Coping with nerves

#### Reader's Book

"How Can I Help?," pp. 5-18, track 38

#### Product

Role-play

#### Evaluation Tool

Rubric

## Activity Book



## Reader's Book



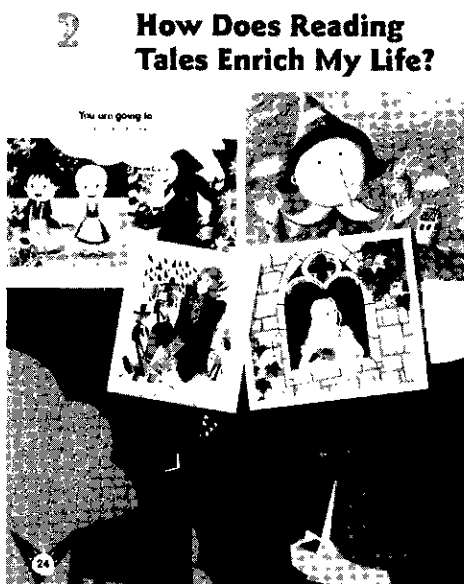


# Scope and Sequence

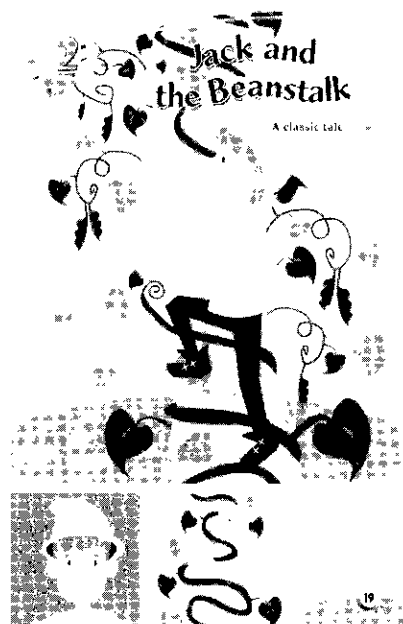
## Unit 2 (pp. T24-T39)

<p><b>Recreational and Literary Environment</b></p> <p><b>Communicative Activity</b> Literary expression</p>		<p><b>Social Practice of the Language</b> To read classic tales</p>	
<p><b>Achievements</b></p> <ul style="list-style-type: none"> <li>Select and revise classic tales.</li> <li>Compare variants of pronunciation and writing.</li> <li>Understand general sense and main ideas.</li> <li>Express key events orally.</li> <li>Rewrite key events.</li> </ul>		<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>author</li> <li>character</li> <li>climax</li> <li>conflict</li> <li>purpose</li> <li>reader</li> <li>sequence</li> <li>setting</li> <li>tale</li> <li>theme</li> </ul>	
<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Question words</li> <li>Past simple and past progressive</li> <li>Sequence words</li> <li>Differences between British and American spellings</li> </ul>		<p><b>Learning to Learn</b> How to read a narrative text</p>	
		<p><b>Audio</b> Tracks 11-16</p>	
<p><b>Skills</b> Text organization</p>		<p><b>Reader's Book</b> "Jack and the Beanstalk," pp.19-30, track 39</p>	
<p><b>Product</b> Big Book</p>		<p><b>Evaluation Tool</b> Descriptive Valuative Scale</p>	

### Activity Book






### Reader's Book

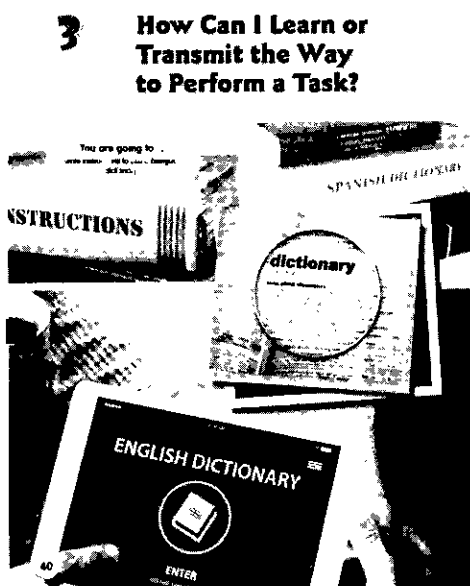


# Scope and Sequence

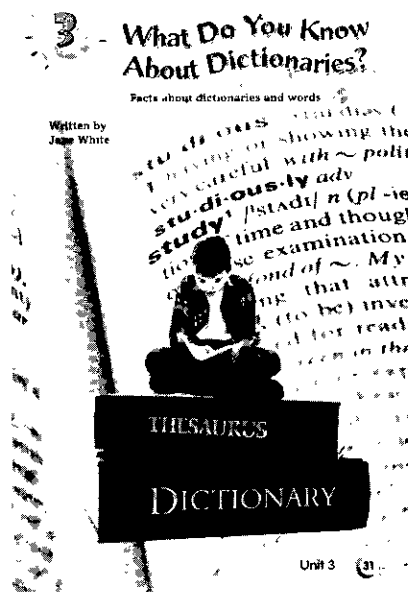
## Unit 3 (pp. T40-T55)

 <b>Academic and Educational Environment</b>  <b>Communicative Activity</b> Interpretation and follow-up of instructions		 <b>Social Practice of the Language</b> To write instructions to use a bilingual dictionary	
<b>Achievements</b> <ul style="list-style-type: none"> <li>• Select and revise bilingual dictionaries.</li> <li>• Understand the use of textual components of bilingual dictionaries.</li> <li>• Write instructions.</li> <li>• Edit instructions.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• abbreviation</li> <li>• definition</li> <li>• entry</li> <li>• part of speech</li> <li>• phonetic</li> <li>• procedure</li> <li>• section</li> <li>• sign</li> <li>• step</li> <li>• task</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>• Parts of speech</li> <li>• Imperative form</li> <li>• Abbreviations</li> </ul>	<b>Learning to Learn</b> <ul style="list-style-type: none"> <li>• Using a dictionary</li> <li>• Types of dictionaries</li> </ul>	<b>Audio</b> Track 17	
<b>Skills</b> Tips to write instructions		<b>Reader's Book</b> "What Do You Know About Dictionaries?" pp. 31-42, track 40	
<b>Product</b> Instructions to Use Bilingual Dictionaries		<b>Evaluation Tool</b> Questionnaire	

### Activity Book



### Reader's Book





# Scope and Sequence

## Unit 4 (pp. T56-T71)

 **Family and Community Environment**

 **Communicative Activity**

Exchanges associated with information of oneself and of others

 **Social Practice of the Language**

To exchange compliments, likes, and dislikes in an interview

**Achievements**

- Listen to and revise likes and dislikes in the dialogues of an interview.
- Understand general sense and main ideas of dialogues.
- Express compliments, likes, and dislikes in written dialogues.
- Express compliments, likes, and dislikes in a dialogue.

**Vocabulary**

- compliment
- empathetic
- favorite
- hate
- interview
- leisure
- play
- practice
- preference
- sport

**Language**

- Transition words to connect ideas
- Tag questions
- Stranded prepositions

**Learning to Learn**

Metacognition

**Audio**

Tracks 18-26

**Skills**

- Phrases to sound fluent
- Calm your mind

**Reader's Book**

"When I Grow Up..." pp. 43-54, track 41

**Product**

Dialogue About Likes and Dislikes

**Evaluation Tool**

Rubric

**Activity Book**

**Reader's Book**





# Scope and Sequence

## Unit 5 (pp. T72-T87)

**Recreational and Literary Environment**

**Communicative Activity**

Recreational expression

**Social Practice of the Language**

To produce constructive forecasts for others

### Achievements

- 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.

### Vocabulary

- app
- artificial intelligence
- automatic
- available
- evolution
- likely
- network
- signal
- smart
- technology

### Language

- Simple future tense
- First conditional
- Conditional connectors

### Learning to Learn

Designing a mind map

### Audio

Tracks 27-29

### Skills

How to be an active reader

### Reader's Book

"It Was a Dark, Stormy, and... Fun Night!," pp. 55-66, track 42

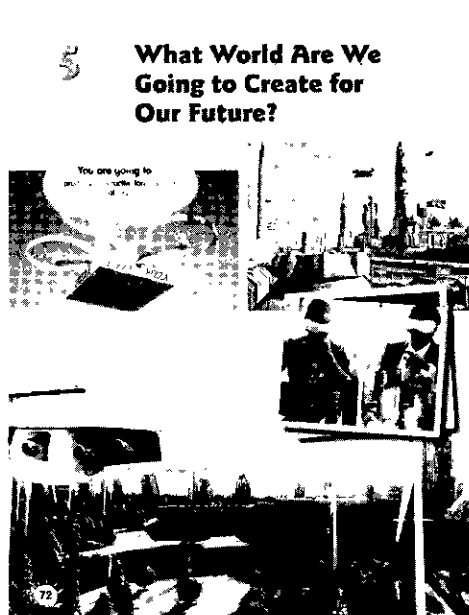
### Product

Mind Map with Forecasts

### Evaluation Tool

Anecdotal Notes

## Activity Book



## Reader's Book





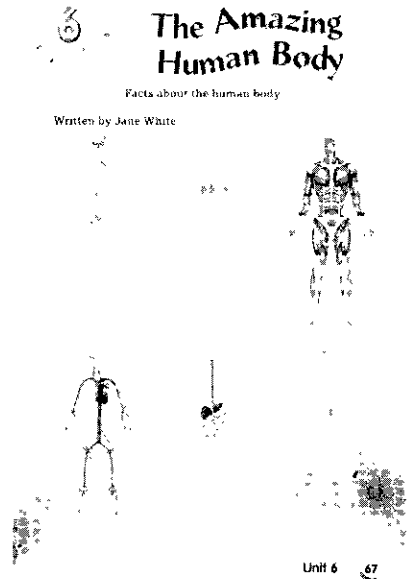
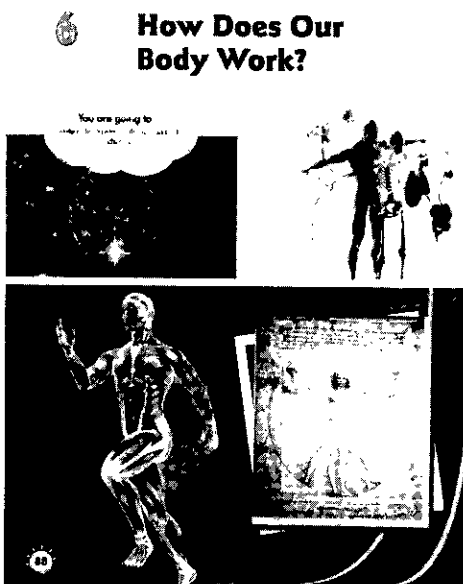
# Scope and Sequence

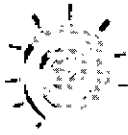
## Unit 6 (pp. T88-T103)

<b>🌀 Academic and Educational Environment</b> <b>🌀 Communicative Activity</b> Search and select information		<b>🌀 Social Practice of the Language</b> To write notes to elaborate human body schemes	
<b>Achievements</b> <ul style="list-style-type: none"> <li>Revise and understand information about the human body systems.</li> <li>Propose and answer questions about the human body systems.</li> <li>Write notes to describe human body systems.</li> <li>Edit diagrams in teams and with the guidance of the teacher.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>blood</li> <li>bone</li> <li>chew</li> <li>digest</li> <li>heart</li> <li>inhale</li> <li>lung</li> <li>muscle</li> <li>pump</li> <li>stomach</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>Demonstrative determiners</li> <li>Comparatives and superlatives</li> <li>Passive voice</li> <li>Simple present</li> <li>Countable and uncountable nouns</li> </ul>	<b>Learning to Learn</b> <ul style="list-style-type: none"> <li>Steps for Research</li> <li>Citing APA style</li> </ul>	<b>Audio</b> Track 30	
<b>Skills</b> Summarizing		<b>Reader's Book</b> "The Amazing Human Body," pp. 67-76, track 43	
<b>Product</b> Notes for a Human Body System Diagram		<b>Evaluation Tool</b> Checklist	

### Activity Book

### Reader's Book





# Scope and Sequence

## Unit 7 (pp. T104-T119)

### Family and Community Environment

**Communicative Activity**  
Exchanges associated with media.

### Social Practice of the Language

To compose dialogues and interventions for a silent short film

#### Achievements

- Revise silent short films.
- Understand the general sense and main ideas.
- Write lines and dialogues.

#### Vocabulary

- action
- cinema
- costume
- direct
- iconic
- role
- script
- set
- short film
- special effects

#### Language

- Quotation marks
- Modals may and might
- Adverbs
- Time and sequence connectors

#### Learning to Learn

Self-assessing your dramatic reading

#### Audio

Tracks 31-32

#### Skills

Writing a script

#### Reader's Book

"A Very Brief History of Film," pp. 77-88, track 44

#### Product

Script for a Silent Short Film

#### Evaluation Tool

Anecdotal Notes

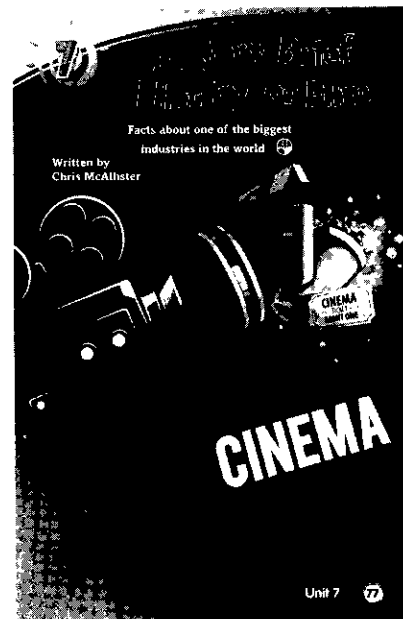
### Activity Book

7

#### How Does Cinema Reflect Emotions and Experiences?



### Reader's Book

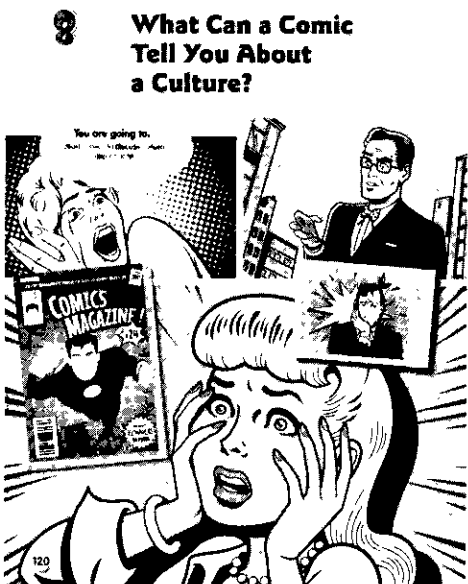


# Scope and Sequence

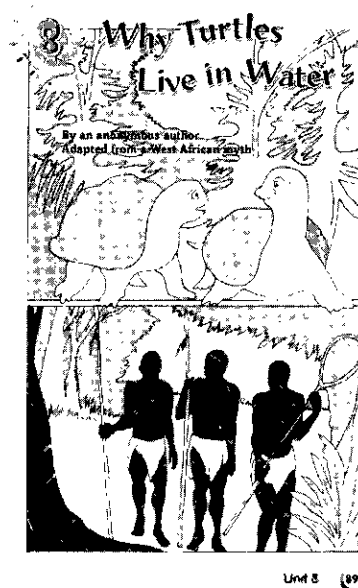
## Unit 8 (pp. T120-T135)

<b>Recreational and Literary Environment</b> <b>Communicative Activity</b> Understanding oneself and others		<b>Social Practice of the Language</b> To read comics to discuss cultural expressions	
<b>Achievements</b> <ul style="list-style-type: none"> <li>Select and revise comic strips in English.</li> <li>Interpret content in comic strips.</li> <li>Exchange opinions about cultural expressions in a discussion.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>acknowledge</li> <li>belief</li> <li>clarify</li> <li>explicit</li> <li>implicit</li> <li>interlocutor</li> <li>onomatopoeia</li> <li>panel</li> <li>speech bubble</li> <li>stand</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>Onomatopoeias</li> <li>Useful phrases for participating in discussions</li> </ul>	<b>Learning to Learn</b> Identifying facts and opinions	<b>Audio</b> Track 33	
<b>Skills</b> Comprehension strategies		<b>Reader's Book</b> "Why Turtles Live in Water," pp. 89-100, track 45	
<b>Product</b> Discussion		<b>Evaluation Tool</b> Self-evaluation and Peer Evaluation Cards	

### Activity Book



### Reader's Book





# Scope and Sequence

## Unit 9 (pp. T136-T151)

<b>🌀 Academic and Educational Environment</b> <b>🌀 Communicative Activity</b> Exchanges associated with specific purposes		<b>🌀 Social Practice of the Language</b> To present information about linguistic diversity	
<b>Achievements</b> <ul style="list-style-type: none"> <li>Select information.</li> <li>Read information.</li> <li>Rehearse giving a presentation.</li> <li>Give a presentation.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>database</li> <li>evaluate</li> <li>information</li> <li>key word</li> <li>library</li> <li>reliable</li> <li>research</li> <li>resource</li> <li>search engine</li> <li>topic</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>Using notes to present</li> <li>Useful phrases to give oral presentations</li> </ul>	<b>Learning to Learn</b> Evaluating the reliability of sources	<b>Audio</b> Track 34	
<b>Skills</b> Preparing an oral presentation		<b>Reader's Book</b> "In Front of an Audience," pp. 101-112, track 46	
<b>Product</b> Oral Presentation		<b>Evaluation Tool</b> Descriptive Valuation Scale	

### Activity Book



### Reader's Book

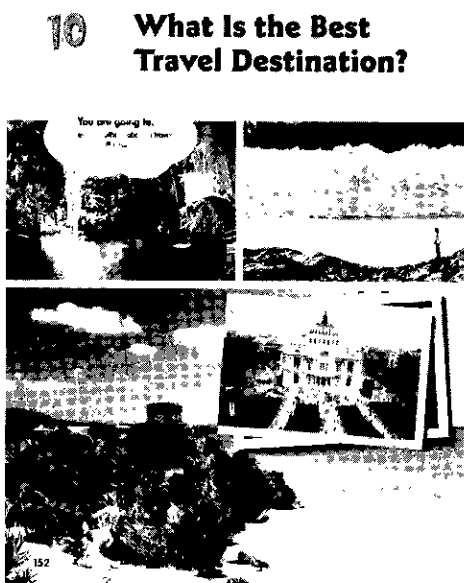


# Scope and Sequence

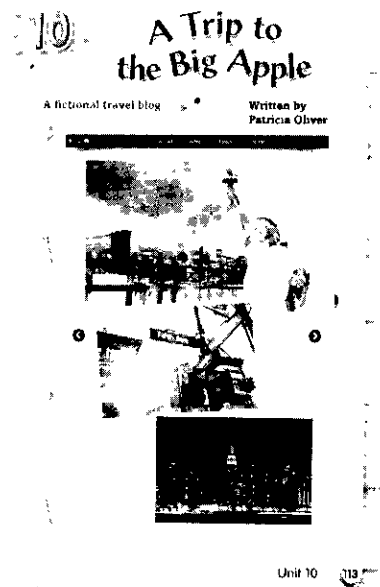
## Unit 10 (pp. T152-T167)

<b>Family and Community Environment</b> <b>Communicative Activity</b> Exchanges associated with the environment		<b>Social Practice of the Language</b> To agree with others about a travel itinerary	
<b>Achievements</b> <ul style="list-style-type: none"> <li>• Seek and consult information.</li> <li>• Compare pros and cons of ideas and proposals.</li> <li>• Build arguments to defend ideas and proposals.</li> <li>• Listen and express pros and cons to come to an agreement.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• accommodation</li> <li>• brochure</li> <li>• destination</li> <li>• discard</li> <li>• itinerary</li> <li>• reserve</li> <li>• touristic</li> <li>• transportation</li> <li>• trip</li> <li>• viable</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>• Phrases for linking arguments</li> <li>• Useful phrases to persuade</li> </ul>	<b>Learning to Learn</b> 10 Principles of Persuasion	<b>Audio</b> Tracks 35-37	
<b>Skills</b> Using persuasive techniques		<b>Reader's Book</b> "A Trip to the Big Apple," pp. 113-124, track 47	
<b>Product</b> Itinerary		<b>Evaluation Tool</b> Questionnaire	

### Activity Book



### Reader's Book





# Pronunciation Guide

## Consonants

p	pen	/pen/
b	bad	/bæd/
t	tea	/ti:/
d	did	/dɪd/
k	cat	/kæt/
g	get	/get/
tʃ	chain	/tʃeɪn/
dʒ	jam	/dʒæm/
f	fall	/fɔ:l/
v	van	/væn/
θ	thin	/θɪn/
ð	this	/ðɪs/
s	see	/si:/
z	zoo	/zu:/
ʃ	shoe	/ʃu:/
ʒ	vision	/'vɪʒn/
h	hat	/hæt/
m	man	/mæn/
n	now	/naʊ/
ŋ	sing	/sɪŋ/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

## Vocals and diphthongs

i:	see	/si:/
i	happy	/'hæpi/
ɪ	sit	/sɪt/
e	ten	/ten/
æ	cat	/kæt/
ɑ:	father	/'fɑ:ðə(r)/
ɑ	got	/gɒt/ (British English)
ɔ:	saw	/sɔ:/
ʊ	put	/pʊt/
u	actual	/'æktʃʊəl/
u:	too	/tu:/
ʌ	cup	/kʌp/
ɜ:	fur	/fɜ:(r)/
ə	about	/ə'baʊt/
eɪ	say	/seɪ/
əʊ	go	/gəʊ/ (British English)
oʊ	go	/goʊ/ (American English)
aɪ	my	/maɪ/
ɔɪ	boy	/bɔɪ/
aʊ	now	/naʊ/
ɪə	near	/nɪə(r)/ (British English)
eə	hair	/heə(r)/ (British English)
ʊə	pure	/pjʊə(r)/ (British English)





# Useful Expressions in the Classroom



## Classroom Language for the Teacher

Act out. • Actúa.  
/Mime. • /Haz con mímica.  
Ask questions. • Haz preguntas.  
Check the spelling. • Revisa la ortografía.  
Check the punctuation. • Revisa la puntuación.  
Check your partner's work. • Revisa el trabajo de tu compañero.  
Check your work. • Revisa tu trabajo.  
Clap. • Aplauda.  
Come to the board. • Pasa al pizarrón.  
Come to the front. • Ven al frente.  
Complete the sentences. • Completa las oraciones.  
Copy this. • Copia esto.  
Count. • Cuenta.  
Describe. • Describe.  
Do this exercise as homework. • Haz este ejercicio de tarea.  
Follow the instructions. • Sigue las instrucciones.  
Help your partner. • Ayuda a tu compañero.  
How are you today? • ¿Cómo estás el día de hoy?  
Identify. • Identifica.  
Line up. • Haz fila.  
Listen carefully. • Escucha cuidadosamente.  
Look at the flashcards. • Mira las tarjetas.  
/Look at the pictures. • /Mira las ilustraciones.  
/Look at the board. • /Mira el pizarrón.  
Look. • Mira.  
Name. • Nombre.  
Open your books. • Abran sus libros.  
Pay attention. • Pongan atención.  
Play. • Juega.  
Point. • Señala.  
/Show. • /Muestra.  
Read aloud. • Lee en voz alta.  
Read. • Lee.  
Remember to do your homework. • Recuerda hacer tu tarea.  
Remember to pay attention. • Recuerda poner atención.  
/Remember to show respect. • /Recuerda mostrar respeto.  
Repeat the words. • Repite las palabras.  
Repeat. • Repite.  
Review your work. • Revisa tu trabajo.  
Settle. • Serénate.  
/Calm down. • /Cálmate.

Sing. • Canta.  
Sit down. • Siéntate.  
Stand up. • Ponte de pie.  
Take out your homework. • Sacar la tarea.  
/Take out your pencils. • /Saquen sus lápices.  
/Take out your notebook. • /Saquen sus cuadernos.  
Take turns. • Tórnense.  
Talk. • Habla.  
Think of... • Piensa en...  
Work in pairs. • Trabajen en parejas.  
/Work in trios. • /Trabajen en trios.  
/Work in groups of four. • /Trabajen en grupos de cuatro.  
Work on your own. • Trabaja tú solo.  
Write in your notebook. • Escribe en tu cuaderno.  
Write on the board. • Escribe en el pizarrón.  
Write some sentences. • Escribe algunas oraciones.

## Classroom Language for the Student

Can I borrow a pencil? • ¿Me puedes prestar un lápiz?  
/Can I borrow an eraser? • ¿Me puedes prestar una goma?  
Can I have a piece of paper? • ¿Me pueden dar un pedazo de papel?  
Can you repeat that? • ¿Puede repetir?  
Excuse me. • Disculpe.  
Good morning. • Buenos días.  
/Good afternoon. • Buenas tardes.  
Hello / Hi • Hola  
How do you say? • ¿Cómo se dice?  
How do you spell? • ¿Cómo se escribe?  
I don't understand. • No entiendo.  
May I go to the bathroom? • ¿Puedo ir al baño?  
Please • Por favor  
Speak slowly. • Hable más lentamente.  
Thank you. • Gracias.

# 1

# What Can We Do for Our Community?

## Unit Overview

<b>Family and Community Environment</b> <b>Communicative Activity</b> Exchanges associated with specific purposes		<b>Social Practice of the Language</b> To exchange views about community service	
<b>Achievements</b> <ul style="list-style-type: none"> <li>Listen and revise dialogues about community services.</li> <li>Get the main idea.</li> <li>Exchange information about community services.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>benefit</li> <li>committed</li> <li>community service</li> <li>experience</li> <li>involved</li> <li>satisfied</li> <li>schedule</li> <li>senior</li> <li>similar</li> <li>skill</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>Modals</li> <li>Connectors</li> </ul>	<b>Learning to Learn</b> Listening with a purpose	<b>Audio</b> Tracks 2-10	
<b>Skills</b> Coping with nerves		<b>Reader's Book</b> "How Can I Help?," pp. 5-18, track 38	
<b>Product</b> Role-play		<b>Evaluation Tool</b> Rubric	




In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Explain to the class that all the activities in the pictures are showing a service that is being given to the community. Have them brainstorm some ideas related to community; you may draw a web graphic organizer on the board to register them, and remember there are no good or bad answers. Then try to elicit from the class the meaning of service (the official system for providing something, especially something that everyone in a community needs).

Finally, organize the class into teams of three and read aloud the title: *What can we do for our community?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.

**Lesson 1**

What is your community like? Complete the sentences. Follow the example.  
 My community is like...

**My Community**



1. My community is like...

2. My community is like...

3. My community is like...

4. My community is like...

5. My community is like...

6. My community is like...

7. My community is like...

8. My community is like...

Work in pairs. Compare your answers.

Read the ad and answer the question. Write in your notebook.

**Help!**

We need enthusiastic teenagers who want to better their community. We can all help to make this world better. Join us to help our community. Call now!

Reader's Book  
 Read the ad and answer the question. Write in your notebook.

Unit 1 9

## Achievement

Listen and revise dialogues about community services.

## Teaching Guideline

Recognize topic, purpose, and intended audience.

## Warm Up

### Material: soft ball/paper ball

In order to clarify vocabulary for the first activity, throw a soft ball (or paper ball) to different students randomly and ask for examples of: *languages, types of weather, traditional dishes, traditional parties, community services*. You may start by saying some examples yourself in order to help students feel more confident. Repeat the categories as many times as necessary until you are sure that they have enough examples to understand what each category refers to. Write some vocabulary words on the board.

### 1. What is your community like? Complete the sentences.

Ask one student to read the instructions and then read each sentence aloud. Give them some time to work on the activity individually while you monitor and offer help whenever it is needed.

### 2. Work in pairs. Compare your answers.

Organize the class into pairs so they can compare how each of them completed the sentences in Activity 1. After a few minutes, invite each pair to share with the class the differences they noticed. You may model the following sentence for them to try: *My partner wrote that... and I wrote that...*

### 3. Read the ad and answer the question.

Read the ad and in order to recognize topic, purpose, and intended audience, ask students: *What is this ad talking about?* (helping the community), *Who is it intended for?* (teenagers who read it: themselves), and *What was it written for?* (to encourage them to participate to help their community). Once they have that information clear, ask some volunteers to answer the question: *What can you do (to help your community)?* Don't forget to provide them with English vocabulary whenever you notice they need more, to help them feel confident to express themselves. Useful vocabulary may include: *pick up trash, plant trees, recycle, donating, saving energy and water, be kind and helpful with people in your neighborhood*, etc.

## Wrap Up

Write the word *service* on the board and elicit its meaning. Have students go back to Activity 1 to recall the services they receive from their community. Ask them: *Don't you think it's time to give something back to the community?* Encourage them to share their opinions, supporting them with vocabulary.

Tell students they have to read pages 5-7 in their Reader's Book at home and think about the answers to the following questions: *Do all four friends agree with each other at the beginning? How do you know?* They will discuss them in class the next day.

# Day 2

## Lesson 1

### Match the columns.

cancel the same	e
an ability to do something well	d
a person's level of	f
to be in some way	c
and a work intended to be of some use	a
having part in an activity or event	j
a part of what someone is going to do	b
willing to work very hard at something	g
knowledge that you gain from doing or studying	h
fixing that something is as good as it should be	i

### Work in pairs. Listen to the conversation and fill in the gaps.

**Max:** Hi, kids. My name is Max Cruz and I'm here to talk about **community service**. Do you know what that is? Please raise your hand to answer and give your name.

**Ana:** Hi, Mr. Ana. I think it's free work you do for your community that **helps** others.

**Max:** Exactly. You can benefit other people and yourselves. Do you know who?

**Pat:** That's it. For example, you can **experience** and **learn** new **skills**.

**Ana:** You can make friends.

**Max:** That always happens when you get **involved** with people that have **similar** interests.

**Pat:** Making always makes you feel **belonged**.

**Max:** That's the most important benefit when **you're** **committed** to helping others, you always feel good.

**Learning to Learn**  
Do I have a purpose in mind every time I listen to a conversation? (p. 169)

### Listen again. Work in pairs to answer. Possible answers:

Where are they? How do you know?  
In a classroom, because of the noise.

What is the conflict between Ana and Pat?  
They disagree about the most important benefit.

Who do you think is the most interested in the programs? Why?  
Ana, because she's asking lots of questions.

How does Max stress the main idea?  
By repeating it through benefit after people and yourself.

**Reader's Book**  
Do all four friends agree with each other at the beginning? How do you know?

10 Unit 1 Detect contextual clues. Recognize speakers' actions that support meaning.

## Achievement

Listen and revise dialogues about community services.

## Teaching Guidelines

- Detect contextual clues (e.g., background noise, relationship of speakers, etc.).
- Recognize speakers' actions that support meaning (e.g., adjusting volume, paraphrasing, asking questions, etc.).

## Warm Up

Draw a web graphic organizer on the board and write the phrase *community service* in the middle. Have students brainstorm any idea that comes to their minds. Write their ideas organized in different circles around the one in the middle, and at the end use those ideas to reflect upon the meaning that phrase has for them.

## 4. Match the columns.

Read the instructions aloud and give students some time to work on the activity individually. Check orally. Some of the words in this activity are included in the glossary; tell students to check their meaning in the corresponding pages at the back of their book.

## 5. Work in pairs. Listen to the conversation and fill in the gaps.

Tell students that it is very important to always be clear about what kind of information they are listening for. Tell them that in this case, they will fill in the gaps with some of the words they learned in the previous activity. Play the audio and have them write the answers.

## Learning to Learn

Go to page 169 in the Activity Book and read the information aloud. Ask students what kind of information they listened for in the previous activity (specific information). Give them the following examples and ask them to tell you the purpose for each context: *emergency procedures before a flight (details), information about a film (main ideas)*. Emphasize the idea of always having a purpose in mind before listening.

## 6. Listen again. Work in pairs to answer.

To help students detect contextual clues, ask them: *Can you recall the environmental sounds in the dialogue? (classroom sounds). Can you recall the people who spoke? (a young woman and two students). Can you explain the relation between them? (visitor-students, classmates)*. Explain that it is also very helpful to recognize speakers' actions that support meaning. Ask: *Do you remember the name of the enthusiastic girl? (Ana) How did she show her enthusiasm? (by asking lots of questions)*. Finally, organize the class into pairs, play the audio again and give them some time to answer the questions while you monitor.

## Wrap Up

Ask pairs to share and compare their answers with the rest of the class.



Discuss the questions related to the text from the Reader's Book. First, ask students to tell you what is happening in the story at the beginning. Then inquire if they think that the four friends agree with each other when Tom first proposes the idea. If there are two different answers, organize a brief debate so that each group can defend its own position (with proof or clues from the text). If all students agree on the answer, ask them why they think so. The clue is that Betty says, "Are you crazy?"; which means that, at least at the beginning, she is not that convinced about Tom's idea.

## Lesson 1

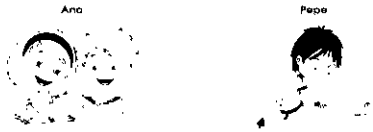
Listen to the conversations and check the correct answers.

Face to Face   
  Long-distance Interaction   
  Formal   
  Informal

Work in teams to answer the questions. (Possible answers)

- Why is distance so important between the voices of Ana and Pepe? The girl speaks loudly and the boy speaks at a low tone.
- Taking into account their voices, what do you infer about their attitude? The girl is outgoing and the boy is shy.

Draw the two kids performing their community service. Be sure to reflect their attitudes.



Listen again and fill in the chart. Copy it on a sheet of paper and file it in your portfolio or, if you are creating a digital portfolio, take a picture.

Name of the Program	Place	Duties	Days	Hours	Responsible
Cafeteria	Central Library	Help Primary Students Read with Matt	Mondays and Wednesdays	3:30-4 pm	Mr. Gonzalez
Recreation	Hidalgo Park	Plant Trees	Saturdays	8 am	Guina Pérez

Note language register / identify forms of communication / distinguish intonation and attitude.

Unit 1 11

## Achievement

Listen and revise dialogues about community services.

## Teaching Guideline

- Notice language register.
- Identify forms of communication (face to face or long-distance interaction).
- Distinguish intonation and attitude.

## Warm Up

Write the following expressions on the board under their corresponding headings. Greetings: *Good morning! How are you doing? Hi! Hey there! What's up!* Farewells: *I'll see you tomorrow. It was a pleasure to meet you. See you later. Take care!* Ask the class: *Which expressions would you use to talk to your school principal? your teacher? your mom? your friends? an older person you barely know?* Have students infer which greetings and farewells are formal and which are informal.

## 7. Listen to the conversations and check the correct answers.

Read the instructions and tell students that this time they should not worry if they do not understand every

single word in the conversations. Instruct them to relax and pay attention only to the environmental sounds, the intonation, and the words people say to greet and to say good-bye. Play the first conversation and guide students to analyze it by asking: *Which words did they use for opening the conversation?* (Hi/ Hello), *Which words did they use for closing it?* (See you later. Take care!). To identify language register, ask: *Do you think this conversation was formal or informal?* (informal). To identify form of communication, ask: *Was the conversation taking place face to face?* (no). Play the second conversation and guide students to analyze it by asking the same questions. Ask them to check the correct answers.

## 8. Work in teams to answer the questions.

Organize the class into small teams and read the two questions aloud. Play Track 5 and tell the class to try to distinguish intonation and attitude. Then give them some time to discuss while you monitor and, if necessary, guide teams to notice that Ana is outgoing and enthusiastic, while Pepe is shy and reserved.

## 9. Draw the two kids performing their community service. Be sure to reflect their attitudes.

Read the instructions aloud and ask students to draw Ana and Pepe to reinforce the impressions they got from the conversations. These kinds of activities help more visually oriented students to recognize their accomplishments.

## 10. Listen again and fill in the chart. Copy it on a sheet of paper and file it in your portfolio or, if you are creating a digital portfolio, take a picture.

Tell students that this time they will listen in order to get specific information. Have them read the headings from the chart and play Track 6. Check by pausing after each answer is given, and ask volunteers to write answers on the board. This activity will be your first evidence in this unit; ask students to file it following the procedure you prefer; portfolios can be a physical file or online in digital form.

# Day 3

## Lesson 1

### Product: Role-play

Get in small teams and do the following activities. (10-15 minutes)

#### Discuss and answer:

What are the main problems in your community?

Which are the most important? Why?

How do they make you feel?



Go back to page 9 and compare your answers to Activity 3. Which skills did you mention? How can they contribute to solve the problems you identified? Follow the example.

#### Example

The strategies that helped me understand the conversations I listened to were:

- identify the main idea of the conversation
- identify the main problem

Other(s):

How can I improve this ability?

## Wrap Up

### Product: Role-play

In this unit, students will present a role-play in which they will exchange information and opinions about a community service. In this lesson, they will decide who they will work with (small teams, not more than four students); they will identify two possible themes (problems in their community) for their role-play, and they will recognize how these situations make them feel by discussing the questions in their book. The purpose of these activities is to engage the students so they can talk about a theme with which they are really concerned. Read the instructions aloud and each of the questions they will discuss to make sure they understand. Monitor while they work to encourage them to speak in English and offer help whenever they need it. Once all teams answer the questions, invite them to read their answers aloud. Encourage the class to give respectful comments.

## Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 6, p. 10:** Use the **Task Card Strategy**. Assign each pair only one of the four questions in this activity. Then put pairs together so they may share their answers.

**Activity 10, p. 11:** Ask a volunteer to draw the chart on the board. Play Track 6 pausing after each answer is given and use the **Choral Response Strategy** to ask for the answers. The volunteer at the board will write the answer in the corresponding place in the chart so the rest of the class may copy it in their books.

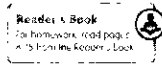
## Lesson

Look at the pictures. What can you do to solve these problems?



Listen to the opening of the dialogue. Put the sentences in order.

1. Look.
2. Help. There are many other people who pick up the trash.
3. Why are you doing it?
4. Are you planning to participate in the community service program?
5. Help with the old lady carrying her bag.



Work in pairs. Read the opening again and underline the words that introduce the theme of the dialogue.

Work in pairs. Using the information on this page, predict two topics that may appear in the dialogue.

1. Help pick up trash.
2. Help with the old lady.

Do not copy words from the dialogue or script.

Unit 1 13

## Achievement

Get the main idea.

## Teaching Guidelines

- Detect key words.
- Anticipate general sense.

## Warm Up

Ask three volunteers who like to draw to go to the front by turns. Tell the first one to draw a garden and some dark clouds in the sky and ask the class: *What will happen in the garden?* (It's going to rain.). Tell the second student to draw a book with the front page showing a wolf blowing at the door of a wooden house and ask the class: *Do you know what book is this?* (Three little pigs). Finally, tell the third student to draw a magazine with a picture on its front page that shows the recycling symbol and ask the class: *What is the magazine about?* (recycling/environmental issues). Ask: *Do you think pictures reveal information?* (Of course!)

### 1. Look at the pictures. What can you do to solve these problems?

Have some volunteers describe the pictures (streets full of trash and seniors who need help). Read the

question aloud and encourage students to answer. You may model the structure for them to follow it: *I can...* (pick up the trash, organize brigades, help the old lady carry her bags, etc.).

### 2. Listen to the opening of the dialogue. Put the sentences in order.

Read the instructions and ask students: *What do you have to write in the lines?* (numbers from 1 to 5). Play Track 7 for them to put in order. Play it again pausing after each sentence is said to check.

### 3. Work in pairs. Read the opening again and circle the words that introduce the theme of the dialogue.

Ask two volunteers (a boy and a girl) to act out the opening of the dialogue in front of the class. Encourage them to use the correct intonation while reading. The rest of the class must pay attention to detect key words that introduce the theme (community service programs). Tell everybody to circle the answer.

### 4. Work in pairs. Using the information on this page, predict two topics that may appear in the dialogue.

Tell students to observe all the activities on this page. Ask them about the information each of them provides (the pictures show two community problems: dirty streets and an old lady who needs help; the opening of the dialogue contains the key words: *community service programs*). Based on that information, have students anticipate the general sense of the dialogue they will listen to by writing the two topics they think may appear in it. Monitor while they write to offer any help that may be required.

## Wrap Up

Have pairs share their predictions with the class.

Tell students they have to read pages 8-15 in their Reader's Book at home and think about the answer to the following question: *Do they all enjoy their community service programs?* They will discuss it in class the next day.

# Day 2

## Lesson 2

### Listen and read the body of the dialogue.

Karla: Yes, but I'm not sure which one to choose.  
 Tony: **Go to page 168 and read the information.** We must focus on the problem that needs the most urgent help.  
 Karla: Yes, that will be difficult because our community has many problems that need attention.  
 Tony: That's true, but we **should** choose one of them.  
 Karla: **Go to page 168** if you think the worst problem **may** be pollution.  
 Tony: I don't agree. I think that it's really important to help schools who live close to the park **they could** do to help solve these, such as mowing their lawn or doing their own shopping. Some of them **can**, but others **can't** do them on their own. **They can** do something to help the neighborhood **if you think**.  
 Karla: I agree, but what about pollution? Our town will look awful if we continue throwing trash in the streets.

### Look at the words in bold in Activity 5. Fill in the graphic organizer.

can	shows an ability in the present
could	shows an ability in the past
must	gives a strong recommendation
should	gives a suggestion

### Time-to-Shine!

- Which word in bold is used to show possibility in the present and future?

Work in pairs. Reread the body of the dialogue and underline a sentence that makes a statement, circle a sentence that asks a question, and draw a square around a sentence that expresses a strong emotion.

**Reader's Book**  
 Do they all enjoy their community service programs?

14 Unit 1 Activate previous knowledge / Distinguish the composition of expressions: types of sentences and modal verbs.

## Achievement

Get the main idea.

## Teaching Guidelines

- Activate previous knowledge.
- Distinguish the composition of expressions: types of sentences and modal verbs.

## Warm Up

On the board, write the words *can-could* and, to activate previous knowledge, ask students to give some examples with each word. Make sure it is clear for everybody that *can* is used to talk about an ability in the present, and *could* to talk about an ability in the past.

### 5. Listen and read the body of the dialogue.

Read the instructions aloud, play Track 8, and have students follow the reading. When they finish, ask: *What does the body of the dialogue contain?* (the development of the topics).

### 6. Look at the words in bold in Activity 5. Fill in the graphic organizer.

Draw students' attention to the words in bold. Give them some time to infer the use of those modals and

fill in the graphic organizer. Check orally and ask the question in the Time to Shine! box. Praise the student who answers.

## Language 168

Go to page 168 in the Activity Book and ask volunteers to read the information included there to reinforce the concepts they inferred by working in Activity 6. Ask: *How do we form affirmative, negative, and interrogative sentences using modals?* Guide students to answer by asking them to look at the examples and notice the order of the words (affirmative: subject + modal + action word / negative: subject + modal + not + action word / interrogative: modal + subject + action word).

### 7. Work in pairs. Reread the body of the dialogue and underline a sentence that makes a statement, circle a sentence that asks a question, and draw a square around a sentence that expresses a strong emotion.

Ask students to share with the class some expressions they commonly use when they are very happy or very excited. You may accept expressions in Spanish and write the equivalent in English on the board: *¡Qué padre!* = *Cool!* Emphasize that in English we only use one exclamation mark. Organize the class into pairs and read the instructions aloud. Give them some time to distinguish the composition of expressions (types of sentences) by working on this activity. Check orally; you may allow them to underline both negative and affirmative statements.

## Wrap Up

Organize the class in small teams. Explain to them that you will say a modal and a type of sentence; e.g., *can/affirmative statement* and as a team they have to say one sentence aloud; e.g., *We can help our community*. The first team that says a sentence correctly scores a point.



Ask students some comprehension questions since this part was longer: *Which community service does each of the protagonists join? Whom do they meet there? Ask them to gather in groups of four to discuss the question Do they all enjoy their community service programs? After a few minutes, ask each group to share their answers and opinions with the rest of the class.*



## Lesson 2

Listen to the closing of the dialogue and write the missing sentence. Discuss what it is used for.

Toko: We can do something to solve both problems.  
Kana: What do you mean?

Toko: We should participate in both programs.  
Kana: Could that be possible?

Toko: Of course. One of your best skills is that you're very well organized, and Akira-Dax will be very happy to know that we want to get involved in different activities.

Kana: Well, I'm not sure that will depend on the schedules and dates each program includes. We must ask for that information before deciding.

Toko: OK. I'll ask her for the information and I'll send it to you by email.

Kana: That's a great idea! Thank you very much.

Toko: You're welcome! See you tomorrow.

Kana: Bye!



What can you find in each part of the dialogue? Match the columns.

Opening: *and*, *because*, *plans*, *farewells*

Body: *greetings*, *theme*, *introduction*, *exit words*

Closing: *but*, *if*, *in development*, *opinions*, *opinion*, *and*, *dates*

Read the whole dialogue. Look at the words in *italics* below and circle the correct option.

And is used to show *contrast* *cause* *condition* *addition*

But is used to show *sequence* *contrast* *condition* *addition*

Because is used to show *contrast* *addition* *condition* *contrast*

If is used to show *contrast* *condition* *cause* *condition*

Then is used to show *contrast* *sequence* *condition* *contrast*

Clarify the meaning of words and expressions. Determine the structure of dialogues and the sequence of enunciation. Identify use of words and expressions that connect ideas.

Unit 1 15

## Achievement

Get the main idea.

## Teaching Guidelines

- Clarify the meaning of words and expressions.
- Determine the structure of dialogues (opening, body, and conclusion) and the sequence of enunciation (description, instruction, etc.).
- Identify use of words and expressions that connect ideas (e.g., *if*, *then*, *and*, *because*, etc.).

## Warm Up

Play Hangman with some of the vocabulary words presented in Lesson 1. Draw a blank line on the board for each letter in the word you choose, and have students guess the letters. Fill in the blanks if they guess them correctly or draw a part of the "hangman" if their guess is wrong. Once they guess each word, elicit a sentence.

## 8. Listen to the closing of the dialogue and write the missing sentence. Discuss what it is used for.

Play Track 9 for students to write the missing sentence. Check by writing it on the board. Explain that we use that expression to clarify the meaning

of words and expressions. Ask students if they know some other expressions they may use when they do not understand a word or a sentence. Elicit expressions such as: *What do you mean by...? Could you say that again, please? Could you repeat, please? Could you give us an example? What is the meaning of...?* Write them on the board. Ask one volunteer to write each of them on pieces of recycled paper and paste them around the classroom so students can keep them in mind to ask for clarification when they do not understand.

## 9. What can you find in each part of the dialogue? Match the columns.

To determine the structure of dialogues and the sequence of enunciation, tell students to go back to Activities 2 on page 13, 3 on page 14, and 8 on this page to check the information included in each part of the dialogue. Once they have done it, give them some time to match the columns. Check orally.

## 10. Read the whole dialogue. Look at the words in italics below and circle the correct option.

Give students some time to go through the whole dialogue again in order to analyze the use of the connectors marked with italics. Walk around to monitor and help students who may have trouble in identifying the function of each of them. Check orally.

## Language 168

To reinforce the knowledge students acquire by analyzing the use of the connectors (and, but, because, then, if) in the dialogue, go to page 168 in the Activity Book and have students read the information aloud.

# Day 3

## Lesson

*Dialogue*

Get together with your team and do the following activities.  
Time: 15-20 min.

Write some phrases you may include in the...

opening of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

opening of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

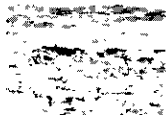
closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.

Write some phrases you may include in the...

closing of the dialogue.



Go back to page 13 to recall the ideas you wrote in Activity 4. Take the dialogue presented in this lesson as a reference to discuss which problem is the most important to solve and what community service you may give to contribute to its solution.

Write your conclusions.

The strategies that helped me get the main idea were:

1. I read the dialogue carefully and tried to understand the main idea.

Other(s):

How can I improve this ability?

## Wrap Up

### Product: Role-play

As you may recall, in this unit students will present a role-play in which they will exchange information and opinions about community service. In this lesson, students will identify and choose some phrases they may include in the opening and closing of their dialogue, and they will also decide their theme. Before they start working, tell them to reread the dialogue presented in this lesson so they may take it as an example for their team's discussion in order to exchange views on which of the two problems they chose in the previous lesson is the most important to solve through a community service project. Encourage them to use the expressions: *We have to think about...* *That's true, but...* *You're right! I don't agree. Don't you think?* *I agree, but...* Monitor and offer help if they need it. Have them write their conclusions and finally invite teams to present their discussions in front of the class.

## Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 4, p. 13:** Guide students to answer by drawing their attention to the pictures from Activity 1. Then use the **Open-ended Statement Strategy** saying: *The pictures shown in Activity 1 appear precisely on this page because...* Based on their answers, guide them to predict.

**Activity 7, p. 14:** Use the **Mini Lesson Strategy** explaining to students the difference between affirmative, interrogative, and exclamatory sentences by writing some examples on the board: *I will register in the tutoring program. Can I help in the tutoring program? It will be great to help in the tutoring program!* Ask them what is the function of each (say something, ask something, express a strong emotion related to something) and draw their attention to the punctuation marks. Finally, guide them to find similar sentences in the body of the dialogue.



# Day 2

## Lesson 3

Use the words from the box to complete the questions.

must    may    can    should

Can I help with another subject apart from Math in the Tutors program?

What should I do if I want to get involved in the Help the Seniors program?  
You should contact Jose Garcia.

Must Lisa Gomez want to participate in the Clean the Neighborhood program?  
Yes, she must.

Can my uncle register to take advantage of the Help the Seniors program?  
Let me ask if that could help him.

Use the information from the chart to answer the questions in Activity 4. Follow the example. Then, write two more questions with their answers on a sheet of paper. File it in your portfolio.

Program	Place	Day and Time	Duties	Responsible	People Who May Benefit
Tutors	Calvary Church	Monday and Wednesday 3 pm - 4 pm	Help elementary students with Math	Mr. Carlos Gonzalez	Primary students from that school
Restoration	Marin Park	Saturday 8 am - 10 am	Paint fence	Jose Perez	The school principal
Help the Seniors	Various locations (depending on the neighborhood)	Wednesday 11 am - 1 pm	Help seniors with housework	Sofia Lopez	Seniors 65 and up
Clean the Neighborhood	Block 16	Monday every other day from Tuesday to Friday evening	Pick up trash in the park and nearby streets	Sebastian Gomez	The school principal

Practice the questions with a partner.

### Reader's Book

What additional idea do they come up with while they are doing their poster?

16 Unit 1 include relevant details and interview information. Fluently take turns to speak.

## Achievement

Exchange information about community services.

## Teaching Guidelines

- Include relevant details and interesting information.
- Fluently take turns to speak.

## Warm Up

Divide the class into two teams, each team sits on a different side of the classroom. Bring two chairs to the front so, that when seated, a student is facing his or her team and their back is to the board. One member from each team sits in their team's chair. Write one of the following words on the board: *community service, benefit, involved, senior, similar, satisfied, skill, schedule, committed, experience*. The students in the chairs must not see what is written on the board, and teams have one minute, using only verbal clues, to get their seated teammate to say the word written on the board. The first student to guess the word scores a point for their team. When the round is over, two new team players are rotated and a new word is written up.

## 4. Use the words from the box to complete the questions.

Draw students' attention to the modals in the box and give them some time to complete the questions. Check orally. Have them reflect upon the use of each modal, especially the difference between *should* and *must* (the first one implies a recommendation, while the second one implies an obligation or necessity).

## 5. Use the information from the chart to answer the questions in Activity 4. Follow the example. Then, write two more questions with their answers on a sheet of paper. File it in your portfolio.

Guide students to answer each question by using the information included in the chart. Explain that in order to avoid being rude, they may use the phrase *Let me ask* as shown in the example. Finally, ask students to write two more questions about the programs on a sheet of paper. Encourage them to use modals and to write their answers, including relevant details and interesting information from the chart. Monitor to check. This activity will be your second evidence in this unit; ask them to file it following the procedure you prefer.

## 6. Practice the questions with a partner.

To help students start to take turns to speak fluently, organize the class into pairs and have them practice the questions from the previous activity and the ones they wrote.

## Wrap Up

Ask students: *What is the importance of intonation, gestures, and body language?* (They can give us cues about the attitude of the person who is speaking.) *What is the importance of taking turns to speak?* (It shows respect and gives us the opportunity to listen to the other person.) Tell pairs to learn two questions with their answers and say them in front of the class; suggest that they include questions to clarify meaning when they don't listen to or understand their partner. The students who are listening must give them feedback concerning their intonation, gestures, body language, and ability to take turns while speaking. Encourage all students to participate.



Ask students the third question: *What additional idea do they come up with while they are doing their poster?* (to do a Community Service Fair at school). Ask them to get into groups of three and create a Community Service poster/leaflet/booklet.



# Day 3

## Lesson 3

### Community Service

Get with your team and do the following activities. (Answer on page 17.)

Go back to page 16 and recall the ideas you wrote concerning the most important problem to solve in your community and the service you may give to contribute to its solution. Fill in the chart with information related to the community service.

Program	Place	Day and Time	Duties	Responsible	People Who May Benefit
---------	-------	--------------	--------	-------------	------------------------

Write some notes to summarize the information from the chart.

#### Strategies

The strategies that helped me exchange information about community services were:

- Ask the teacher for the words or ideas that are difficult for my students.
- Give students a worksheet to take notes on.

Others:

How can I improve this ability?

20 Unit 1

## Wrap Up

### Product: Role-play

As you may recall, in this unit students will present a role-play in which they will exchange information and opinions about a community service. In this lesson, each team will write information about the community service that may solve the problem they chose. In order to do it, they should fill in the chart provided with information of their own (they may take the one in Lesson 3, Activity 5 as a model). Then, they will use that information to write the notes that they will use for their role-plays. Monitor while teams work to provide any help they may need. When they finish, go through the description of each of the steps on page 23 and give teams some time to decide if they will bring extra material for their presentation such as costumes, props for sound effects, etc.

## Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 1, p. 17:** Use the **Think-Pair-Share Strategy** to form pairs in which one student may tutor the other. Guide students to answer by drawing their attention to Activity 8 from Lesson 2 (p. 15) so they can reread the closing of the dialogue to check which issue they were not sure about (asking Mara if they could participate in two programs).

**Activity 5, p. 18:** After reading the instructions, use the **First of Five Strategy** asking students to use their fingers as a scale of one to five to express the help they think they will need to perform it. Work closely with students that need more help. Read each question aloud and guide their attention to the corresponding square in the chart. Tell them to identify the modal included in the question so they can include it in the answer again. Guide them to structure a sentence using both the information provided in the chart and the modal they identified; you may use the answers provided in the Activity Book as a guide. Finally, tell them to choose one of the questions provided in Activity 4 so they may use it as a model including information from another program; e.g., *What should I do if I want to get involved in the Help the Seniors program? – What should I do if I want to get involved in the Tutors program?* Do the same to write the answer: *You should contact Jose Torres. – You should contact Jacobo Gonzalez.*



## How Can I Help?

1. Write down synonyms from the text in pairs. Close your book, say one of the words and have your partner say the synonym.

- 1. teens or preteens, *youngsters*
- 1. be quiet, *be silent*
- 1. old people, *elderly*
- 1. immediately, *right away*
- 1. confused, *perplexed*

2. Write three useful expressions you can use in dialogues.

*¿Podría usted...?*

- 1. *¿Podría usted...?* (Could you...?)
- 1. *¿Qué le parece si...?* (What do you think about...?)
- 1. *Te entiendo, pero...* (I understand you, but...)

3. Write F (formal) or I (informal). Check with a partner.

- 1. Hey! *I* / Yeah! *I*
- 1. I could possibly *F* / You bet *I*
- 1. I was wondering if... *F* / I'm glad *I*

4. What do you think is the purpose of the text? Discuss in groups.

*¿Para qué es...?*

- 1. *¿Para qué es...?* (What is the purpose of...?)
- 1. *¿Para qué es...?* (What is the purpose of...?)

*¿Para qué es...?*

In 2015, world leaders adopted the 2030 Agenda for Sustainable Development, which includes a set of 17 Sustainable Development Goals (SDGs) to end poverty, fight inequality and injustice, and tackle climate change by 2030. Which one would you like to participate in and how would you do it? Discuss with a partner.

10 Unit 1

1. Write down synonyms from the text in pairs. Close your book, say one of the words and have your partner say the synonym.

Ask students to define the word "synonym" or explain what it refers to. Once they all understand the word, ask them to reread the text and write down one synonym per word. After they finish, ask them to check with a partner, and then check as a group.

2. Write three useful expressions you can use in dialogues.

Explain that there are certain fixed expressions in every language that make communication easier and more polite. In Spanish, some instances are: *¿Podría usted...?*, *¿Qué le parece si...?*, *Te entiendo, pero...* Explain that it is the same in English and that it is extremely important they start adding these expressions to their conversations in English. Ask them to look for three useful expressions in the text and then get into groups of four to discuss their findings.

3. Write F (formal) or I (informal). Check with a partner.

Explain that to distinguish between formal and informal language, they should think about what expressions would be OK to say to their best friends, and which ones would be better to say to an elderly

person they do not know. Ask them to complete the activity and discuss their answers with a partner.

4. What do you think is the purpose of the text? Discuss in groups.

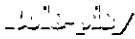
Remind them what "purpose" means and what are some possible general purposes of texts. Ask them to recall the purposes of the texts they have seen in this unit. Then ask them to get into pairs and discuss the purpose of this text.

### ICT Box

Explain what "sustainable development" is and that nowadays there are international meetings in which they set goals per country. Then ask them to read all 17 goals in the link and think about how they could contribute to the one they chose, even if it is with apparently simple, everyday actions. Ask them to share in groups of three.

# Product and Assessing My Learning Process

## Product



Together with your team, you will use your notes from page 20 to give information about the community service you chose. In order to prepare it, do the following activities.

### Choose the place

Write the name of the place that you will visit. Write the name of the community service you will do. Write the name of the person you will be working with.

### Choose the person(s)

Write the name of the person(s) you will be working with. Write the name of the person(s) you will be working with. Write the name of the person(s) you will be working with.

### Choose the emotion you want to transmit

Write the emotion you want to transmit. Write the emotion you want to transmit. Write the emotion you want to transmit.

### Practice what you learned

Practice what you learned. Practice what you learned. Practice what you learned.

### Give it sequence and coherence

Give it sequence and coherence. Give it sequence and coherence. Give it sequence and coherence.

### Rehearse and evaluate yourselves

Rehearse and evaluate yourselves. Rehearse and evaluate yourselves. Rehearse and evaluate yourselves.

Once you are ready... present it to your class!

Ask your teammates to give you feedback about the performance you had during the presentation of your role-play. Follow the example.

Name	I'd liked very much that you...	I suggest that you...

22 Unit 1

## Skills 169

Ask students how they feel about the role-play. As some of them may be nervous, have them read the information on page 169 and guide them to perform the breathing exercise. After you finish, encourage them to share how they feel.

## Role-play

Tell students that they will have 10 minutes to rehearse their dialogues with their team. Suggest that they go through the steps described on page 22 in order to include every aspect that will be evaluated. Monitor to offer any suggestions that may improve their presentation. Once teams are ready, invite them to present in front of the class. Use the rubric provided to evaluate each student individually. Remember that a rubric sets out clear criteria and standards for assessing different levels of performance to make transparent the process of synthesizing evidence into an overall evaluative judgment.

Now, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

## Assessing My Learning Process

1. Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills. Follow the example.

Tell students to go back to page 9 and guide them through the unit recalling what they did in each activity. Tell them

## Assessing My Learning Process

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills. Follow the example.

Lesson Activity It helped me because...

Now, go back to the pages that guided you to work in your role-play. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results. Follow the example.

Step 1 (p. 12)		
The subproduct in this session was	Aspects I liked	Aspects to improve
Step 2 (p. 14)		
The subproduct in this session was	Aspects I liked	Aspects to improve
Step 3 (p. 20)		
The subproduct in this session was	Aspects I liked	Aspects to improve
Role-play		

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Unit 1 23

to choose the three activities they think were more useful to improve their performance: acquiring more vocabulary, learning a strategy, applying a new language structure, etc. Let them choose their activities and, before they fill in the chart, read the examples to give them a model. Monitor while they work to offer help if they need it.

2. Now, go back to the pages that guided you to prepare your role-play. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results. Follow the example.

Draw students' attention to the graphic organizer and read the example aloud to model the activity. Then guide students to describe the different steps that helped them prepare and present their role-play. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their result in the future to prepare similar activities.

3. In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.



# Evaluation Tool

## Rubric

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

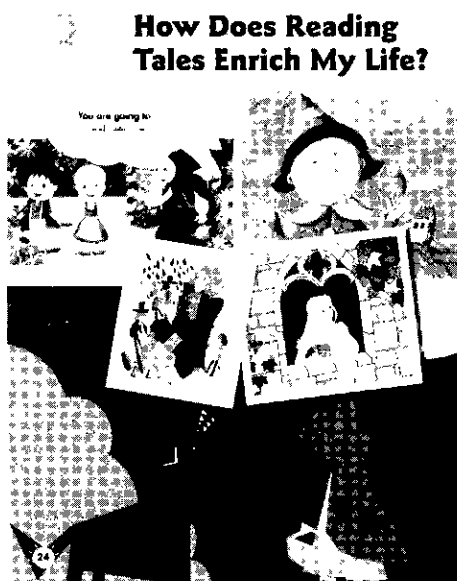
	<b>Achievement Attained</b>	<b>Needs Reinforcement</b>	<b>Needs Help</b>
<b>Props</b>	Student uses several props (could include costume) that show considerable creativity and make the presentation better.	Student uses one prop that shows creativity and makes the presentation better.	Student doesn't use props.
<b>Appropriate language use</b>	Student's selection of words and phrases is totally appropriate for the situation.	Student included some words and phrases that are not appropriate for the situation.	Student's selection of words and phrases is not appropriate for the situation.
<b>Emotions conveyed</b>	Intonation and attitude are appropriate to convey clear emotions and generate a strong interest about the topic in others.	Intonation and attitude convey clear emotions and sometimes generate interest about the topic in others.	Intonation and attitude barely convey emotions and don't contribute to generate interest about the topic in others.
<b>Use of new structures and vocabulary</b>	Student shows the correct use of new structures and vocabulary from this unit.	Student uses some new structures and vocabulary from this unit, but sometimes they're not used correctly.	Student didn't include new structures and vocabulary from this unit.
<b>Sequence and coherence</b>	The dialogue follows a sequence (opening – body – closing) and includes appropriate information for each stage.	The dialogue follows a sequence (opening – body – closing) but missed some relevant information.	The dialogue doesn't follow a sequence (opening – body – closing).
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems prepared but might have needed a couple more rehearsals.	Student is somewhat prepared, but it is clear that rehearsal was lacking.

# 2

# How Does Reading Tales Enrich My Life?

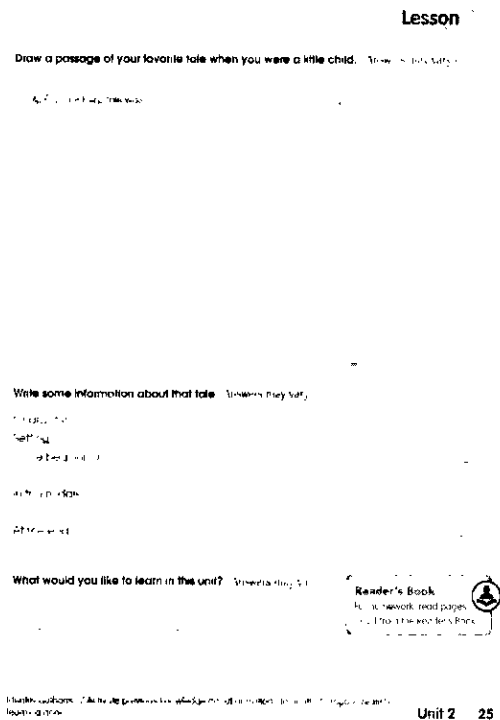
## Unit Overview

<b>Recreational and Literary Environment</b> <b>Communicative Activity</b> Literary expression		<b>Social Practice of the Language</b> To read classic tales	
<b>Achievements</b> <ul style="list-style-type: none"> <li>Select and revise classic tales.</li> <li>Compare variants of pronunciation and writing.</li> <li>Understand general sense and main ideas.</li> <li>Express key events orally.</li> <li>Rewrite key events.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>author</li> <li>character</li> <li>climax</li> <li>conflict</li> <li>purpose</li> <li>reader</li> <li>sequence</li> <li>setting</li> <li>tale</li> <li>theme</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>Question words</li> <li>Past simple and past progressive</li> <li>Sequence words</li> <li>Differences between British and American spellings</li> </ul>	<b>Learning to Learn</b> How to read a narrative text	<b>Audio</b> Tracks 11-16	
<b>Skills</b> Text organization		<b>Reader's Book</b> "Jack and the Beanstalk," pp. 19-30, track 39	
<b>Product</b> Big Book		<b>Evaluation Tool</b> Descriptive Valuation Scale	



In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Explain to the class that all the images are showing scenes from different fairy tales and ask students if they have read any of them. Ask some volunteers to share a brief summary of each of the stories. At this point, you may allow some Spanish words to make them feel confident to express themselves, but always provide them with the words or phrases in English and have them repeat after you.

Finally, organize the class into teams of three and read aloud the title: *How does reading tales enrich my life?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.



## Achievements

- Select and revise classic tales.
- Compare variants of pronunciation and writing.

## Teaching Guidelines

- Identify author(s).
- Activate previous knowledge about narration elements.
- Propose realistic learning goals.

## Warm Up

Write the following titles of some fairy tales on the board: *Cinderella*, *Snow White*, *Hansel and Gretel*, etc. Also write the word *character* on the board and explain that a character is an individual (can be a person, animal, or thing) in a narrative. Organize the class into teams of three; have them choose a tale they know well and write the names of two characters from that tale. Monitor while they work, and offer any help they may need. Invite teams to share their tales and characters with the class.

### 1. Draw a passage of your favorite tale when you were a little child.

Read the instructions aloud and give students some time to draw and write the title of their favorite tale.

Once they finish, organize the class into teams of four so that they can show their drawings to each other. Then, to identify the author, ask students to write the name of the author on the line that follows the word *by*. If they don't know the author, they may help each other or use an electronic device to look for the information. Have each team share with the group the names of their favorite tales and authors.

### 2. Write some information about that tale.

In order to activate previous knowledge about narration elements, read each title aloud and remind students that the setting refers to the place and time where the story develops. Walk around and monitor while they write to offer help with words they may not know and check the activity. Ask volunteers to share their work with the class.

### 3. What would you like to learn in this unit?

Explain to students that, as they have surely realized, during this unit they will read some tales in English. To have them propose realistic learning goals, read the question aloud and encourage them to orally share their answers (learn new words, learn some strategies to understand, read new stories, etc.). Give them a few minutes to write their answers while you monitor.

## Wrap Up

### Material: strips of paper with names of tales you are sure students know inside a box or a bag

**Play Charades.** Invite one student to go to the front and take one strip of paper out from the box or bag. The student has to read the name of the tale in silence and act it out for the class without using words. The class will have one minute to guess; if they say the name of the author they can score double points. The game ends when they score 10 points.

Tell students they have to read pages 19-23 in their Reader's Book at home and think about the answer to the following question: *After reading the beginning of the story, how do you think it is going to end?* They will discuss it in class the next day.



## Lesson 1

Listen to the following fragment.



### The Selfish Giant by Oscar Wilde

Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden. It was a large, lovely garden with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. "How happy we are here!" they cried to each other.

One day the Giant came back. He had been to work his field in the Cornish country, and had stayed with him for seven years. After the seven years, he determined to return to his own castle. When he arrived, he saw the children playing in the garden. "What are you doing there?" he cried in a very gruff voice, and the children ran away.

"My own garden is my own garden," said the Giant, "anyone can understand that, and I will allow nobody to play in it but myself." So he built a high wall all around it, and put up a notice-board.

He lives a very selfish Giant.

Write the sentence from the text that is visually more attractive to you.

The spaces will be given later.

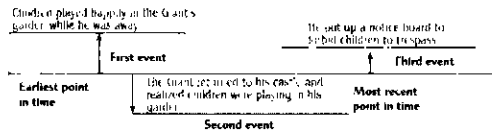
Work in teams. Discuss the following questions.

Why do you think the Giant is selfish? Give an example from the text.

What do you think is the theme of the story? Selfishness.

Do you think he wants the readers to reflect about? That it is better to share than to be selfish.

Work in pairs. Fill in the graphic organizer with information from the tale.



Record the textual and graphic organizer information for the topic, purpose, and intended audience. Unit 2 27

## Achievements

- Select and revise classic tales.
- Compare variants of pronunciation and writing.

## Teaching Guidelines

- Recognize textual and graphic organization.
- Recognize topic, purpose, and intended audience.

## Warm Up

Tell students to open their books and draw their attention to the picture. Ask them who they think the main character in the story is (the giant). Ask them if they think he is happy (no, he seems angry) and then read the title. Elicit the meaning of selfish (caring only about yourself and not about other people) and ask them if they have ever met selfish people. Invite them to share their experiences.

## 7. Listen to the following fragment.

Play Track 14 and ask students to silently follow in their books. Encourage them to activate their senses while they listen, trying to visualize, hear, feel, or even smell what the author describes. Take some pauses to ask

questions: *What do you see? What do you hear? What do you feel? What do you smell?* After you finish, have them share what they understood.

## 8. Write the sentence from the text that is visually more attractive to you.

To recognize graphic organization, tell students to look at the text and choose the most attractive phrase. Ask them why they think it is written with capital letters (to call the readers' attention because it reinforces the main character's description). Explain that it is very important to pay attention to the way a text is visually organized because it can give the readers some clues to help them better understand the text.

## 9. Work in teams. Discuss the following questions.

In order to recognize topic, purpose, and intended audience, organize the class into teams of four and have them work on the activity while you monitor and offer help if required. Check by asking teams to share their answers and write them on the board.

## Skills 171

To reinforce the knowledge students have acquired by working on the activities of this page, go to page 171 in the Activity Book and have them read the information included in the graphic organizer. Tell them that if they recognize the way a text is organized, it will help them understand it better.

## 10. Work in pairs. Fill in the graphic organizer with information from the tale.

To help them recognize textual organization, draw students' attention to the graphic organizer and ask them to tell you what they should write (events in a sequence). Analyze the text together with students to locate the key events. Finally, write the following sentences on the board: *He put up a notice board to forbid children to trespass. The Giant returned to his castle and realized children were playing in his garden. Children played happily in the Giant's garden while he was away.* Ask students to copy them in the correct place in the graphic organizer. Encourage students to continue reading this tale; tell them they may find it at: <https://goo.gl/k8VEZo>.

# Day 3

## Lesson

### Introduction

In this unit, you will create a big book. In order to start, get in small teams and do the following activities. (Answer the questions.)

#### Decide

- What do you like to read? (Genre)
- Who do you like to read about? (Audience)
- What do you want to write about? (Theme)

Who will take part in your tale? Create three characters.



Where will the action take place? Describe a setting.

What is the problem that must be solved? Write the conflict.

### Self-evaluation

The strategies that helped me select and revise classic tales were

- I read the plot first.
- I read the beginning and the end first.
- I read the whole story first.
- I read the whole story first.

Other(s)

How can I improve this ability?

The strategies that helped me compare variants of pronunciation and writing were

- I read the whole story first.
- I read the beginning and the end first.
- I read the whole story first.
- I read the whole story first.

Other(s)

How can I improve this ability?

## Wrap Up

### Product: Big book

In this unit, students will create a big book in which they will tell a tale. In this lesson, they will choose who they will work with (small teams, not more than four students). Once they are organized, read the first three questions aloud and give them some time to decide as a team. You may give them some examples for the three categories: theme (love, friendship, honesty, etc.), audience (children, teenagers, etc.), purpose (to teach something, to make the reader reflect about something, to make the reader laugh, etc.). Walk around and monitor, encouraging them to speak in English. Once they are ready, invite teams to share their answers to the three questions.

Then, they will create three characters for their story. Tell them they may be persons, animals, or things, and have them think of a quality for each one (e.g., the giant was selfish). They will also decide the setting; for that purpose, tell them to close their eyes and visualize the place and time where their story will happen. Give them some time to discuss it with their team and decide. Finally, have them think about a problem that they want their characters to solve. Tell them that will be the conflict.

This activity may be quite challenging for your students but also a great opportunity to make them

feel they can create something of their own by using a second language. Monitor while they work in a way that makes them feel you are always supporting them. Provide them with any help they may need and encourage them to use their creativity, so they can enjoy it and have fun.

## Self-evaluation

Read the achievements aloud and, if necessary, explain what each one refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievements, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 9, p. 27:** Use the **Open-ended Question Strategy** to help them answer. Ask: *Who may be interested in reading this?* (children). Then draw their attention to the last line and say: *Describe the giant* (He is selfish). *What is the theme?* (selfishness). Finally ask: *What do you think about selfishness?* And based on their comments help them answer the last question.

**Product, p. 28:** Use the **Group Based on Goals Strategy** if you feel it is too challenging for some of your students to write a tale of their own. Form teams in which their goal may be not to write but to use a story they know very well to elaborate their big books. Adapt the questions provided to ask for information about the story they chose: *What is the theme of the tale you chose? Who reads this tale? Why do they read the tale? Who are the characters? What is the setting? What problem is solved?*

## Lesson 2

Discuss with your class.

1. Discuss with your class.



Look at the following tale and answer the questions.

### The Emperor's New Clothes by Hans Christian Andersen



Many years ago, there was an Emperor who was so very fond of new clothes that he spent all his money on them. He was so vain that he had a different suit for each hour of the day...

One day two fellows calling themselves weavers came to town. They said they had invented a new kind of cloth that was invisible to fools and the clothes made from this wonderful cloth would be beautiful to look at.

They must indeed be splendid clothes! thought the Emperor. If I had such a suit I would be able to outdo the king in my own land. They shall make the finest suit for me immediately. He gave them some silver and gold but as yet he did not think they might be deceiving him.

One day he said to them, How goes your work?

The two deceiving weavers answered, The suit is nearly finished.

He said to his chief adviser,

Look at this piece of cloth. It is the finest I have ever seen.

Listen to the beginning of the tale. Reflect upon the question.

What do you think the Emperor's suit will be like?

Reader's Book

For homework, read aloud to your child from the Reader's Book.

Unit 2 29

Learning to Learn

Use different comprehension strategies.

Unit 2 29

## Achievement

Understand general sense and main ideas.

## Teaching Guidelines

- Anticipate content based on graphic and textual components.
- Use different comprehension strategies (e.g., adjust speed of reading, self-questioning, etc.).

## Warm Up

Tell students they will play Hangman to guess the name of an author (Hans Christian Andersen). Once they guess the name, ask them if they have ever read one of his tales; if so, ask them to share which ones.

### 1. Discuss with your class.

Tell students that Hans Christian Andersen was a Danish writer best known for his 168 children's tales. Ask them to look at the cartoon in their books and tell them to use those cues to mention some of his tales ("The Ugly Duckling," "The Emperor's New Clothes," "The Little Match-Seller," "The Princess and the Pea," "The Little Mermaid"). Read the question aloud and encourage students to share their answers (tales for children, tales to teach something, tales to amuse his readers).

## Language 170

Tell students to go to page 170 to read the information about passive voice.

### 2. Look at the following tale and answer the questions.

To anticipate content based on graphic and textual components, tell students to look at the text and illustration before they start reading. Read the first question aloud and have them share their impressions about the picture. Then, read the second question and ask: *How many paragraphs does it have? Is there something that visually calls your attention?*

## Learning to Learn 171

To reinforce the knowledge students have acquired, go to page 171 in the Activity Book and read about the strategies for reading narrative texts.

### 3. Listen to the beginning of the tale. Reflect upon the question.

Tell students to look at the title and illustration and ask: *What do you think this tale is about?* (prediction). Play the first paragraph of the audio and ask: *Who spends all his money on clothes?* (questioning) *Do you know someone like that?* (connecting). Play the second paragraph and ask a volunteer to draw the two fellows on the board (visualizing). Finally, play the third paragraph and ask the class to tell you two important events (Two fellows offer to weave a cloth that will be invisible to fools / The emperor wants a suit made of that cloth – sequencing). Explain that they had just applied different comprehension strategies, elicit the name of each, and have them answer the question.

## Wrap Up

Ask students to skim the texts they have read until now and choose one word they don't understand. Name a secretary who will write all the words on the board as you ask students which one they chose. Tell the class to copy the list and encourage them to look up the meanings of these words for homework in order to create a class glossary.

Tell students they have to read pages 24-25 in their Reader's Book at home and think about the answer to the following question: *What are two key events in this part of the story?* They will discuss it in class the next day.

# Day 2

## Lesson 2

### Time to Shine!

- Share the meaning of the words you researched.

Continue reading "The Emperor's New Clothes." Underline the most important events.


So the two pretend weavers set up two looms. They worked very hard, though they did nothing at all. They asked for the finest silk and the purest gold threads. They put both into their golden looms. Then they pretended to work at the empty looms until late at night.

"I should like to know how the weavers are getting on with my cloth. I will send my faithful old wise man to the weavers," said the Emperor.

So the faithful old wise man went into the hall where the thieves were working with all their might at their empty looms. "What can be the meaning of this?" thought the old man, opening his eyes very wide. "I cannot find the least bit of thread on the looms. However, he did not say his thoughts aloud. The thieves asked him very loudly to be so good as to come nearer these looms. Then they asked him whether the cloth pleased him. All the time they were pointing to the empty frames. The poor old wise man looked and looked. He could not see anything on the looms for a very good reason. There was nothing there.

"What?" thought he again. "Is it possible that I am a fool? No, the Emperor must not know that I will never tell that I could not see the stuff." So he returned to tell the Emperor that his clothes were magnificent.

The thieves asked for more silk and gold saying that it was necessary to complete what they had begun. Once again they put all that was given there into their looms. During the time the thieves were working, the Emperor sent some other men, and all of them returned to him saying that his clothes were splendid.

Use your own words to write in order the events you underlined. Follow the example. Copy them on a sheet of paper and file it in your portfolio.  Possible answers:

They stole the silk and gold that was given to them.

The Emperor sent a wise man to check his clothes, but he didn't see them.

The wise man talked with the Emperor and told him that his clothes were magnificent.

The Emperor sent some other men to check his clothes and all of them admitted their were magnificent clothes.

- What do you think the Emperor's hobby was? Which is yours? Possible answers:

The Emperor's hobby was to buy his clothes.

My hobby is listening to music.

#### Reader's Book

What one word they means in this part of the story?



## Achievement

Understand general sense and main ideas.

## Teaching Guidelines

- Recognize general sense and locate key events.
- Determine number and order of key elements.
- Value reading as a leisure activity.

## Warm Up

Ask students who looked up the meaning of the words they chose during the last session to share them with the class. You may ask a volunteer to create a poster including all of them and to post it on the wall.

### 4. Continue reading "The Emperor's New Clothes." Underline the most important events.

Encourage students to put into practice the reading strategies they have learned to read the fragment. Give them some time to read in silence while you monitor. To recognize general sense and locate key events, ask volunteers to mention the most important events and, as a class, decide which ones they will underline. Finally, based on those events, they should say what the tale is talking about (vanity, insecurity). To establish connections, ask them if they think that

nowadays people take advantage of vanities and insecurities and have them give some examples.

### 5. Use your own words to write in order the events you underlined. Follow the example. Copy them on a sheet of paper and file it in your portfolio.

To determine number and order of key elements, ask volunteers to paraphrase each of the events they underlined in the previous activity. Read the example to show them what they have to do. Encourage them to dictate you the sentences and help them with vocabulary they may need. Write answers on the board (you may use the ones provided as a guide). Ask students to write them in order in their books. This activity will be your first evidence in this unit; ask them to file it following the procedure you prefer.

### 6. What do you think the Emperor's hobby was? What is yours?

Elicit the meaning of hobby (an activity that is done for pleasure) and ask a volunteer to read the first question aloud and elicit the answer. Then, ask students to share their hobbies with the class. To help them value reading as a leisure activity, find out if someone's hobby is reading; if you have a student who likes to read, encourage him/her to talk about his/her experience. If you don't have any student who likes to read, have them reflect on what they have learned during this unit and about all the advantages that reading may give them (use their imagination, amuse themselves, imagine new worlds, learn about other times in history, etc.).

## Wrap Up

Organize the class into teams of four and tell them to discuss what they think would have happened if the first man the Emperor sent had told the truth. Invite them to share their conclusions with the class.



Discuss the question related to the text from the Reader's Book. Still in groups of four, ask students to recall the events on pages 24-25 and write them down. They can check the book if they need to. Ask them to discuss two key events in this part of the story (possible answers: Jack's mother got furious because he traded the cow for five beans and she threw the beans out the window; the magic beans grew into a big beanstalk; Jack climbed up the beanstalk). Have the groups share and explain their answers in front of the class.



Lesson 2

Work in small teams. Write a funny ending for "The Emperor's New Clothes." (Answers may vary.)

Work in pairs. Finish reading the tale and write three questions about it. Follow the example.

After weeks of work, the thieves cried at last. "See! The Emperor's new clothes are ready!" Very excited, the Emperor got undressed for a fitting while the thieves pretended to arrange him in his new suit. The Emperor turned around and from side to side before the looking glass. Once he was ready, the Emperor walked under his high canopy during a procession through the streets of his capital. All the people standing by, and those at the windows, cried out. "Oh! How beautiful are our Emperor's new clothes! What a magnificent train there is to the mantle and how gracefully the skirt hangs!" No one would admit these much-admired clothes could not be seen because, in doing so, he would have been saying he was either a simpleton or unfit for his job.

"But the Emperor has nothing at all on!" said a little child. "I went to the corner of the 'Jail,'" exclaimed his father. "What the child had said was repeated from one to another. "But he has nothing at all on!" at last cried out all the people. The Emperor was upset, for he knew that the people were right. However, he thought the procession must go on now. The lords of the bedchamber took greater pains than ever to appear holding up a train, although there was no train to hold, and the Emperor walked on in his underwear.

Possible questions:

- How often did the Emperor change his clothes?
- Why did he do the clothes from the thieves?
- Who was the first to say the Emperor had nothing at all on?

Exchange your questions with another pair and answer the ones you receive.

As a team, present a dialogue in which you answer each other's questions. Copy the script of your dialogue on a sheet of paper and file it in your portfolio.

Value reading as a leisure activity. Make questions to locate specific information. Unit 2 31

**Achievement**

Understand general sense and main ideas.

**Teaching Guidelines**

- Value reading as a leisure activity.
- Make questions to locate specific information (e.g., *How often...?*, *Who was the first...?*, *When did she...?*).

**Warm Up**

Tell students to go back to page 26 and take the text presented in Activity 4 as a model to talk about "The Emperor's New Clothes." Ask different students to read the text changing the information to create a class summary about this tale. Make sure they use all the words from the box.

**7. Work in small teams. Write a funny ending for "The Emperor's New Clothes."**

Organize the class into teams of four. To help students value reading as a leisure activity, have them think about a funny ending for the story. In case they already know the tale, encourage them to create a different ending from the one they know. Invite teams to share their endings with their classmates.

Language 170

To activate previous knowledge, invite students to go to page 170 and look at the graphic organizer that shows question words. Have them read each of them and ask for examples to clarify any doubts they may have.

**8. Work in pairs. Finish reading the tale and write three questions about it. Follow the example.**

Organize the class into pairs. To have them make up questions to locate specific information, read the instructions and the example aloud. Give them some time to work on the activity while you monitor and suggest that they write questions similar to the possible answers provided. Monitor while they work to check their questions. Make sure they use a variety of question words.

**9. Exchange your questions with another pair and answer the ones you receive.**

Ask pairs to exchange the questions and walk around to monitor while they write the answers.

**10. As a team, present a dialogue in which you answer each other's questions. Copy the script of your dialogue on a sheet of paper and file it in your portfolio.**

Tell pairs that have exchanged questions to get together as a team. Give them a few minutes to rehearse a dialogue in which they answer each other's questions. Remind them that, as they learned in the previous unit, a dialogue consists of an opening, a body, and a closing, so they must include the three parts. Once they finish rehearsing, invite teams to present their dialogues to the class. This activity will be your second evidence in this unit; ask them to file it following the procedure you prefer.

# Day 3

## Lesson

### Flow Map Strategy

Remember that in this unit you will create a big book. In order to continue working on it, get together with your team and do the following activities.

Go back to page 28 to recall what you already wrote. Using “The Emperor’s New Clothes” as a model, write:

1. A brief description of the characters and the place where they live.

2. Two key events that happen in the story.

3. The most exciting part of the story.

4. The ending of the story.



### Self-evaluation

The strategies that helped me understand general sense and main ideas were:

- Ask questions about the text.
- Write a summary of the text.
- Ask for help when I need it.

Other(s):

How can I improve this ability?

## Wrap Up

### Product: Big book

As you may recall, in this unit students will present a big book. In this lesson, they will begin writing their tale. Explain to students that as it is a big book, they don't need to write a lot, just some sentences that will go below their illustrations. Taking this into account, they should focus on essential information such as presenting the characters and some key events to tell their story. This will also help to set a realistic goal for them to achieve.

Have them get together with their teams and go back to page 28 so they can recall what they have already written. Draw their attention to the beginning of “The Emperor’s New Clothes” and tell them they may use a similar phrase to start: *Many years ago...* *Once upon a time...* Then, guide them to present their characters giving a brief description of them and the place where they live. Encourage students to use a dictionary or thesaurus to look up adjectives they may not know. Then, they should focus on developing the problem; have them write two key events. Monitor while they write and provide any help they may need with the structure of those two sentences. Next, have them think about the most exciting part of their story, like when the Emperor walked through the streets in his underwear and nobody said anything. Again, walk

around to monitor and offer help. Finally, have them write one or two sentences to solve the problem. Remember, in this process they should really feel you are supporting them to attain their goal.

## Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 7, p. 31:** Use the **Flow Map Strategy** to write the most important events in the tale as you elicit them from your students. Once everybody has all the events clear, invite them to brainstorm ideas for the ending. (You may accept Spanish to make them feel confident, but be sure to provide the phrases in English and have them repeat after you.) Write their ideas on the board and decide together the ending they will write in their books.

**Product, p. 32:** If you are using the **Group Based on Goals Strategy**, have those students write the information required using the tale they chose. Guide them to use their own words to summarize a presentation of the characters and setting, two key events, the climax, and the resolution. They will use these sentences later in their big books.

## Lesson

Listen to the fable. In pairs, discuss how the Fox tricked the Crow.  
The Fox and the Crow by Aesop

One bright morning, the Fox was following his sheep home. The sheep were a little bit fat. It was a shame the flock of sheep. The Fox was hungry. He saw the Crow on a tree branch. He had a piece of meat on his back. He made him jump for a while and he said that the Fox was a very smart animal.



"We need to search for a better way to get the meat," he said to himself. "I will try to get the meat from the crow's mouth. I will try to get the meat from the crow's mouth. I will try to get the meat from the crow's mouth."

The Crow had a piece of meat on his back. The Fox was suspicious. But the Fox was very smart. He said to the Crow, "I will try to get the meat from the crow's mouth."

"If you are a smart animal, you should be able to get the meat from the crow's mouth. I will try to get the meat from the crow's mouth. I will try to get the meat from the crow's mouth."

The Fox was very smart. He said to the Crow, "I will try to get the meat from the crow's mouth. I will try to get the meat from the crow's mouth. I will try to get the meat from the crow's mouth."

The Fox was very smart. He said to the Crow, "I will try to get the meat from the crow's mouth. I will try to get the meat from the crow's mouth. I will try to get the meat from the crow's mouth."

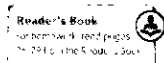
Answer the questions. Answers are on page 33.

1. What was the Fox's plan to get the meat from the Crow?

2. How did the Fox trick the Crow?

3. What was the result of the Fox's plan?

4. What is the moral of the fable?



Show your answers and listen to your classmates' opinions.

Unit 2 33

## Achievements

- Express key events orally.
- Rewrite key events.

## Teaching Guidelines

- Contribute with observations and points of view.
- Express personal reactions and opinions about events.
- Promote respecting others' opinions.

## Warm Up

Write the following words on the board: *fable*, *moral*, *animals*. Organize the class into small teams and tell them to write a definition for fable using the other two words. Walk around and monitor while they work and as teams finish, invite them to write their definitions on the board. Compare all of them and then explain that a fable is a short narrative starring animals, plants, inanimate objects, or mythical creatures that have human characteristics and that their purpose is to leave a moral lesson, which invites the reader to reflect on a particular topic. Finally, ask them to think about some differences between tales and fables (in tales, characters can be people and do not always have a moral).

## 1. Listen to the fable. In pairs, discuss how the Fox tricked the Crow.

Organize the class into pairs and draw their attention to the moral at the end of the fable. Ask if they know what a flatterer is, if they don't, explain that a flatterer is a person who praises insincerely to please someone or get something in exchange. Play Track 16 and have them follow the reading in silence. To get them to contribute with observations and points of view, encourage pairs to share their conclusions on how the Fox tricked the Crow (flattering her).

## 2. Answer the questions.

Read the instructions and each of the questions aloud to make sure everybody understands. To express personal reactions and opinions about events, give students some time to answer the questions individually while you walk around and monitor.

## 3. Share your answers and listen to your classmates' opinions.

Explain that flattery is different from giving compliments. Ask them how they feel when they give or receive a compliment. To promote respecting others' opinions, organize a class debate between the students who like the Fox and the ones who prefer the Crow. Before they start, model a compliment they may give to each other such as: *I think your ideas are brilliant but... That's really smart but...* Have them exchange their opinions about the way each of the characters acts. Remember that in these activities you may allow students to express themselves using Spanish to give them more confidence, but you should always provide them with the phrase or sentence they are trying to say in English and have them repeat after you.

## Wrap Up

To establish connections, ask students if they have ever experienced flattery and invite them to share their experiences. If they haven't, you may ask them to share an event they have seen in which flattery is involved.

Tell students they have to read pages 26-29 in their Reader's Book at home and think about the answer to the following question: *What are the topic, purpose, and intended audience of the story?* They will discuss it in class the next day.

# Day 2

## Lesson 3

### Order the pictures.

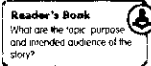


Use the verbs in parentheses to complete the beginning of this tale. Put the verbs in the correct tense.

The pigs mother asked (ask) her three sons to build their house. Two of them  
wrote (write) very long and decided (decide) to build their house. The  
first one made (make) a house of straw and the second with sticks. They were  
sitting (sit) all day long while his brother work (work) hard to build  
his house with bricks. The two little pigs were playing (play) when a big bad wolf  
appeared (appear) outside to eat them. So they ran (run) and hid  
in the house.

Continue telling the story. Use the illustrations from Activity 4 to help you.

First, the big bad wolf went to the house of straw and blew  
the house down. Next, the little pig that lived there ran to  
the house made of sticks. After that, the wolf went to the  
second house and blew it down too. Then, the two little  
pigs ran to the brick house. Finally, the wolf tried to blow  
the house down, but he could not. So he tried to enter  
through the chimney.



**Reader's Book**  
What are the topic, purpose,  
and intended audience of the  
story?

## Achievements

- Express key events orally.
- Rewrite key events.

## Teaching Guidelines

- Sequence events.
- Express in progress and past actions (e.g., *They were... They had not/hadn't been... watching, etc.*).
- Recount events based on illustrations.

## Warm Up

Elicit all the tales students know in which a wolf is a character ("Little Red Riding Hood," "The Three Little Pigs," "Kid and the Wolf"). Have them think about what it symbolizes (danger).

### 4. Order the pictures.

Draw students' attention to the pictures. If they know this tale, give them some time to sequence the events. If they don't, read the following summary for them to listen to and order: *First, the big bad wolf went to the straw house and blew it down. Next, the little pig that lived there ran to the stick house. After that, the wolf went to the second house and blew it down too. Then, the two little pigs ran to the brick*

*house. Finally, the wolf tried to blow it down, but he could not, so he tried to enter through the chimney.*

## Language (170)

Go to page 170 in the Activity Book and read the information about past simple and past progressive tenses. Explain both structures (simple past: subject + action word in past; past progressive: subject + was/were + action word *-ing*). Then ask them to go to page 188 and tell them that they may use the chart to check how some common irregular verbs are written in past tense.

### 5. Use the verbs in parentheses to complete the beginning of this tale. Put the verbs in the correct tense.

To express in progress and past actions, have them fill in the blanks writing the action words provided in the correct tense. Check answers orally by asking volunteers to read the text aloud.

## Language (170)

Ask students to go to page 170 to check some sequence words they may use in Activity 6.

### 6. Continue telling the story. Use the illustrations from Activity 4 to help you.

To have students recount events based on illustrations, tell them to look at the illustrations again. Ask different students to describe the event that each illustration is portraying and write a sentence with the description on the board (you may use the possible answers provided). Have students copy the sentences.

## Wrap Up

Ask students to share what their favorite tale is (they have already said what it was when they were children). Have them share who is the author, what the tale is about and some key events. If they don't know some of this data or don't have a favorite tale, tell them to research or choose one for homework. Also remind them that for the next session they will start creating their big books so they should bring the material they will use (cardboard, markers, colored pencils, scissors, string or thread, etc.).



Ask students what they think the topic, purpose, and intended audience of the story are. Let them discuss in teams of three and then discuss as a class.

## Lesson 3

Write three key events that take place in your favorite tale. An event may have:

• Illustrate the most exciting part of the story

### Time to Shine!

• How do you call the most exciting part of the story? (climax)

Fill in the gaps with information about your favorite tale. Copy it on a sheet of paper and file it in your portfolio.

My favorite tale is \_\_\_\_\_ by \_\_\_\_\_.  
 The title of the story is \_\_\_\_\_.  
 The story is about \_\_\_\_\_.  
 The main characters are \_\_\_\_\_.  
 The setting is \_\_\_\_\_.  
 The main conflict is \_\_\_\_\_.  
 The main theme is \_\_\_\_\_.  
 The purpose of the story is \_\_\_\_\_.

Talk about your favorite tale with a partner.

Rewrite sentences and key events. Remember and use repertoires of words and expressions.

Unit 2 35

## Achievements

- Express key events orally.
- Rewrite key events.

## Teaching Guidelines

- Rewrite sentences and key events.
- Remember and use repertoires of words and expressions.

## Warm Up

**Material:** strips of paper with the following words: *tale, characters, setting, author, reader, climax, sequence, purpose, theme, and conflict* (they should be folded inside a bag or a box)

Ask volunteers to go to the front and take out a piece of paper. They should read the term written on it and say a sentence about their favorite tale using it; e.g., *author: The author of my favorite tale is Juan Rulfo.* If time allows, put papers back and ask more students to go to the front.

## 7. Write three key events that take place in your favorite tale.

Guide students to rewrite key events. Explain they should not retell the whole tale, but only select the

key events that they consider the most important. Say the following simple sentences as an example: *The wolf wanted to eat the pigs. The two lazy pigs built weak houses. The three pigs were safe in the brick house.* Tell them they may use the chart on page 188 to check the past tense in case they are using irregular verbs. Monitor while they work to help them write their sentences.

## 8. Illustrate the most exciting part of the story.

In order to relax a little bit and encourage your more visual learners, give them a few minutes to draw the climax of their favorite tale. Invite volunteers to show and explain their drawings to the class. Ask the Time to Shine! question and elicit climax as a correct answer.

## 9. Fill in the gaps with information about your favorite tale. Copy it on a sheet of paper and file it in your portfolio.

To remember and use repertoires of words and expressions, have students fill in the blanks with information about their favorite tale. They may go back to page 26 where the same text is used. Tell them that to present the sequence of events they should rewrite the sentences they wrote for Activity 7. This activity will be your third evidence in this unit; ask them to file it following the procedure you prefer.

## 10. Talk about your favorite tale with a partner.

Organize the class into pairs and have them use the text they wrote in Activity 9 as an aid to share with their partner what their favorite tale is about. After a few minutes, ask volunteers to tell the class what his/her partner's favorite tale is about.

# Day 3

## Lesson 9

### Finalizing

Remember that in this unit you will create a big book. In order to continue working on it, get together with your team and do the following activities. (From Strategy 1)

Go back to page 32 to recall what you already wrote.

Decide the number of pages you will use (one for each event you wrote).

Draw one illustration for each page.

Copy the text you already wrote.

Create a front page with an illustration of the most exciting part and write the title.

Put your book together.

### Reflection

The strategies that helped me express key events orally were:

- I used illustrations to recall the events. • I made a sketch of each event.
- I wrote a short story about them.

Other(s):

How can I improve this ability?

The strategies that helped me rewrite key events were:

- I identified the important events. • I used appropriate vocabulary.
- I wrote a short story about them.

Other(s):

How can I improve this ability?

## Wrap Up

### Product: Big book

As you may recall, in this unit students will present a big book in which they will tell a tale. In this lesson, students will create their big book using the text they already wrote. Ask them to get together with their teams and get their material ready (to illustrate the tale, they may use recycled paper or cardboard, crayons, markers, colored pencils, etc.). Tell them to go back to page 32 to check the key events they wrote so they can create one illustration per key event. Have them follow the instructions in their books and monitor to provide help and to check that everybody is participating.

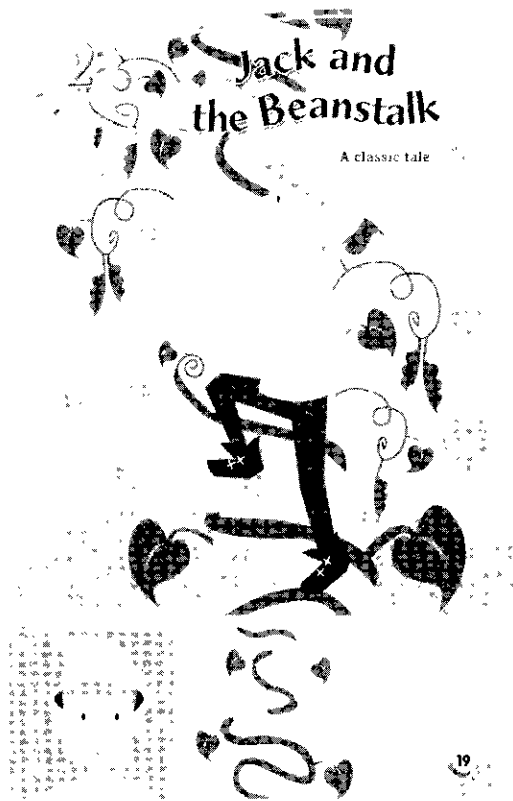
## Self-evaluation

Read the achievements aloud and, if necessary, explain what each one refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievements, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 9, p. 35:** While you monitor walking around, identify students that may need more help and use the **Individualized Feedback Strategy** with them. Offer more support guiding them to follow the model on page 26.

**Product, p. 36:** Although you are using the **Group Based on Goals Strategy**, you may follow the instructions provided. Just be sure to monitor students closely while they work, especially to check the sentences they will include in their big books.



**1. Answer the questions.**

- How did Jack feel about their situation at the beginning of the story?  
 He felt very worried and helpless. He wanted to help, but didn't know how because they didn't have money. That's why he decided to sell the cow.
- What did you learn from the story? How could you apply it in your life?  
 As a group, discuss what you should never do. As a group, discuss what you should always do.

**2. What would you have done if you had ended up in the Ogre's house? Write it down and share your ideas in groups of four.**

---



---

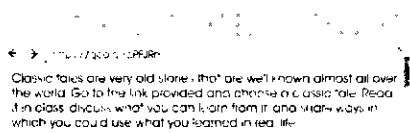


---



---

**3. Look at the illustrations and retell the story to a partner without looking at the text (cover it if you need to). You can make notes or copy some key words beforehand.**



**1. Answer the questions.**

Ask students to read both questions and answer them. Tell them they can go back and reread any part of the story they need to recall the answers. Ask them to share their answers aloud, especially the answer for question b (possible answers for question a: he felt very worried and helpless; he wanted to help, but didn't know how because they didn't have money; that's why he decided to sell the cow). As a group, discuss what they can learn from the story and how they can apply it in their lives.

**2. What would you have done if you had ended up in the Ogre's house? Write it down and share your ideas in groups of four.**

Tell students to imagine themselves in the magical situation of coming to the Ogre's house. Ask them to first write what they would have done and then share it in groups of four (answers will vary).

**3. Look at the illustrations and retell the story to a partner without looking at the text (cover it if you need to). You can make notes or copy some key words beforehand.**

Ask students to scan through the text or reread the story and write down words and expressions that will help them remember the events. Then, ask them

to get in pairs and retell each other the story just by looking at the pictures and the words they wrote down.

## ICT Box

Explain that classic tales are very old stories that are well-known almost worldwide. Many of them convey cultural values and traditions. The most famous classic tales authors are the Brothers Grimm and Hans Christian Andersen.

Tell students they will find a list of classic stories written by these authors on the link. Ask them to choose one and read it in class (one sentence per student). Discuss the story and brainstorm what they could learn from the story and its characters, and how they could apply it to their own lives (have them give specific examples if possible).

# Product and Assessing My Learning Process

## Product

### Big Book

Now it's time to present your big book to your classmates. Get together with your team and do the following activities.

#### Give material for the reader to predict

Check the material for the presence of cues that allow your friend to make a guess of the content of the text to be read.

It is a good idea to write the response in their book.

#### Make sure your big book is visually attractive

Do the work of the artist and use your imagination to make the book attractive to the eye and engaging.

It is a good idea to write the response in their book.

#### Check the sequence

Write on the back of the book a list of the sequence of work.

#### Check your sentences.

Ask your friend to read the text to you. This will help you to find any errors in the text.

#### Get organized

Write on the back of the book a list of the sequence of work.

#### Be ready to answer any question that may arise

Be ready to answer any question that may arise.

Ask your teammates to give you feedback about the performance you had during the elaboration of your big book. Follow the example from Unit 1, p. 22.

Name	I'd liked very much that you ...	I suggest that you ...

### Time-to-Shine!

If possible, organize a presentation for other groups in your school.

## Big Book

Tell students that they will have 10 minutes to check their big book with their team, following the suggestions provided in their books. Monitor while they work to give any suggestion you think may improve their products. Read the statement in the Time to Shine! box to find out if they feel confident to present in front of other groups. If so, organize the presentation. Once teams are ready, invite them to read their tales in front of the class. Photocopy the descriptive valuation scale provided and use it to evaluate each student individually. This instrument breaks down the different aspects that must be taken into account to make sure your students attained each of the achievements. In this case, you are provided with a numeric scale in which 5 is the highest score.

Now, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

## Assessing My Learning Process

1. Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Tell students to go back to page 25 and guide them to leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose the three activities they think were more useful for them

## Assessing My Learning Process

To complete the activities in this section, follow the exercises provided in Unit 2.

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Lesson      Activity      It helped me because .

Now, go back to the pages that guided you to the creation of your big book. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

Step 1 (p.23)		
The subproduct in this session was	Aspects I liked	Aspects to improve
Step 2 (p.24)		
The subproduct in this session was	Aspects I liked	Aspects to improve
Step 3 (p.25)		
The subproduct in this session was	Aspects I liked	Aspects to improve
Big Book		

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

to improve any aspect of their performance while communicating in English: acquiring more vocabulary, learning a strategy, applying a new language structure, etc. Give them some time to choose their activities and, if necessary, recall the examples on page 23 before they fill in the table. Monitor while they work to offer help if they need it.

2. Now, go back to the pages that guided you to the creation of your big book. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then have them describe the different steps that helped them create their big book. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their result in the future to prepare similar activities.

3. In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.



# Evaluation Tool

## Descriptive Valuation Scale

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

Aspect	1	2	3	4	5
1. The book includes elements for the reader to make predictions.					
2. The book is visually attractive.					
3. The text is graphically well organized.					
4. The illustrations present key events in a sequence.					
5. The sequence is coherent and logical.					
6. The sentences are correctly written.					
7. The team is well organized when presenting.					
8. The student reads with correct pace and intonation.					
9. The student shows comprehension of the theme of the book.					
10. The student participates by commenting on other books.					



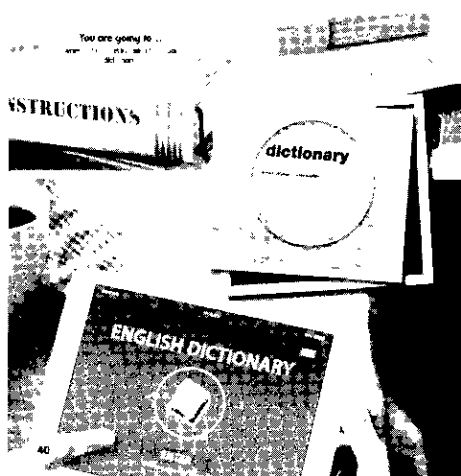
# How Can I Learn or Transmit the Way to Perform a Task?

## Unit Overview

<b>🎯 Academic and Educational Environment</b> <b>🎯 Communicative Activity</b> Interpretation and follow-up of instructions		<b>🎯 Social Practice of the Language</b> To write instructions to use a bilingual dictionary	
<b>Achievements</b> <ul style="list-style-type: none"> <li>• Select and revise bilingual dictionaries.</li> <li>• Understand the use of textual components of bilingual dictionaries.</li> <li>• Write instructions.</li> <li>• Edit instructions.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• abbreviation</li> <li>• definition</li> <li>• entry</li> <li>• part of speech</li> <li>• phonetic</li> <li>• procedure</li> <li>• section</li> <li>• sign</li> <li>• step</li> <li>• task</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>• Parts of speech</li> <li>• Imperative form</li> <li>• Abbreviations</li> </ul>		<b>Learning to Learn</b> <ul style="list-style-type: none"> <li>• Using a dictionary</li> <li>• Types of dictionaries</li> </ul>	<b>Audio</b> Track 17
<b>Skills</b> Tips to write instructions		<b>Reader's Book</b> "What Do You Know About Dictionaries?" pp. 31-42, track 40	
<b>Product</b> Instructions to Use Bilingual Dictionaries		<b>Evaluation Tool</b> Questionnaire	



### How Can I Learn or Transmit the Way to Perform a Task?



In order to introduce the unit, tell students to look at the first three pictures and have some volunteers describe them. Ask the class if they know what a dictionary is used for (look up the meaning of words / translation of words). Tell them that many years ago, all dictionaries were printed, but that nowadays we may also find them in an optical disc, in a mobile device, or even online. Ask: *Is it easy to use a dictionary? Or do you need instructions?* Accept all answers and tell them that in this unit they will learn some useful tips for using dictionaries.

Finally, organize the class into teams of three and read aloud the title: *How can I learn or transmit the way to perform a task?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class (I can learn the way to perform a task by reading instructions / I can transmit the way to perform a task by writing instructions).

## Learning to Learn

Look at the dictionary entry and match the columns.

**dictionary** /dɪkʃənəri/ 1. a book that gives a list of words in alphabetical order and explains their meaning in the same language or another language 2. a book that explains the words or phrases used in a particular subject 3. a book that gives did-infinitive, past-tense, past participle, and plural forms of verbs

**deduct** /dɪˈdʌkt/ 1. to take (something) out of (something) 2. intended for (reduction)

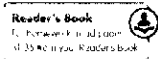
1. a book that gives a list of words in alphabetical order and explains their meaning in the same language or another language	2. a book that explains the words or phrases used in a particular subject	3. a book that gives did-infinitive, past-tense, past participle, and plural forms of verbs
--	---	---

Complete the table. Use the words in the box for the examples.

Part of Speech	Example
noun	quicksand
verb	deduct
adjective	deductive
adverb	deductively
pronoun	deductively
verb	deductively

Look at the picture and answer the question.

Which type of bilingual dictionary do you use the most, digital or printed?



Source: The National Geographic Society. Images courtesy of Getty Images. © 2014 National Geographic Society. All rights reserved.

Unit 3 41

## Achievements

- Select and revise bilingual dictionaries.
- Understand the use of textual components of bilingual dictionaries.

## Teaching Guidelines

- Value the function of textual and graphic components: lists of words, typographic signs, Arabic numbers, and abbreviations.
- Analyze textual organization and types of words: nouns, adverbs, adjectives, pronouns, connectors, etc.
- Locate sections assigned to each language.

## Warm Up

### Material: one bilingual dictionary per each four students

Organize the class into teams of four. Tell students that you will write a word on the board and the first team to find it in the dictionary and say the translation aloud will score a point. You may use the following words: *although, wealth, etymological, crossword, rhyme, design, supplies, reference.*

## Learning to Learn 173

Go to page 173 in the Activity Book and read aloud the information about the different uses and types of dictionaries.

### 1. Look at the dictionary entry and match the columns.

To value the function of textual and graphic components, draw students' attention to the entry telling them to pay special attention to all graphic components. Elicit some of them (phonetic symbols, italics, bold letters, abbreviations). Work this activity as a whole class.

## Language 172

Go to page 172 in the Activity Book and tell students they may use the information about parts of speech to work on the next activity.

### 2. Complete the table. Use the words in the box for the examples.

Tell students to fill in the first column of the table using the information in the appendix as a reference. Check orally. Then, to analyze textual organization and types of words, draw their attention to the words in the box and have them decide which fits each of the definitions to complete the table. Finally, organize the class into pairs and give them a few minutes to try to write one sentence using all the words from the box; e.g., *Wow! The black dog and his master run very quickly in the park; it is amazing! Walk around to offer help while they work.*

### 3. Look at the picture and answer the question.

Ask students. *Which type of bilingual dictionary do you use the most, digital or printed?* To locate sections assigned to each language, have them look at the picture and tell them to answer the question. Then, have them identify each section in a printed dictionary.

## Wrap Up

Invite volunteers to the front to say a word in Spanish; the entire class must look it up in the dictionary.

Tell students they have to read pages 31-35 in their Reader's Book at home and think about the answer to the following question: What are the characteristics of the most useful dictionaries for students? They will discuss it in class the next day.

# Day 2

## Lesson 1

Work in pairs. Using a bilingual dictionary, look up the following words.

fonético	phonetic	signo
definición	definition	sección
entrada	entry	parte
partes de un diccionario	parts of a dictionary	parte del diccionario
parte del diccionario	part of a dictionary	partes

Read the entry and complete the paragraph below.

cut: *cut* v. to divide something or separate something from its main part, using scissors, a knife, etc.  
*cut along*: *cut* v. to follow a path or line, *cut carefully along the dotted lines*  
*cut through*: *cut* v. to find a way through something, *cut through traffic*

There are **entry** or **subentry** of writing or explaining information about the word. **cut** has two **subentries** or **secondary entries** (*cut along*, *cut through*), both are part of the main entry.

Look at the entries shown in Activities 1 and 5 and choose the correct option.

one used to mark the different definitions of free words (the entry)	Numbers	Flags
one used to include phonetic symbols	<b>Bold</b>	None
one used to include phonetic symbols	Numbers	Flags
one used to include a form of a word which is a different form of the word	None	Flags
one used to include a form of a word which is a different form of the word	Numbers	Flags

**Reader's Book**  
 What are the characteristics of the most useful dictionaries for students?

**Time-to-Shine!**  
 Find some examples of entries and subentries in your dictionary. Identify special characters.

42 Unit 3

Locate words in English and in the mother tongue. Identify entries and subentries. Understand the use of numbers and special characters.

## Achievements

- Select and revise bilingual dictionaries.
- Understand the use of textual components of bilingual dictionaries.

## Teaching Guidelines

- Locate words in English and in the mother tongue.
- Identify entries and subentries.
- Understand the use of numbers and special characters.

## Warm Up

**Material: tape, strips of paper with the following words written on them: abreviatura, definición, entrada, fonético, signo, part of speech, procedure, section, steps, task**

Tape the strips of paper under some of your students' chairs. Tell them to look under their chairs and ask those who found a paper to post it on the board, in the correct column (Spanish words/English words) and in alphabetical order.

## 4. Work in pairs. Using a bilingual dictionary, look up the following words.

To locate words in English and in their mother tongue,

ask students to identify the Spanish and English sections in their dictionaries. Have them look up the words that are posted on the board and write the translations in their books. Check orally. Some of the words in this activity are included in the glossary; tell students to check their meaning in the corresponding pages at the back of their book.

## 5. Read the entry and complete the paragraph below.

To identify entries and subentries, tell students to look at the entry in their books and compare it with the one on the previous page (Activity 1). Ask: *What difference do you notice?* (in this case, the entry shows two subentries or secondary entries which are related to the main entry word). Read aloud the text below and ask students to complete it.

## 6. Look at the entries shown in Activities 1 and 5 and choose the correct option.

To understand the use of numbers and special characters, ask students to go back to the entries shown in Activities 1 and 5. Have them identify special characters (phonetic symbols, slashes, square brackets, bold words, italics) and numbers and try to infer their use. Then go back to this activity and give them a few minutes to work individually to complete it while you monitor. Check by asking volunteers to read the sentences. To help them perform the Time to Shine! task, ask students to check their dictionaries to look up some examples of entries that contain subentries. Tell them to identify special characters in each case so they may become familiar with them.

## Wrap Up

**Material: recycled sheets of paper, one for every three students**

Organize the class into teams of three. Ask them to invent a word and create a dictionary entry for it. They should include at least two subentries, numbers, and special characters. Let them use dictionaries to write their definitions and examples. Once they finish, invite teams to share their words with the class.



Discuss the question related to the text from the Reader's Book. Let them all share the characteristics they remember out loud.

## Lesson 1

Complete the sentences with words from the box.

rhyming etymological bilingual monolingual the source

1. I want to translate in Spanish what I know in my language. I use a \_\_\_\_\_ dictionary.
2. I want to know the definition of a word in English, French, and \_\_\_\_\_ English-English dictionary.
3. I want to know the parts of a word and its development over time. I use an \_\_\_\_\_ dictionary.
4. I want to find two words ending with the same sound. I use a \_\_\_\_\_ rhyming dictionary.
5. I want to find a synonym for the word "bacteria." I look in \_\_\_\_\_.

Go back to the previous units to check the words that you have chosen for your class glossary. Choose four of them and fill in the chart. Read your definitions to your classmates and discuss how similar or different they are in both languages.

Word	Definition in English	Definition in Spanish
------	-----------------------	-----------------------

Work in pairs. Write the part of speech for each of the following words.

can	trial	small ad.	445.55.45
walk	trib	now adv.	artich
hm	plum	on pres.	phenomen

Listen to the instructions and follow them to look up the word *conocimiento* in a Spanish-English dictionary.

Show curiosity and interest in searching and obtaining information. Read definitions of words in English and the mother tongue. Determine types of words based on abbreviations. Understand instructions to use a bilingual dictionary.

Unit 3 43

## Achievements

- Select and revise bilingual dictionaries.
- Understand the use of textual components of bilingual dictionaries.

## Teaching Guidelines

- Show curiosity and interest in searching and obtaining information.
- Read definitions of words in English and the mother tongue.
- Determine types of words based on abbreviations.
- Understand instructions to use a bilingual dictionary.

## Warm Up

Organize the class into teams of four and have teams go back to page 173 to recall the different types of dictionaries. To help them show curiosity and interest in searching and obtaining information, tell each team to choose one of the dictionaries and think about a situation in which they should use it; e.g., *I want to write a poem and I can't find a word that rhymes with another, so I used rhyming dictionary.* Invite teams to share their examples with the class.

## 7. Complete the sentences with words from the box.

To reinforce the Warm Up activity, ask students to fill in the gaps. Check orally.

## 8. Go back to the previous units to check the words that you have chosen for your class glossary. Choose four of them and fill in the chart. Read your definitions to your classmates and discuss how similar or different they are in both languages.

Read instructions aloud and give students some time to perform the task while you monitor and offer help if they need it. Encourage them to read their definitions both in English and in their mother tongue, and tell them they may use this format to continue adding more words to their class glossary from the next units.

## 9. Work in pairs. Write the part of speech for each of the following words.

To determine types of words based on abbreviations, ask volunteers to read each of the words and abbreviations. Tell them to write the part of speech on the line provided and to go back to the table in Activity 2 to recall the definitions. Finally, encourage students to use the words in sentences.

## 10. Listen to the instructions and follow them to look up the word *conocimiento* in a Spanish-English dictionary.

To understand instructions to use a bilingual dictionary, ask students to take out their Spanish-English dictionary. Play the track, pausing after each step, and have students follow the instructions to look for the translation of the word *conocimiento* (knowledge). In case they don't all have a dictionary, ask one volunteer to go to the front so he/she can model the procedure for the rest of the class.

# Day 3

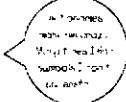
## Lesson 1

### Product: Instructions to Use Bilingual Dictionaries

#### Product: Instructions to Use Bilingual Dictionaries

In this unit, you will write instructions to use bilingual dictionaries. In order to start, get in small teams and do the following activities.

Look and read



Write five of the things you have learned about dictionaries that may help the boy in the picture.

#### Product: Instructions to Use Bilingual Dictionaries

The strategies that helped me select and revise bilingual dictionaries were:

- I checked the quality of the dictionary.
- I checked the quality of the dictionary.

Other(s)

How can I improve this ability?

The strategies that helped me understand the use of textual components of bilingual dictionaries were:

- I checked the quality of the dictionary.
- I checked the quality of the dictionary.

Other(s)

How can I improve this ability?

## Wrap Up

### Product: Instructions to use bilingual dictionaries

In this unit, students will write instructions to use bilingual dictionaries. In this lesson, they will decide who they will work with (small teams, not more than four students) and the information that they will include. Once they are organized, draw their attention to the picture and ask one volunteer to read what the kid is saying. Ask the class: *How could you help him?* Ask them to work together with their team to decide what they learned in this lesson that may be useful for this kid. Walk around and monitor encouraging them to speak in English. Once they are ready, invite teams to share their answers.

### Self-evaluation

Read the achievements aloud and, if necessary, explain what each one refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievements, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 6, p. 42:** While you monitor walking around, identify students that may need more help and use the **Individualized Feedback Strategy** with them. Offer more support guiding them to choose the correct answers.

**Activity 10, p. 43:** Use the **Stimulate Students Senses Strategy** before looking up the word required. Tell them to close their eyes and smell their dictionary; then to touch its pages trying to feel the characteristics of the paper; finally, tell them to bring it close to one of their ears and listen as they pass through the pages.

**Lesson**

Classify the following words in the correct column. Copy them on a sheet of paper and file it in your portfolio.

well under a half an hour ago the best well under a half an hour ago the best

**Reader's Book**  
Find a name and a page to file in the Reader's Book.

n	v	adj	pron	prep	conj	adv	interj
cup	has	off	the	under	but	well	ugh
able	has	slow	the	up	and	out of	ugh

**Work in pairs.** Write a list of the eight abbreviations you have learned in this unit.

n	v	adj	pron	prep	conj	adv	interj
cup	has	off	the	under	but	well	ugh
able	has	slow	the	up	and	out of	ugh

**Work in teams.** Look at the dictionary entry and complete the chart below writing a list of its components.

1	2	3	4	5
---	---	---	---	---

**make** ... make v. to build, create or produce. *Make a bed of things you need.*  
**make over** ... make over ph. to change appearance. *This magazine has some ideas for home.*  
**make it** ... make it ph. to achieve a certain thing. *You can make it possible.*

Component	Function
1. entry word	entry word
2. definition	definition
3. other forms	other forms
4. examples	examples
5. notes on words or phrases	notes on words or phrases
6. pronunciation	pronunciation

**Time to Shine!**

Search for digital entries here and list pronunciation and words for each.

- Do digital dictionaries have the same features as printed ones?

Unit 3 45

## Achievement

Write instructions.

## Teaching Guidelines

- Classify types of words in a table.
- Make a list of abbreviations.
- Write lists of textual components.

## Warm Up

Organize the class into teams of four. Write the following on the board: five nouns that begin with the letter *e* (elephant, elevator, eye, Elena, elf), three verbs that begin with the letter *s* (see, sew, start) and one adjective that starts with the letter *w* (wonderful). Give students five minutes to work in their groups to come up with their lists and encourage them to use their dictionaries. When time is up, ask teams to share their lists and praise the team(s) that completes them.

### 1. Classify the following words in the correct column. Copy them on a sheet of paper and file it in your portfolio.

Read the instructions aloud and give students a few minutes to individually classify types of words in a table while you monitor. Encourage them to use a

dictionary to complete the task. This activity will be your first evidence in this unit; ask them to file it following the procedure you prefer.

### 2. Work in pairs. Write a list of the eight abbreviations you have learned in this unit.

Organize the class into pairs. Read the instructions aloud and tell them that when they finish to make a list of abbreviations they have learned in this unit, they must shout: *Ready!* Check by asking different pairs to write them on the board.

### 3. Work in teams. Look at the dictionary entry and complete the chart below writing a list of its components.

Organize the class into teams of four and tell students to look at the entry in their books. Draw their attention to each of the numbers and tell them that those numbers must match with the word that should be written in the chart; e.g., 1 is for *entry word*. Have them write lists of textual components by completing the rest of the chart together with their team. Check by asking volunteers to write the answers on the board. Ask students the Time to Shine! question. Encourage those who have used a digital or online dictionary to share with the class what features they may find that are different from a printed dictionary (e.g., the audio with the pronunciation of the word).

## Wrap Up

If it is possible, project Longman Dictionary (<https://goo.gl/Uneh9b>) for them to check all the features it has. If not, wrap up your class with a dictionary competition: dictate 10 words and have students work in pairs and look them up in a bilingual dictionary.

Tell students they have to read pages 36-38 in their Reader's Book at home and think about the answer to the following question: *What fact do you think was the most interesting?* They will discuss it in class the next day.

# Day 2

## Lesson 2

Look at the pictures and order the steps.



Write down the action words from the previous activity. Look them up in an English-Spanish dictionary and write their translation.

boil	• cocer
add	• poner
boil	• hervir
boil	• hervir
boil	• hervir

### Time to Shine!

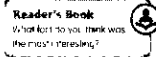
• What do all of the verbs in Activity 4 have in common? All of them are in imperative form.

Work in teams. Write four instructions to play Simon Says with your class. Follow the example. (p. Possible answers)

- **Example:** Sit down.
- **Example:** Stand up.
- **Example:** Turn your head to the right.
- **Example:** Turn your head to the left.

46 Unit 3

Order sentences in to see which  
Review verb forms: imperative



Reader's Book  
What fact do you think was  
the most interesting?

## Achievement

Write instructions.

## Teaching Guidelines

- Order sentences into sequences.
- Revise verb forms: imperative.

## Warm Up

Give one sheet of paper to each of your students and tell them that they should follow the instructions that you will read. Read: *Listen to the following eight sentences; just listen, don't do anything: Write your name on the top of the sheet. Draw five squares. Draw a happy face in each square. Circle each square. Shout your name. Turn the sheet and add 56 + 113. Stand up and count from 1 to 10. Say "I'm the best at following instructions!"* When you finish reading, ask students if they can remember the first sentence you said. Check to see who really followed the instructions.

### 4 Look at the pictures and order the steps.

Ask students if they have ever prepared instant noodles. Invite those who have done it to share the procedure with the class. Then give them some time to order sentences into sequences and check orally. To stress

the importance of following a logical sequence when giving instructions, ask: *Do you think this procedure can be done following a different order? Why not?*

### 5. Write down the action words from the previous activity. Look them up in an English-Spanish dictionary and write their translation.

Draw students' attention to the sentences from the previous activity, elicit action words and write them on the board. Then, to help them practice dictionary skills, give them a few minutes to look them up and write the translation in their books. Check by asking volunteers to write the corresponding translation for each of the words on the board. Ask the Time to Shine! question aloud and elicit that all of them are in imperative form.

## Language 172

Go to page 172 in the Activity Book and read the information provided about the imperative form. Stress that when we use it for giving instructions, we are giving orders and we use the affirmative form.

### 6. Work in teams. Write four instructions to play Simon Says with your class. Follow the example.

To revise the imperative form, ask students if they have ever played Simon Says. If they haven't, explain it is a game in which they have to follow instructions and that in this moment they will write some sentences to play. Tell them that to make the game less childish, they have to think of difficult or funny actions such as the one in the example provided (if they run out of ideas, you may suggest the possible answers). Organize the class into teams and give them some time to write their imperative sentences while you monitor to check them.

## Wrap Up

Organize a quick practice for playing Simon Says. Tell them: *Simon Says stand up, Simon Says jump, Sit down.* Explain that if they sit down, they lose because you didn't say *Simon Says*. Ask all the teams to give you the sentences they wrote and play as a whole class.



Discuss the question related to the text from the Reader's Book. Ask students to recall the interesting and fun facts about English on pages 36-38 from their Reader's Book. Write their answers on the board. Then ask them to get into groups of four to discuss which fact was the most interesting for them. Walk around checking answers and pronunciation. Help them as needed.



# Day 3

## Lesson 2

Work in pairs. Think about a simple procedure you are very familiar with. Do it yourself to establish the number of steps it requires. 173

# instructions      # steps

• Draw the steps. (Answers may vary.)

Define your audience. (Answers may vary.)

The instructions for performing the task/procedure will be primarily followed by \_\_\_\_\_.

• Under each step in Activity 8, write a simple instruction. (Answers may vary.)

Equal the number of instructions or steps. Write with Libras.

Unit 3 47

## Achievement

Write instructions.

## Teaching Guidelines

- Establish a number of instructions or steps.
- Write instructions.

## Warm Up

Ask students what their favorite subject in school is. Tell them to think about a procedure or task related to that subject that they master; e.g., solve a Math equation, look up information when doing research work, reading aloud, performing an exercise during sports class, etc. Have students share the task they master with the class.

## Skills 173

Go to page 173 in the Activity Book and read the information included in the graphic organizer aloud so students may know the aspects they should take into account when writing instructions.

## 7. Work in pairs. Think about a simple procedure you are very familiar with. Do it yourself to establish the number of steps it requires. 173

Tell students to choose a partner to work with during this session and the next one. Suggest that they choose a classmate who masters a similar task. Once everybody has formed a pair, give them a few minutes to agree on a task they will work with. Explain that both should know the procedure to perform it very well. Be sure the procedure they choose doesn't involve hazardous material. Give them some time to follow the procedure themselves so they can establish a number of instructions or steps. Monitor while they work and offer any help they may need. Finally, ask them to write the number of steps in their books.

## 8. Draw the steps. 173

To help them visualize each of the steps involved in the procedure they chose, give pairs some time to draw them in their books.

## 9. Define your audience. 173

Explain to students that, as with any other piece of writing, defining who is going to read what we write is extremely important because it will determine the type of language that can be used. For example, if we write instructions for little children, language must be very simple so they may be able to understand. Have them think about their audience (who will follow the instructions) and write it in their books.

## 10. Under each step in Activity 8, write a simple instruction. 173

Ask students to look at their drawing in Activity 8. Explain that in order to write the instructions to perform the task they chose, they should choose the appropriate verb for each of the steps. Give them some time to write the verbs that they will use to start each of their imperative sentences. Encourage them to use a dictionary. Once they have their verbs, tell them to be very clear and concise. Monitor while they work to offer any help they may need.

# Day 3

## Lesson 2

### Product: Instructions to Use Bilingual Dictionaries

Remember that in this unit you will write instructions to use bilingual dictionaries. In order to continue working on it, get together with your team and do the following activities.



Go back to page 44 to recall what you already wrote.

Choose one type of bilingual dictionary (online or printed).

Perform the task and establish the number of steps you will need.

Choose an appropriate verb to start each of your sentences.

Write an imperative sentence for each of your steps (according to your audience).

Write a brief introduction.

### Reflection

The strategies that helped me write instructions were:

1. I used a bilingual dictionary to find the correct words to use.

2. I used a verb to start each sentence.

Other(s):

How can I improve this ability?

48 Unit 3

## Wrap Up

### Product: Instructions to use bilingual dictionaries

As you may recall, in this unit students will write instructions to use bilingual dictionaries. In this lesson, they will establish the number of steps and work on their first drafts.

Have them get together with their teams and go back to page 44 to recall the information they wrote about bilingual dictionaries. Explain that they will write some instructions and that the first thing they have to do is to choose between an online or a printed dictionary. Once they choose, give teams some time to look up a word so they can establish the number of steps they need to write. Then, guide them to choose an appropriate verb for each of the steps (just the way they did it in Activity 10) and monitor while they write the first draft for their instructions. Stress the fact that they have to take into account who their audience is so they can select appropriate language.

Finally, explain that it is a good idea to include a short introduction to explain to the reader which task they will perform. In the introduction, they can mention why it is important to follow instructions; e.g., *Few people understand the symbols and abbreviations included in a dictionary. Here you will find some instructions to get the most out of it.*

## Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 1, p. 45:** Use the **Individual Respond Card Strategy**. Ask students to make eight cards with recycled cardboards or sheets of paper. They will write the abbreviation of each of the parts of speech on each of the cards. Read the words one by one and ask students to show the card that shows the part of speech of the word you are saying. You may ask one volunteer to draw the chart on the board and register the answers.

**Activities 7, 8, 9, and 10, p. 47:** Use the **Think-Pair-Share Strategy** trying to form pairs in which one of the students may tutor the other. Be sure to highlight the contribution of both students; e.g., one student tutors another to write the instructions, but the one being tutored draws beautifully.

## Lesson 3

Work in pairs. Go back to Activity 8 on page 47 to recall the instructions you wrote. Write a brief introduction for them.

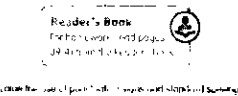
Write a list of supplies you may need to perform that task.

Use the checklist to revise your instructions.

	Yes	No
1. Do you have a title for your instructions?		
2. Do you have an introduction?		
3. Do you have a list of supplies?		
4. Do you have a list of steps?		
5. Do you use punctuation marks correctly?		
6. Do you use standard spelling?		

Rewrite your instructions. Include your introduction and list of supplies.

Supplies	Introduction	Steps



Unit 3 49

### Achievement

Edit instructions.

### Teaching Guideline

Value the use of punctuation signs and standard spelling.

### Warm Up

**Material: six sheets of recycled paper, each one with a different color spot: green, red, yellow, purple, blue, and orange.**

Show students one sheet at a time and together agree on an instruction for it; e.g., green: walk around, red: stop, yellow: jump, purple: crawl, blue: clap, orange: dance. Ask one volunteer to go to the front and give him/her all the sheets. The volunteer has to show their classmates alternatively the sheets so they can follow the instruction related to the color they see. They cannot talk during the game. The students who don't follow the instructions have to sit down.

1. **Work in pairs. Go back to Activity 8 on page 47 to recall the instructions you wrote. Write a brief introduction for them.**

Ask students to get together with their partner from the previous lesson. Give them a few minutes to check

the work they have already done and then explain that they must write an introduction for the procedure they chose just as they did with their project team. Walk around and monitor while they work to offer any help they may need. Remember they should only write one or two sentences. Invite pairs to share their introductions with the class and encourage the class to give respectful comments and suggestions that may help them improve their introductions.

2. **Write a list of supplies you may need to perform that task.**

Give pairs a few minutes to think about the material or supplies they need to perform the task they chose. Encourage them to use a dictionary in case they don't know the words in English.

3. **Use the checklist to revise your instructions.**

Draw students' attention to the checklist. Read aloud each of the questions giving them time to check each specific aspect and answer. To value the use of punctuation marks and standard spelling, emphasize the last two questions. When you finish reading, tell pairs to correct the aspects that got "no" as an answer. Monitor and offer help if required.

4. **Rewrite your instructions. Include your introduction and list of supplies.**

Ask students to write their first edited version using the spaces provided. Tell them not to worry if they don't use all the lines.

### Wrap Up

Ask students to exchange books with another pair. Using the checklist provided in Activity 3, they will check their classmates' instructions in Activity 4. Have them work together to give each other respectful feedback while you monitor. Tell pairs that for the next session, they should bring the material needed to perform the task they chose.

Tell students they have to read pages 39-41 in their Reader's Book at home and think about the answer to the following question: *What is one of the advantages of online dictionaries?* They will discuss it in class the next day.

# Day 2

## Lesson 3

Get together with another pair and have them follow your instructions.

Ask the other pair to answer the following questions.

Was it clear which task you were going to perform after you read the instructions?

Was it clear which supplies you were going to need?

Could you perform the task quickly without hesitating?

Was there a step that was particularly difficult to follow?

Which one?

Based on your classmates' answers, make the necessary adjustments.

50 Unit 3

Foster cooperation and integration in schoolwork. Remove and/or add information in order to improve instructions.

## Achievement

Edit instructions.

## Teaching Guidelines

- Favor cooperation and integration in schoolwork.
- Remove and/or add information in order to improve instructions.

## Warm Up

Play Minefield with students. Arrange some sort of obstacle course in the classroom and divide students into two teams. One volunteer from each team will navigate the "minefield" while blindfolded, with only their teammates to give him/her instructions to walk through. After both teams finish, have the class reflect upon the following questions: *Was it easy to give clear instructions? Was it easy to rely on your team?*

## 5. Get together with another pair and have them follow your instructions.

To favor cooperation and integration in schoolwork, tell students to get together with their partner from the previous sessions and then choose another pair to work with. Explain to them that now they will test if their instructions really work. Tell them to exchange

their books with the other pair and decide who will follow the instructions first. The pair that is following the instructions should read them in complete silence and perform each step. Emphasize that they cannot ask their classmates to clarify any of the steps. The pair who wrote the instructions should observe their classmates in silence, following the procedure to complete the task. Then, the procedure will be repeated the other way around.

## 6. Ask the other pair to answer the following questions.

When both pairs finish following each other's instructions, they should answer the questions in their classmates' books. At this point, pairs may exchange comments to obtain extra feedback.

## 7. Based on your classmates' answers, make the necessary adjustments.

Explain to pairs that now that they have tested their instructions, they may have realized if the instructions are clear enough or if they need to remove and/or add information in order to improve them. Tell them that they could include an alternative for any of the steps or warnings to prevent the reader from doing something wrong. Suggest that they include illustrations if they think that they may clarify the procedure. Give them some time to make the adjustments while you walk around and monitor to check.

## Wrap Up

Ask volunteers to go to the front of the class by turns to talk about something they are good at; it may be something recreational like skateboarding or dancing. Ask each of them to include some instructions to a person who may just be starting out learning the activity. Guide them to use the imperative form.



Discuss the question related to the text from the Reader's Book. Ask students the third question related to the text: *What is one of the advantages of online dictionaries?* Let them volunteer to give an answer. Get them into teams of three and give them a few minutes to discuss other possible advantages of online dictionaries.

## Lesson 3

Test your instructions with a different pair.

Ask them the questions from Activity 6 and, if necessary, make the last adjustments.

### Time to Shine!

- Take some pictures of your classmates following the steps to include them in your portfolio.

Create a final version of your instructions. Copy it on a sheet of paper and file it in your portfolio. (Students may vary.)

Write final versions

Unit 3 51

## Achievement

Edit instructions.

## Teaching Guideline

Write final versions.

## Warm Up

**Material:** slips of paper with simple instructions written on them, one per student.

Be careful not to repeat any of them and to include a previous instruction in each so they may follow an order; e.g., After the teacher says: "Start!," jump. / After someone jumps, stand up. / After someone stands up, stomp your feet, etc.

Have the students sit in a circle. Each one will get a slip of paper with an instruction written on it. Tell them that they should listen attentively because they can only follow their instruction after another student completes theirs. Say: *Start!* and let each of them follow their instruction.

## 8. Test your instructions with a different pair.

Ask students to get together again with their partner from the previous sessions. Now, they should get together with a different pair and follow the same procedure as the one described in Activity 5. Be sure they use the last version of their instructions (Activity 7). When they finish working, ask the class how it worked out this time. As suggested in the Time to Shine! box, ask students to take pictures of their classmates following their instructions (one per step) so they can include them in their portfolio as a part of their evidence.

## 9. Ask them the questions from Activity 6 and, if necessary, make the last adjustments.

Give pairs a few minutes to decide if they still should change something or add new information. Walk around and give them any suggestion that could improve their work.

## 10. Create a final version of your instructions.

**Copy it on a sheet of paper and file it in your portfolio.**

Pairs will now write final versions of their instructions. Tell them to use the space provided as they wish, including any illustration or information they think may clarify their steps. This activity will be your second evidence in this unit; ask them to file it following the procedure you prefer.

# Day 3

## Lesson 3

### Product: Instructions to Use Bilingual Dictionaries

Remember that in this unit you will write instructions to use bilingual dictionaries. In order to continue working on it, get together with your team and do the following activities.

Now, that's great!

Go back to page 48 to recall what you already wrote.

Read your instructions to another team to check if they can follow them.

Use the space below to create a final draft. Make necessary adjustments and include warnings, alternatives, or illustrations that may clarify the procedure.



### Self-evaluation

The strategies that helped me edit instructions were

- I read my instructions to another team.
- I asked them to read my instructions to another team.
- I asked them to read my instructions to another team.

Other(s):

- How can I improve this ability?

52 Unit 3

## Differentiated Instruction

**Activity 3, p. 49:** Use the **Speedometer Strategy** to catch kinesthetic students' attention. Explain that they will use their arms to show whether or not they accomplished each of the aspects mentioned in the checklist.

**Activity 7, p. 50:** While you walk around and monitor, identify the pairs who might be dealing with the task. Use the **Mini Lesson Strategy** to review the tips for writing instructions with them.

## Wrap Up

### Product: Instructions to use bilingual dictionaries

As you may recall, in this unit students will write instructions to use bilingual dictionaries. In this lesson, students will test and edit their instructions. Ask them to get together with their teams and check the instructions they wrote on page 48. Then tell them to get together with another team to test their instructions following the same procedure as in Activity 5 (page 50). Ask them to observe their classmates carefully to make the necessary adjustments that will be included in their final draft. Monitor while they work to offer any help teams may require, especially when working on their final drafts.

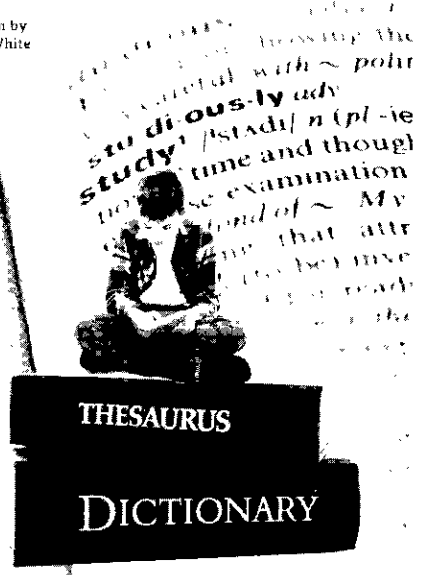
### Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## 3 What Do You Know About Dictionaries?

Facts about dictionaries and words

Written by Jane White



Unit 3 31

### 1. What is a bilingual dictionary? How can it help you? Share your ideas with a partner.

Ask students the questions and tell them that the answers are in the text. They can check the text if they want to.

### 2. Here you have another game you can play with words. Put the instructions in order.

Ask seven volunteers to read the sentences. Then tell the whole class that you will give them a few minutes to put the instructions in order. Tell them: *Let's see who can order them first!*

### 3. Follow any of the instructions on page 40 and make your own dictionary in pairs.

If time allows, give students 10 minutes to make their own dictionary with a few words, following the ideas provided on page 40. Or you could all play the game on page 41.

### 1. What is a bilingual dictionary? How can it help you? Share your ideas with a partner.

Ask students the questions and tell them that the answers are in the text. They can check the text if they want to.

### 2. Here you have another game you can play with words. Put the instructions in order.

1. Say a letter.
2. Read your words.
3. Write category names: country, animal, object
4. Take paper and a pen.
5. Say Finished!
6. Get a point if they are all correct.
7. Write one word per category, starting with that letter.

### 3. Follow any of the instructions on page 40 and make your own dictionary in pairs.

On this website you will find several dictionaries for kids. Choose two and enter the same word in both of them. On a sheet of paper write down similarities and differences in the way they present the information. Then share with a partner.

42 Unit 3

## ICT Box

Tell students that although all dictionaries have basically the same information, they may differ, and that in order for them to not have problems when looking for a word in English, they should familiarize themselves with several dictionaries. Tell them to check the link and choose two dictionaries. After carefully inspecting the similarities and differences between both dictionaries, they have to share them with a partner. They can write the differences and similarities so that they don't forget.

# Product and Assessing My Learning Process

## Product

### Instructions to Use Bilingual Dictionaries

### Using your Bilingual Dictionaries

Now it's time to present your instructions to use bilingual dictionaries. Get together with your team and do the following activities:

**Check the information is complete.**

Do you include the computer's name? the platform to which the dictionary? the function of the number and special characters? the abbreviations? the symbols and the units? If you are missing something, it's time to include it.

**Check the sequence.**

Do your steps follow a logical process for using numbers?

**Check your sentences.**

Are they clear and precise? Are you using the imperative form? Has your title of the main subject or verb been used? Did you think of using and to explain? Make necessary changes.

**Make sure to include extra information to clarify the procedure.**

Do you have to go through the other two's subproducts? Did you include the necessary abbreviations or symbols? Are extra information that may be helpful to complete the task to be included?

**Create a final version on a piece of cardboard.**

Make it clearly readable.

**Display your instructions in your school's corridors.**

Encourage other students to use it as a learning resource.

Ask your teammates to give you feedback about the performance you had while writing your instructions to use bilingual dictionaries. Follow the example from Unit 1, p. 22.

Name	I'd liked very much that you...	I suggest that you...

## Assessing My Learning Process

To answer the questions in this section, follow the examples provided in UNIT 1, p. 23.

Leaf through the pages of the unit and choose the three activities that helped you the most to develop your English skills.

Lesson      Activity      It helped me because...

Now, go back to the pages that guided you to write your instructions to use bilingual dictionaries. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

**Step I (p.41)**

The subproduct in this session was      Aspects I liked:      Aspects to improve

**Step 2 (p.43)**

The subproduct in this session was      Aspects I liked:      Aspects to improve

**Step 3 (p.44)**

The subproduct in this session was      Aspects I liked:      Aspects to improve

**Instructions to Use Bilingual Dictionaries**

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

## Instructions to Use Bilingual Dictionaries

Work as a whole class. Read each step and the questions related to it aloud. After you read each of them, give teams a few minutes to check the aspect mentioned while you walk around to check their work and make suggestions to improve. Once teams have their final version ready, go out with your group to post their instructions in the school corridors. Photocopy the questionnaire provided and use it to evaluate each student individually.

Now, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

## Assessing My Learning Process

1. Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Tell students to go back to page 41 and guide them to leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose the three activities they think were more useful for them to improve any aspect of their performance while communicating in English: acquiring more vocabulary, learning a strategy, applying a new language structure, etc. Give them some time to choose their activities

and, if necessary, recall the examples on page 23 before they fill in the table. Monitor while they work to offer help if they need it.

2. Now, go back to the pages that guided you to write your instructions to use bilingual dictionaries. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then have them describe the different steps that helped them write their instructions to use bilingual dictionaries. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their result in the future to prepare similar activities.

- 3 In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.



# Evaluation Tool

## Questionnaire

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

**Use the following questions to evaluate the instructions.**

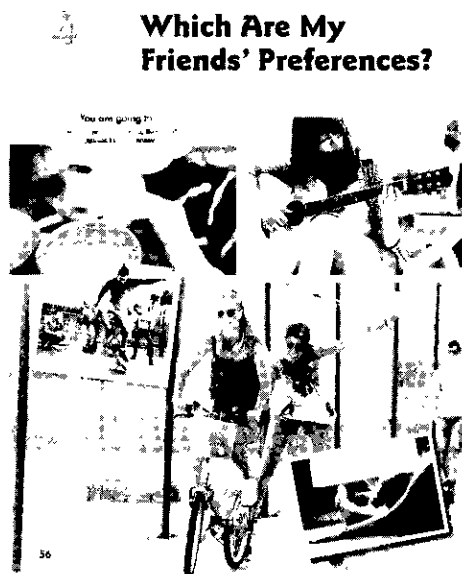
1. Does the student mention the different sections of the dictionary?	yes	no
2. Does the student include information about numbers and special characters?	yes	no
3. Does the student explain that abbreviations stand for parts of speech?	yes	no
4. Does the student differentiate entries and subentries?	yes	no
5. Does the student follow a logical progression?	yes	no
6. Are the sentences short and precise?	yes	no
7. Does the student use the imperative form?	yes	no
8. Does the student avoid spelling mistakes?	yes	no
9. Are the sentences correctly punctuated?	yes	no
10. Are the instructions visually attractive?	yes	no

# 4

# Which Are My Friends' Preferences?

## Unit Overview

<b>Family and Community Environment</b> <b>Communicative Activity</b> Exchanges associated with information of oneself and of others		<b>Social Practice of the Language</b> To exchange compliments, likes, and dislikes in an interview	
<b>Achievements</b> <ul style="list-style-type: none"> <li>Listen to and revise likes and dislikes in the dialogues of an interview.</li> <li>Understand general sense and main ideas of dialogues.</li> <li>Express compliments, likes, and dislikes in written dialogues.</li> <li>Express compliments, likes, and dislikes in a dialogue.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>compliment</li> <li>empathetic</li> <li>favorite</li> <li>hate</li> <li>interview</li> <li>leisure</li> <li>play</li> <li>practice</li> <li>preference</li> <li>sport</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>Transition words to connect ideas</li> <li>Tag questions</li> <li>Stranded prepositions</li> </ul>	<b>Learning to Learn</b> Metacognition	<b>Audio</b> Tracks 18-26	
<b>Skills</b> <ul style="list-style-type: none"> <li>Phrases to sound fluent</li> <li>Calm your mind</li> </ul>		<b>Reader's Book</b> "When I Grow Up..." pp. 43-54, track 41	
<b>Product</b> Dialogue About Likes and Dislikes		<b>Evaluation Tool</b> Rubric	



In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Explain that all the activities in the pictures are showing what some people do in their leisure time. Elicit the meaning of leisure (time when you are not working or studying so you can do other things you enjoy). Have them share what they do in their leisure time.

Finally, organize the class into teams of three and read aloud the title: *Which are my friends' preferences?* Give them a few minutes to discuss their answers while you walk around and monitor. Find out who could answer the question and who could not. Ask them why they think it may be important to know what the people around them prefer (to share with them, not to bother them, etc.).

## Lesson

Listen to and draw the people who are talking and the place where they are.

سمعتهم وهم يتحدثون.

1.

Listen again and put the sentences in order.

1. ... في وقت مبكر من الصباح.
2. ... في وقت مبكر من الصباح.
3. ... في وقت مبكر من الصباح.
4. ... في وقت مبكر من الصباح.
5. ... في وقت مبكر من الصباح.
6. ... في وقت مبكر من الصباح.
7. ... في وقت مبكر من الصباح.
8. ... في وقت مبكر من الصباح.

Work in pairs to answer.

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

Unit 4 57

## Achievement

Listen to and revise likes and dislikes in the dialogues of an interview.

## Teaching Guidelines

- Notice contextual clues in leisure situations.
- Determine sequence of enunciation.
- Identify topic, purpose, and intended audience.

## Warm Up

Ask students to talk about their favorite leisure activities; encourage them to give details.

### 1. Listen to and draw the persons who are talking and the place where they are.

To help students notice contextual clues in leisure situations, tell them they will listen to an interview. Ask them to pay special attention to the clues that may indicate who the two persons are and where they are. Play Track 18 and give them some time to draw the setting. When they finish, ask some volunteers to show their drawings to their classmates and say which

clues were useful for them to guess (the introduction Maria gave, both kids' tone of voice, the sound of the ball bouncing).

### 2. Listen again and put the sentences in order.

To have students determine sequence of enunciation, play Track 19 and have them order the dialogue of the interview. This time, have students pay attention to the rhythm, speed, and pronunciation with which the two kids speak. Check orally. Some of the words in this activity are included in the glossary; tell students to check their meaning in the corresponding pages at the back of their book.

### 3. Work in pairs to answer.

Organize the class into pairs so they can work together to identify topic, purpose, and intended audience by answering the three questions provided. Monitor while they answer to check. You may accept any logical answer in which they take into account the nature of the information; e.g., the information will be used to help students develop their artistic skills.

## Wrap Up

Ask students which strategies (interviews, surveys, checking social media, etc.) they would use to find out which are the three most popular leisure activities in the class. Listen to their suggestions and have the class vote for the best.

Tell students they have to read pages 43-46 in their Reader's Book at home and think about the answer to the following questions: *How did the teenagers feel? Why?* They will discuss it in class the next day.


# Day 2


## Lesson 1


### Complete the sentence. Possible answers:


Maria is going to meet the principal but she doesn't like him but she will bring the results of her interviews so that she can decide whether to accept or not after school activities.


Listen and follow the dialogue. Draw a red line to indicate the opening, a blue line for the body, and a green line for the closing.


Principal: Good morning, Maria. I really appreciate your help. Thank you very much.  (red line)


Maria: I will very glad to do it, Mr. Lopez.  (blue line)


Principal: So, what do you tell me about your classmates?  (red line)


Maria: Most of the boys like sports and basketball. The girls like dancing and volleyball.  (blue line)


Principal: Are there any interested in music?  (red line)


Maria: Yes, I believe there are 12 girls and 48 boys interested in music.  (blue line)


Principal: Well, 12 girls is very few. We will have a team, won't we?  (red line)


Maria: Of course, but on the other hand, there aren't many students who like chess.  (blue line)


Principal: That's too bad. I was planning to introduce these workshops. What do you think?  (red line)

Maria: There are some students who are interested in learning to dance, but not many, but most of them are girls.  (blue line)


Principal: OK, if they want to sing, we require a lot of staff and we should check which instruments are the most popular.  (red line)

Maria: I will do and tell you the other interviews I did with.  (blue line)

Principal: If you don't mind, I would.  (green line)

Maria: Of course not. You are welcome to chat about it.  (blue line)

### Work in pairs. Identify the register and give details from the dialogue.


The dialogue from the previous activity is  (green line) informal.

Describe the situation in your own words. Possible answers:

The principal asks a form for getting

It answers some former experiences as "I really appreciate..." "If you don't mind..."

### Circle the correct answer.

The principal asks Maria questions and requests the information she mentions by to use her from  (green line) he wants to confirm. he should off waiting.

Anticipate the general sense and main ideas. / Recognize the structure of dialogues to determine the function of lines. / Identify language register. / Recognize behavior adopted by speakers to clarify and confirm comprehension.

58 Unit 4

## Achievements

- Listen to and revise likes and dislikes in the dialogues of an interview.
- Understand general sense and main ideas of dialogues.

## Teaching Guidelines

- Anticipate the general sense and main ideas.
- Recognize the structure of dialogues (opening, body, and conclusion) to determine the function of lines (e.g., interruption, confirmation, etc.).
- Identify language register.
- Recognize behavior adopted by speakers to clarify and confirm comprehension.

## Warm Up

### Material: strips of paper

Write on strips of paper: *principal, teacher, police officer, grandma, close friend, classmate*. Put the strips in a box/bag and ask volunteers to go to the front and take one. Explain they should think of a greeting that they may use with that person and say it aloud. The rest of the class should tell if the register is appropriate or not.

## 4. Complete the sentence.

Explain that they will listen to another dialogue between Maria (the girl who was conducting the interview and then was giving Tomas ideas for Sofia's birthday gift) and the principal of their school. To anticipate the general sense and main ideas, have them brainstorm what the theme of this new dialogue may be. Write their ideas on the board and give them some time to complete the sentence in their books using those ideas.

## 5. Listen and follow the dialogue. Draw a red line to indicate the opening, a blue line for the body, and a green line for the closing.

To recognize the structure of dialogues, read instructions aloud and play Track 20. Check orally. Then read the line: *This year we will have a team, won't we?* And ask them to determine its function (confirmation). Then draw their attention to two more lines and read them: *If you don't mind, I would...* *Of course not!* Ask them to determine the function of the second line (interruption).

## 6. Work in pairs. Identify the register and give details from the dialogue.

Organize the class into pairs and give them some time to work on the activity so they may identify the language register in the dialogue. Monitor while they work to check the details they write.

## 7. Circle the correct answer.

To help them recognize behavior adopted by speakers to clarify and confirm comprehension, read the statement aloud and the three options. Have students choose the correct one as a class and explain why the other two options are not correct.

## Wrap Up

Ask students to stand up and find someone who likes/dislikes the same things they do. Instruct them to ask: *Do you like/dislike...?* Once they find someone who shares likes and dislikes for at least two things, they should shout: *I found him/her!*



Discuss the questions related to the text from the Reader's Book. First, ask students to tell you what happens at the beginning of the story. Then ask them: *How did the teenagers feel? Why?* (they felt concerned and nervous because they didn't know how to conduct an interview and they didn't know how to approach the actor). Help them with vocabulary for emotions if necessary.

## Lesson 1

Listen and circle the words that express likes and dislikes.

Tomas Hi, Maria! Do you travel a minute?  
 Maria Yes, of course. Tomas What's that for, also?  
 Tomas I see that a Sofia's birthday and I'm worried because I don't know what to give her.  
 Maria Understand! Well, she loves to read.  
 Tomas What do you think about it? Read by hand? As usual?  
 Maria I'm not sure she likes science fiction, but she loves it. No novels.  
 Tomas How about sci-fi (science fiction) novels, or what I buy for her? I think she loves them.  
 Maria Right!  
 Maria She loves playing in dirt!  
 Tomas Any piece of equipment she's missing?  
 Maria Her garden gloves are very old. Think she would mind getting a new pair?  
 Tomas That's a great idea! I'll think on it.  
 Maria Think she loves pink, she would prefer black.  
 Tomas Thanks a lot! See you tomorrow at the party.

### Time-to-Shine!

• Why does Tomas ask Maria about Sofia's preferences?  
 because she may know them as she is conducting some interviews about that theme.

Fill in the chart. (Answers may vary.)

	I like	I don't like
1. ...		
2. ...		
3. ...		
4. ...		
5. ...		
6. ...		
7. ...		

Work with a close friend. Write a list of his/her preferences on a sheet of paper and file it in your portfolio.

**Reader's Book**  
 How did the teenagers feel?  
 Why?

Recognize the types of sentences used to express likes and dislikes. / Value dialogue and language as a mean to exchange experiences.

## Achievements

- Listen to and revise likes and dislikes in the dialogues of an interview.
- Understand general sense and main ideas of dialogues.

## Teaching Guidelines

- Recognize the types of sentences used to express likes and dislikes.
- Value dialogue and language as a mean to exchange experiences.

## Warm Up

Ask students to write on a slip of paper their name and what they would love to receive as a birthday gift. Tell them to give you the slips of paper, read a name and ask the class what they would give that person to check how much they know each other. Try to mention the names of all your students.

## 8. Listen and circle the words that express likes and dislikes.

Play Track 21 once for general understanding and ask: *Why is Tomas approaching Maria?* (to find out what Sofia likes because he wants to buy her a birthday gift). To help them recognize the types of sentences used to express likes and dislikes, read instructions aloud and tell them this time they should follow the dialogue in their books to identify the words used to say what Sofia enjoys and doesn't enjoy. Then ask the Time to Shine! question, telling them they may use the information from the interview they heard in the previous session as a clue.

## 9. Fill in the chart.

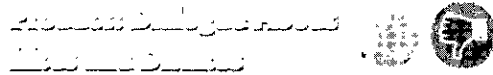
Give students some time to think about their own likes and dislikes concerning the categories suggested in the first column. This information will be used for their product.

## 10. Work with a close friend. Write a list of his/her preferences on a sheet of paper and file it in your portfolio.

Ask students to get together with a close friend in the class. In case they don't have one, choose a person whom they feel comfortable working with. To have them value dialogue and language as a mean to exchange experiences, tell them to share their likes and dislikes giving some details about each; e.g., *I like classical music because I recall when I listened to it with my grandpa.* Give them a few minutes to exchange information orally and then explain they should create a list of preferences with likes and dislikes for their portfolio. This activity will be your first evidence in this unit; ask them to file it following the procedure you prefer.

# Day 3

## Lesson



Go back to Activity 5 on page 58 and work with the friend you chose to work with in Activity 6. Use what you learned.

Using the categories provided, fill in the graphic organizer with your friend's preferences.



## Reflection

The strategies that helped me listen to and revise likes and dislikes in the dialogues of an interview were

- Not interrupting the speaker and listening to the whole dialogue.
- Asking for clarification.

Other(s):

How can I improve this ability?

The strategies that helped me understand general sense and main ideas of dialogues were

- Asking for clarification and asking for the main idea.
- Asking for the main idea.

Other(s):

How can I improve this ability?

60 Unit 4

## Wrap Up

### Product: Dialogue about likes and dislikes

In this unit, students will present a dialogue about likes and dislikes with the format of a quiz show: *How much do you know about your friend?* In this lesson, they will continue working with the person they chose to work with in Activity 6. Using the categories provided in Activity 5, they will fill in the graphic organizer giving some more examples of their likes and dislikes paying attention to the slight differences that exist between the expressions. It's important to stress that they don't have to cover the eight categories in each space in this graphic organizer, just the ones they consider significant for them.

### Example:

loves	really likes	doesn't like	can't stand	hates
pizza	blue	jazz music	war films	avocado
video games	the mountains	vegetables	romantic novels	crowded places
	soccer			

## Self-evaluation

Read the achievements aloud and, if necessary, explain what each one refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievements, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

### Activity 3, p. 57: Use the Think-Pair Share Strategy.

Try to form pairs in which one of the students may tutor the other. In case that is not possible, you may work as a whole class. Draw your students' attention to the details in the dialogue and have them connect those details with their personal experience so they may be able to infer the information they are required to write.

### Activity 8, p. 59: Use the Individual Response Card Strategy

before you play the track to elicit the meaning of the following words or expressions from the dialogue: *loves* – *really likes* – *doesn't like* – *can't stand* – *hates*. Tell students to prepare five cards of recycled cardboard or paper. Say each of the words, giving them time to draw a face that expresses the word or expression you mentioned. Choose the cards that best express each of the words or expressions and show them to the class to clarify their meaning.

**Lesson 2**

**Listen to the opening. Circle three words that connect ideas.**

Read the opening of the dialogue in the Reader's Book. Circle three words that connect ideas. Write them in the box.

Read the opening of the dialogue in the Reader's Book. Circle three words that connect ideas. Write them in the box.

Read the opening of the dialogue in the Reader's Book. Circle three words that connect ideas. Write them in the box.

**Listen and read the body. Fill in the chart.**

Read the body of the dialogue in the Reader's Book. Fill in the chart.

Read the body of the dialogue in the Reader's Book. Fill in the chart.

Read the body of the dialogue in the Reader's Book. Fill in the chart.

Express likes	Express Dislikes	Express
My favourite TV show is...	I don't like...	My favourite TV show is...
I like...	I don't like...	My favourite TV show is...
I like...	I don't like...	My favourite TV show is...

**Listen to the closing. Write the sentence that is said differently in British and American English.**

Read the closing of the dialogue in the Reader's Book. Write the sentence that is said differently in British and American English.

Read the closing of the dialogue in the Reader's Book. Write the sentence that is said differently in British and American English.

Read the closing of the dialogue in the Reader's Book. Write the sentence that is said differently in British and American English.

Unit 4 61

## Achievement

Understand general sense and main ideas of dialogues.

## Teaching Guidelines

- Identify words used to connect ideas.
- Compare ways of expressing likes, compliments, and dislikes.
- Detect syntactic differences between British and American English: collective nouns agreement (e.g., *My favourite team is/are*).

## Warm Up

Ask students to talk about their favorite TV shows. If somebody's TV show is a quiz show, focus on that person so that he/she may give more details about it.

## Language 174

Go to page 174 in the Activity Book and ask volunteers to read the lists of words that connect ideas; explain the differences between the categories and ask students to use them in sentences.

### 1. Listen to the opening. Circle three words that connect ideas. 22

Ask students to continue with their book open on page 174 while you play Track 22. Tell them to listen carefully to identify words used to connect ideas. Then ask them to open their books on page 61 and circle the words they heard. Check orally and elicit the category to which each of the words belongs. Finally, ask students: *What is the purpose of the game?* (to score points answering questions about their best friend's preferences).

### 2. Listen and read the body. Fill in the chart. 23

Play Track 23 and have students follow the dialogue in their books. To help them identify and compare ways of expressing likes, compliments, and dislikes, have them complete the task. Check orally.

### 3. Listen to the closing. Write the sentence that is said differently in British and American English. 24

Before you play Track 24, remind students that English is spoken differently in the US and in Britain. Play the track and have them detect syntactic differences between British and American English. Ask them to write the two sentences in their books.

## Wrap Up

On the board, write the following collective nouns: *class, choir, crew, band, group, and tribe*. Say one of the words and then say "British" or "American." Students should say a sentence paying attention to noun-verb agreement; e.g., *choir/American: The choir is practicing for a concert.* Or *choir/British: The choir are practicing for a concert.*

Tell students they have to read pages 47-49 in their Reader's Book at home and think about the answer to the following questions: *Which was the movie that Ricky did not like? Why didn't he like it?* They will discuss it in class the next day.

# Day 2

## Lesson 2

Work in pairs. Check the dialogues you have heard so far and choose four expressions to ask questions about preferences and four words to answer. Follow the example. (Possible answers)

Do you like...?	love
What about...?	like
What is your favorite...?	hate
Who is your favorite...?	really like

Decide the theme for an interview. Write five questions using the expressions from the chart in Activity 4. Be sure to use appropriate language. (Possible answers)

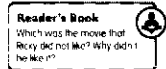
Theme: music

What is your favorite music?  
 Do you like rock music?  
 What about pop music?  
 Who is your favorite singer/group?  
 What is your favorite song?



Write a short introduction explaining the reason of the interview. Follow the example. (Possible answer)

Hi! Our names are Juan and Brenda. We are secondary school students and we are conducting an interview **because** we want to find out what music students prefer **so** we can play it during recess. Can you answer some questions for us?



62 Unit 4 Consider repertoires of words and expressions / Determine language register and compose sentences / Order sentences into a sequence using connectors

## Achievement

Express compliments, likes, and dislikes in written dialogues.

## Teaching Guidelines

- Consider repertoires of words and expressions.
- Determine language register and compose sentences.
- Order sentences into a sequence using connectors.

## Warm Up

On the board, write the words: *love – really like – don't like – can't stand – hate*. Say: *broccoli*, and have some volunteers express their preference using the word that expresses it more accurately. Repeat with: *liver, sopes, hot dogs, lentils, and maguay worms*.

4. **Work in pairs. Check the dialogues you have heard so far and choose four expressions to ask questions about preferences and four words to answer. Follow the example.**

Organize the class into pairs. To consider repertoires of words and expressions, tell them to go back to the dialogues on pages 57, 58, 59, and 61 to choose words and expressions they consider important to ask about

preferences and talk about them. Ask pairs to share their words and expressions with the rest of the class.

5. **Decide the theme for an interview. Write five questions using the expressions from the chart in Activity 4. Be sure to use appropriate language.**

Tell students to go back to page 58 to check the categories included in the first column of the chart in Activity 5. Ask them to choose one of them as a theme for their interview. Then give them some time to compose interrogative sentences using the expressions they wrote in Activity 4 on this page. Ask some pairs to read their questions and encourage the class to determine language register in each case. If the questions are too formal, you may ask for suggestions from the students to make them more informal by looking at the models provided in Lesson 1, Activities 2 on page 61 and 4 on this page.

6. **Write a short introduction explaining the reason of the interview.**

Challenge students to find an interview from the previous lesson that includes an introduction that explains reasons (page 57, Activity 2). Ask a volunteer to read it: *Hi! I'm Maria Hernandez, I'm a...* Analyze it with them: First, Maria gives a personal presentation; then she says what she is doing; next, she explains what she is going to do with that information, and finally she asks the other person if he/she wants to help. Once students have this clear, ask them to identify the connectors (and, because, so). Tell them to follow this model, using the same or other connectors from the lists provided on page 174, to order sentences into a sequence when writing their own introduction.

## Wrap Up


Ask students: *Why is the introduction for an interview so important?* Accept all their opinions (to establish rapport, to explain a purpose, to engage the other person, etc.).



Discuss the questions related to the text from the Reader's Book. Ask students to tell you the title of the last movie they saw, and if they liked it or not and why. Then ask them to recall the title of the movie that Ricky did not like. Ask them: *Why didn't he like it?* (there was no action, no car races, no jumping off a cliff).



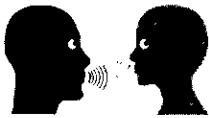
## Lesson 2

Work in pairs to answer the questions you wrote in Activity 5. Write one detail for each of your answers. Copy the questions and answers on a sheet of paper and file it in your portfolio.  (Answers may vary.)

Answers	Details
I love electronic music.	House and trance.
I hate rock music.	It's too noisy.
I really like pop music.	90's pop music.
My favorite singer is Liam.	He's from England.
I hate Party Time.	It's great to dance to.

Write a question to ask for each of the details you wrote. (Possible answers)

- What type of electronic music? \_\_\_\_\_
- Why do you hate it? \_\_\_\_\_
- What kind of pop music? \_\_\_\_\_
- Where is he from? \_\_\_\_\_
- Why do you like it? \_\_\_\_\_



### Time-to-Shine!

• What is empathy?

The ability to understand other people's feelings and preferences, which enables us to show interest for what the other is saying or going through.

Write an example of an empathetic comment from the dialogues in this unit.

While Maria tells Pedro that she also finds her when she sings, "I know what you're talking about. I make the feet just the same."

Go around to find a pair whose interview theme is appealing for you. When you find it, say a phrase to show empathy. (Possible answer)

"I think the theme you chose is great!"

Interact. Get your main ideas. Write and respond to questions to solve doubts. / Show empathy in oral interactions.

Unit 4 63

## Achievement


Express compliments, likes, and dislikes in written dialogues.

## Teaching Guidelines

- Include details in main ideas.
- Make and respond to questions to solve doubts.
- Show empathy in oral interactions.

## Warm Up

Play Hangman with some of the vocabulary words from this unit. Draw a blank line on the board for each letter in the word you choose, and have students guess the letters. Fill in the blanks if they guess them correctly or draw a part of the "hangman" if their guess is wrong. Once they guess all the words, elicit a sentence.


**7. Work in pairs to answer the questions you wrote in Activity 5. Write one detail for each of your answers. Copy the questions and answers on a sheet of paper and file it in your portfolio.** 

Explain to students that responding to their own questions will help them check if they are really asking for the information they want to know. Also,

including details to their main ideas can give them the opportunity to predict the possible answers they will receive so they may be prepared with another question or a comment for their interviewees. Give them some time to fill in the chart while you monitor and offer any help they may require. This activity will be your second evidence in this unit; ask them to file it following the procedure you prefer.

**8. Write a question to ask for each of the details you wrote.** 

Students will continue working with the same partner. Explain that now that they have the possible details related to the main answers, they can make some other questions that will help them solve doubts. You can suggest that they check question words in the Appendix on page 170. Walk around checking the questions they write. Once they finish, ask some pairs to share their questions.

**9. Write an example of an empathetic comment from the dialogues in this unit.** 

Ask the question in the Time to Shine! box (the word empathetic is in the glossary, so they may infer the meaning of empathy if they don't know it). Explain that we may express empathy in oral interactions by showing our interlocutor that we identify with what he/she is saying or by expressing that we share their interests, points of view, emotions, or passions. Invite students to leaf through the previous pages in this unit to find their example.

**10. Go around to find a pair whose interview theme is appealing for you. When you find it, say a phrase to show empathy.**

Elicit from students phrases to show empathy. ("I absolutely agree!", "That is fantastic, I like it too!", "What you're doing is wonderful, I'm also interested in that theme," etc.). Ask them to stand up so they can go around checking their classmates themes and once they find one that they like, show empathy in an oral interaction.

# Day 3

## Lesson

### Product: Dialogue about likes and dislikes

Get together with your partner and do the following activities to work together.

Go back to page 60 to recall your friend's preferences.

Write three questions to ask about them.

Write the answers to those questions.



Write three questions to ask for details.

Write one phrase to show empathy.

### Self-evaluation

The strategies that helped me understand general sense and main ideas of dialogues were:

- I read the text carefully and identified the main idea.
- I used the context to understand the meaning of the words.

Other(s):

How can I improve this ability?

The strategies that helped me express compliments, likes, and dislikes in written dialogues were:

- I used the expressions I learned in the lesson.
- I used the model as a guide.

Other(s):

How can I improve this ability?

64 Unit 4

## Differentiated Instruction

**Activity 6, p. 62:** Use the **Open-ended Question Strategy**. Ask students: *How would you introduce yourselves?* (have them write a sentence); then ask: *How would you explain the purpose of the interview?* (guide them to follow the model they have on page 57). Next, ask: *How would you ask if the interviewee wants to help you?* (have them write a question). Finally, have them connect the three sentences using the words provided on page 174.

**Activity 8, p. 63:** Use the **Mini Lesson Strategy** to make a review of *Wh-* words, reminding students what each of the words asks for. Ask one pair to go to the front to read the details they wrote, and together with the class write one question to ask for each detail. Monitor closely to help everybody write their questions.

## Wrap Up

### Product: Dialogue about likes and dislikes

As you may recall, in this unit, students will present a dialogue about likes and dislikes with the format of a quiz show: *How much do you know about your friend?* Now that they have already listened to the model, explain what they will do and tell them that in this lesson, they will write the questions and answers that they will use. Encourage them to use the expressions they learned and practiced in this lesson. Monitor and offer help if they need it.

### Self-evaluation

Read the achievements aloud and, if necessary, explain what each one refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievements, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

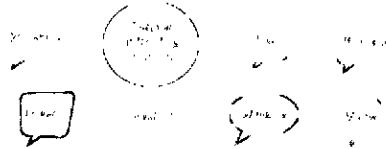
## Lesson 3

Listen and explain why Emma did not follow the script of her interview.



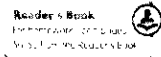
She says she's not talking yet.  
She's talking about her opinion but...  
Playing the guitar in her living room.

Work in pairs. Look at the following expressions and explain what you can use them for. Circle the one used in the dialogue you heard.



They heard it. Circle the one you used in the dialogue.

Write tag questions for each of the following statements. Follow the example from the dialogue.



1. I like to play the guitar in my living room.  
2. I don't like to play the guitar in my living room.  
3. I like to play the guitar in my living room.  
4. I don't like to play the guitar in my living room.  
5. I like to play the guitar in my living room.  
6. I don't like to play the guitar in my living room.  
7. I like to play the guitar in my living room.  
8. I don't like to play the guitar in my living room.

© Pearson Education, Inc. or its affiliate(s). All rights reserved. This material is intended solely for the personal use of the individual user and is not to be disseminated broadly.

Unit 4 65

## Achievement

Express compliments, likes, and dislikes in a dialogue.

## Teaching Guidelines

- 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?*).

## Warm Up

Have students share what their favorite theme of conversation is by asking them: *What do you like to talk about the most?* Encourage everybody to participate. Tell them that talking about what they like will help them feel confident and develop their speaking skills in English.

### 1. Listen and explain why Emma did not follow the script of her interview. <sup>25</sup>

Play Track 25 and pause after Emma finishes her introduction. Ask students: *What is the purpose of Emma's interview?* (to find out what music students prefer so it can be played during recess). Continue playing the rest of the track and ask students: *Did she*

*accomplish her purpose with her interviewee?* (Not really) *Why?* (Because she started talking with the boy about some other things). Have students write the answer in their books.

## Skills 175

Go to page 175 in the Activity Book. Read aloud the use of phrases to sound fluent and each of the phrases provided with the correct intonation.

### 2. Work in pairs. Look at the following expressions and explain what you can use them for. Circle the one used in the dialogue you heard.

Tell students that learning some tricks to sound fluent may help them start speaking better. Have them read aloud the expressions to make time to articulate spontaneous answers and challenge them to recall which of them is used in the dialogue they heard (That's an interesting question). Give them a few minutes to explain what they are used for.

## Language 174

Go to page 174 in the Activity Book and ask volunteers to read the information about tag questions. Stress that they should pay attention to the verb tense of the main clause so they can choose an appropriate auxiliary.

### 3. Write tag questions for each of the following statements. Follow the example from the dialogue.

Have students practice how to use question tags to request confirmation by working on this activity while you monitor. Check orally.

## Wrap Up

### Material: soft/paper ball

Ask students to stand up in a circle, throw a soft/paper ball to one of them and say a short statement using the information they have shared throughout the unit; e.g., *Ana likes to play football.* Ask the person who catches the ball to say the corresponding tag question (*doesn't she?*). Tell him/her to say another short statement and throw the ball to somebody else. Repeat until everybody has participated.

Tell students they have to read pages 50-53 in their Reader's Book at home and think about the answer to the following question: *Whom are they going to interview next?* They will discuss it in class the next day.

# Day 2

## Lesson 3

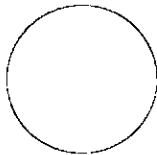
Use the prepositions from the box to complete the sentences and questions. 174

The party was held on Saturday.  
 What is the name of the restaurant in the city?  
 What is the best at the city?  
 She is an expert in this game, and she likes to talk about it.  
 He was chess and is looking for a friend to talk to her about it.

Listen to the dialogue again. Fill in the graphic organizer with Emma's points of view about the rock band's members.



Draw the face you think Luis made when Emma told him that the singer was awful.



**Reader's Book**  
Whom are they going to interview next?

Explain why Emma interrupted Luis. Use small arrows.

She wanted to change the subject because she probably felt ashamed about criticizing the singer at his rock group. Maybe she wanted to return to the topic of the interview.

The stranded prepositions to offer details / express points of view in favor and against / Use non-verbal language to reinforce what is being said / Recognize appropriate moments to interrupt interlocutors.

## Achievement

Express compliments, likes, and dislikes in a dialogue.

## Teaching Guidelines

- 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.

## Warm Up

Tell students that you will mention some prepositions and that they should move themselves around the classroom to be in the place where the preposition indicates; e.g., *on* (they sit on their chairs).

## Language 174

On the board, write the prepositions you mentioned in the Warm Up and elicit some sentences using them. Once you have some examples, have them see that prepositions are usually followed by a noun or pronoun, but explain that there are exceptions and

have them read the information provided on page 174 in their books.

## 4. Use the prepositions from the box to complete the sentences and questions.

Have students practice how to use stranded prepositions to offer details working in this activity. Monitor while they work and check orally. Tell them they will use these constructions later on in their interviews because they are common in conversation.

## 5. Listen to the dialogue again. Fill in the graphic organizer with Emma's points of view about the rock band's members.

Explain to students that this time they should pay attention to the part where one of the kids expresses points of view in favor and against a particular topic. Elicit the answer and have them fill in the graphic organizer. Tell them to have these phrases in mind for their own interview.

## 6. Draw the face you think Luis made when Emma told him that the singer was awful.

To help students value the use of non-verbal language to reinforce what is being said, ask them to draw the face they think Luis made when Emma criticized the singer of his rock group. Invite volunteers to show their drawings.

## 7. Explain why Emma interrupted Luis.

To show students an example in which they may recognize an appropriate moment to interrupt their interlocutors, have them explain this particular interruption. Elicit some other reasons for interrupting (asking for details, asking for clarification, preventing the interlocutor to start talking about a different topic, etc.).

## Wrap Up

### Material: strips of paper

Write on the strips of paper: *anger, happiness, anxiety, apathy, confidence, embarrassment, frustration, fear, guilt, horror*. Divide the class into two teams, one volunteer from each team should go to the front and choose a strip of paper. Each student should act out the emotion written on it using non-verbal language, and his/her team should guess the emotion in less than 30 seconds.



Discuss the question related to the text from the Reader's Book. Ask students the last question related to the text: *Whom are they going to interview next?* (The story does not say).

# Day 3

## Lesson

Work in pairs. Use the questions you wrote in Activities 5 and 8 in the previous lesson to interview another pair. Write their answers and ask for details.

Answers                      Details

### Evaluate your performance.

	Yes	No	Comments
1. I asked my partner questions that included the word 'like'.			
2. I asked my partner questions that included the word 'dislike'.			
3. I asked my partner questions that included the word 'love'.			
4. I asked my partner questions that included the word 'hate'.			
5. I asked my partner questions that included the word 'prefer'.			
6. I asked my partner questions that included the word 'dislike'.			
7. I asked my partner questions that included the word 'like'.			
8. I asked my partner questions that included the word 'dislike'.			
9. I asked my partner questions that included the word 'like'.			
10. I asked my partner questions that included the word 'dislike'.			

Practice asking and answering questions with a different pair. This time, be aware of your rhythm, speed, and pronunciation.

**Learning to Learn**  
Which strategy would I use to develop my skills in English? (p. 175)

Some rules for interviewees and interviewers with and without the help of a script: • Explain the sentences that include how to express likes and dislikes. • Adjust questions and answers depending on the interlocutor's reactions. • Practice and follow rhythm, speed and pronunciation.

Unit 4 67

## Achievement

Express compliments, likes, and dislikes in a dialogue.

## Teaching Guidelines

- Take roles as interviewer and interviewee, with and without the help of a script.
- Compose sentences that include *like* (e.g., *I like...*) to express likes and dislikes.
- Adjust questions and answers depending on the interlocutor's reactions.
- Practice and follow rhythm, speed, and pronunciation.

## Warm Up

Say a number; the student who has that list number should go to the front. Invite the class to tell him/her as many compliments as they can in 30 seconds, considering what that classmate is good at or enjoys doing the most; e.g., *You're an excellent dancer!* *You're the best at solving sudokus!* Repeat with at least five list numbers.

## 8. Work in pairs. Use the questions you wrote in Activities 5 and 8 in the previous lesson to interview another pair. Write their answers and ask for details.

Tell students to get together with the same person they worked with in the previous lesson. Have them get together with another pair so they may take roles as interviewers and interviewees, with and without the help of a script. Walk around to monitor that they are composing sentences that include *like* to express likes and dislikes. Stress that they may adjust questions and answers depending on their interlocutor's reactions.

## 9. Evaluate your performance.

Tell students to work with their partner again. Read each aspect included in the checklist to make sure everybody understands them. Give them some time to complete it while you monitor.

## 10. Practice asking and answering questions with a different pair. This time, be aware of your rhythm, speed, and pronunciation.

Students will continue working with their same classmate. Have them find another pair to work with so they may practice and follow rhythm, speed, and pronunciation when asking and answering questions.

## Learning to Learn 175

Go to page 175 in the Activity Book and read the information about metacognition. Elicit from different students what they have learned so far in this unit and which strategies they have used to do it.

# Day 3

## Lesson 5

### Product: Dialogue about likes and dislikes

Get together with your friend and do the following activities. (Answers may vary.)

Find two other pairs of friends to work with.

Go back to page 61 and reread the script about the quiz show presented on Activities 1 and 2.

Play *How much do you know about your friend?* with the other two pairs. Take turns to be the participants and the presenters.

Use the questions and answers you wrote on page 64.

Improvise as much as you can, using the expressions you learned.



### Self-evaluation

The strategies that helped me express compliments, likes, and dislikes in a dialogue were

- using connectors to make the dialogue more interesting
- using complimentary adjectives to talk

Other(s):

How can I improve the ability?

## Wrap Up

### Product: Dialogue about likes and dislikes

As you may recall, in this unit, students will present a dialogue about likes and dislikes with the format of a quiz show: *How much do you know about your friend?* In this lesson, students will organize themselves in teams of six (the pair that has been working in the previous sessions plus two more pairs). Reread the script on page 61 together with the class so that they can recall the quiz show. Then explain that they will use the questions they wrote on page 64 to play that game. There will be three rounds; in each of them, the members of one pair will be the presenters and will ask the questions; the other two pairs will be the contestants (one member of each pair will answer, and the other will be silent). They should switch roles until everybody participates assuming all three roles. Monitor while they work to encourage them to include the structures and expressions they learned in this unit (connectors, tag questions, stranded prepositions, phrases to sound fluent, etc.) and to choose the appropriate moment for interrupting their interlocutors.

## Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 7, p. 66:** Use the **Gather Background Information Strategy** asking students to think about times when they interrupt somebody who is talking; tell them to share their reasons for doing that. Then, draw their attention to the last part of the dialogue where Emma interrupts Luis, and have them connect those details with their own experience in order to infer the answer. Explain to students that there is not a correct answer for these types of questions.

**Activity 9, p. 67:** Use the **First of Five Strategy** to give students the opportunity to be more precise in their self-assessment. Explain to them that after you read each of the aspects in the checklist, they will use their fingers as a scale from 1 to 5 to express how much they could achieve each of the guidelines. Encourage them to write details in the “comments” column.



**1. Work in pairs. Answer the questions.**

Why does Sean want to do different roles?  
 He wants to be a singer, a dancer, a model, and an actor.

What happens in the interview that makes the teenagers relax?  
 In the beginning, but when they see the interviewer, they relax.

**2. What famous person would you like to interview? Write three questions you would like to ask him/her.**

(Answer on your own)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**3. Select a topic, write five questions, and interview a classmate.**

(Answer on your own)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

For preparing an interview, you need to do some research about the interviewee's life. Here you have information on Malala Yousafzai, a very young human rights activist with an astonishing life. Read the text, discuss in groups of four, and write down 10 questions you would like to ask her.

**1. Work in pairs. Answer the questions.**

Ask the questions and make sure all students understand them. Ask students to answer in pairs and then check some answers as a group.

**2. What famous person would you like to interview? Write three questions you would like to ask him/her.**

Tell them to name the topics the teenagers asked Sean or talked about (work, likes, traveling, movie roles, theater, coming projects). Brainstorm possible topics for an interview and write them on the board. Then give them some time to write their questions.

**3. Select a topic, write five questions, and interview a classmate.**

Explain to students that they are going to interview each other. Brainstorm possible topics and write them on the board (school, family, hobbies, sports, languages, books, or movies they like, what they want to be when they grow up, etc.). Have them write five questions and do the interviews.

## ICT Box

Read the information on the link beforehand. Tell them it is important to know about actors and singers, but also about literature, current affairs, history, and human rights, for instance. Tell them a little bit about Malala Yousafzai (general information only). Then ask them to write down one question they would like to ask her, based on the information you shared. Then tell them to read the complete text on the link and write down four more questions in groups of four.

# Product and Assessing My Learning Process

## Product

### Dialogues About Likes and Dislikes

Together with your close friend and two other pairs, you will present *How much do you know about your friend?* to the rest of the class. In order to prepare it, do the following activities:

#### Get organized

Work with your class to prepare the questions that will be asked you about it. Take notes on the main ideas and the key points. You will be asked to give a presentation about the dialogue with your classmate. The final task is to answer questions about the dialogue that will be asked by the rest of the class.

#### Prepare an introduction

Now you will prepare the introduction of your presentation. Write a short introduction about the dialogue with your classmate. Use the key points and the main ideas to prepare your introduction.

#### Select the questions you will use

Write down the main ideas and the key points. Use the key points to write the questions that will be asked you about it.

#### Prepare your possible answers

Write down the main ideas and the key points.

#### Rehearse verbal and non-verbal language

Check your partner's speech and non-verbal language. Ask your classmate to check the key points and the main ideas of your dialogue.

#### Be ready to improvise

Remember you do not always have to prepare the key points and the main ideas. You can improvise in the dialogue.

Ask your partner and other two classmates to give you feedback about the performance you had during the preparation and presentation of your dialogue about likes and dislikes. Follow the example from Unit 1, p. 22.

Name	I'd like very much that you...	I suggest that you...

70 Unit 4

## Assessing My Learning Process

To prepare the introduction of the section, follow the example provided in Unit 1, p. 22.

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Lesson Activity It helped me because...

Now, go back to the pages that guided you to write and present your dialogue about likes and dislikes. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

Step 1 (p. 61)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
Step 2 (p. 61)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
Step 3 (p. 63)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
Dialogue About Likes and Dislikes		

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Unit 4 71

## Skills 175

Ask students how difficult it is for them to concentrate on a task. Listen to their answers and tell them there are some useful techniques to focus our mind so we may pay attention to what we are going to do. Have them read the information provided on page 175 and guide them to perform the exercise. Once they finish, encourage some of them to share how they feel.

## Dialogue About Likes and Dislikes

Tell students that they will have 10 minutes to rehearse their dialogues with their team. Suggest that they go through the steps described on page 70 in order to include every aspect that will be evaluated. Monitor to offer any suggestion that may improve their presentation. Once teams are ready, invite them to present in front of the class. Use the rubric provided to evaluate each student individually.

Now, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

## Assessing My Learning Process

1. Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Tell students to go back to page 57 and guide them to leaf through the pages of the unit recalling what they did

in each of the activities. Tell them to choose the three activities they think were more useful for them to improve any aspect of their performance while communicating in English: acquiring more vocabulary, learning a strategy, applying a new language structure, etc. Give them some time to choose their activities and, if necessary, recall the examples on page 23 before they fill in the table. Monitor while they work to offer help if they need it.

2. Now, go back to the pages that guided you to write and present your dialogue about likes and dislikes. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then have them describe the different steps that helped them prepare and present their dialogue. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their result in the future to prepare similar activities.

3. In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.



# Evaluation Tool

## Rubric

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

	<b>Achievement Attained</b>	<b>Needs Reinforcement</b>	<b>Needs Help</b>
<b>Rhythm, speed, and pronunciation</b>	Student speaks with an appropriate rhythm and speed all the time. His/Her pronunciation is accurate.	Student speaks with an appropriate rhythm and speed, but his/her pronunciation is not always accurate.	Student doesn't speak with an adequate rhythm and speed. His/Her pronunciation is not accurate.
<b>Appropriate language use</b>	Student's selection of words and phrases is totally appropriate for the situation.	Student included some words and phrases that are not appropriate for the situation.	Student's selection of words and phrases is not appropriate for the situation.
<b>Introduction</b>	The introduction shows a sequence of ideas that explains to the audience the purpose of the game and welcomes the participants. There is an appropriate use of connectors.	The introduction is missing information. There is an appropriate use of connectors.	The introduction is missing information. There is not an appropriate use of connectors.
<b>Use of new structures and vocabulary</b>	Student shows the correct use of new structures and vocabulary from this unit.	Student uses some new structures and vocabulary from this unit, but sometimes they are not used correctly.	Student did not include new structures and vocabulary from this unit.
<b>Sequence and coherence</b>	The dialogues follow a sequence (opening – body – closing) and include appropriate information for each stage.	The dialogues follow a sequence (opening – body – closing) but missed some relevant information.	The dialogues do not follow a sequence (opening – body – closing).
<b>Preparedness and improvisation</b>	Student is completely prepared and has obviously rehearsed and showed the ability to improvise.	Student seems prepared but has some troubles with improvising.	Student is somewhat prepared and was not able to improvise.



# What World Are We Going to Create for Our Future?

## Unit Overview

<b>Recreational and Literary Environment</b> <b>Communicative Activity</b> Recreational expression		<b>Social Practice of the Language</b> To produce constructive forecasts for others	
<b>Achievements</b> <ul style="list-style-type: none"> <li>Revise samples of written forecasts.</li> <li>Listen and identify ways to express future actions.</li> <li>Formulate and respond to questions to understand forecasts.</li> <li>Write sentences that express future to create forecasts.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>app</li> <li>artificial intelligence</li> <li>automatic</li> <li>available</li> <li>evolution</li> <li>likely</li> <li>network</li> <li>signal</li> <li>smart</li> <li>technology</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>Simple future tense</li> <li>First conditional</li> <li>Conditional connectors</li> </ul>	<b>Learning to Learn</b> Designing a mind map	<b>Audio</b> Tracks 27-29	
<b>Skills</b> How to be an active reader		<b>Reader's Book</b> "It Was a Dark, Stormy, and... Fun Night!," pp. 55-66, track 42	
<b>Product</b> Mind Map with Forecasts		<b>Evaluation Tool</b> Anecdotal Notes	

### What World Are We Going to Create for Our Future?



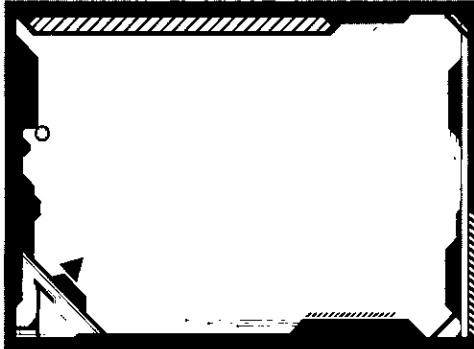
In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Ask the class if they think the future will be that way. Elicit ideas related to how they think they may live when they grow up and how the world is going to be.

Organize the class into teams of three and read aloud the title: *What world are we going to create for our future?* Give them a few minutes to discuss their answers and ask one person from each team to share them.

Photocopy the format for anecdotal notes provided at the end of this book. Use it to evaluate each student individually throughout this unit. Remember they are notes about relevant conducts you observe in specific situations. Try to register conducts that are spontaneous and not very usual (positive and negative). In the first column just describe what the student is doing; in the second column, what that conduct means to you in terms of the way the student is accomplishing (or not) the achievements.

## Lesson 1

Draw how you imagine your life in 2040. Include as many details as possible.  
 (This is an example.)



Work in pairs. Compare your drawings.

Write an acrostic using the word *future*. Express how you would like it to be. Follow the example.

F  
U  
T  
U  
R  
E

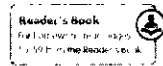


Figure out each with the theme of "the past and how things connect" with their partner.

Unit 5 73

## Achievement

Revise samples of written forecasts.

## Teaching Guideline

Engage students with the theme of the unit and have them connect it with their personal experience.

## Warm Up

Draw a circle in the middle of the board and write the word FUTURE inside. Ask students to brainstorm everything that comes to their minds and start drawing branches to include their ideas. If they say an idea related to one of the branches that is already there, draw a secondary branch. Encourage some volunteers who enjoy drawing to illustrate some of the ideas while the rest of the students continue brainstorming. At the end, tell them that together they helped to build a mind map.

### 1. Draw how you imagine your life in 2040. Include as many details as possible.

Read the instructions aloud. Tell students to consider the ideas they expressed during the Warm Up. Explain that they should draw the place where they want to be, including details such as the environment, the

people that will be around, the activities they will perform, and what they will look like.

### 2. Work in pairs. Compare your drawings.

Organize the class into pairs. Give them a few minutes to compare their drawings and talk about them. Monitor walking around and encourage them to explain to their partners how they plan to get there.

### 3. Write an acrostic using the word *future*. Express how you would like it to be. Follow the example.

Explain that an acrostic is a poem that uses the letters of a topic word to write out a word or message that is related to it. Draw their attention to the example. Suggest that they use their dictionaries to look up words that may be related to the concept "future" so they can express their personal points of view. Monitor while they write to offer any help they may need.

## Wrap Up

Invite volunteers to the front to read their acrostics and encourage the class to respectfully comment on them.

Tell students they have to read pages 55-59 in their Reader's Book at home and think about the answer to the following question: *What was Nataly wearing when she came back from the bedrooms?* They will discuss it in class the next day.

# Day 2

## Lesson 1

Read the article. Label its parts using the words from the box.

subtitle    title    illustration    bullet points    introduction    conclusion

subtitle    title    illustration    bullet points    introduction    conclusion

### Match the columns

- a. theme  
 b. audience  
 c. purpose

### Work in teams. Discuss the author's questions.

74 Unit 5 value the use of graphic and textual components / Analyze topic, purpose, and intended audience

**Reader's Book**  
 What was Nobby wearing when she came back from the bedrooms?

## Achievement

Revise samples of written forecasts.

## Teaching Guidelines

- Value the use of graphic and textual components.
- Analyze topic, purpose, and intended audience.

## Warm Up

Elicit from students facts about the Internet history (1968: first host-to-host message was sent, 1970: first networking group, 1980s: widespread development of PCs and workstations, 1985: the Internet was established for researchers and developers, late 1980s: commercial Internet service providers emerged, mid-1990s: fully widespread).

## Skills 177

Go to page 177 in the Activity Book and read aloud the information about how to be an active reader to engage students in Activity 4.

### 4. Read the article. Label its parts using the words from the box.

Ask students to look at the text and ask: *Is this*

*fiction or nonfiction? (nonfiction). What do you think is the purpose for reading this text? (to learn how the Internet has evolved). Invite some students to share their answers. Then, draw their attention to the structure to value the use of graphic and textual components; tell them to look at the title, subtitles, picture, and general organization of the text. Ask them what all the sentences with bullet points have in common (they are part of a list). Give them some time to work on the activity and check orally.*

Some of the words in this activity are included in the glossary; tell students to check their meaning in the corresponding pages at the back of their book.

### 5. Match the columns.

To analyze topic, purpose, and intended audience, give students a few minutes to match the columns. Check orally and ask them to mention details from the text to support their answers (audience: "When you were born, high speed Internet already existed." theme: the title; purpose: the questions at the end).

### 6. Work in teams. Discuss the author's questions.

Organize the class into teams of four. Give them a few minutes to discuss the questions while you monitor, encouraging them to speak in English. Then, ask one person from each team to share the team's conclusions.

## Wrap Up

Ask students about the disadvantages of relying too much on technology. You may comment that sometimes when we do so, we lose some abilities; for example, when we lose our smartphone, usually we lose our contacts' information because nobody memorizes it nowadays as we did in the past. Encourage them to give other examples or, in case they think there are no disadvantages, to back up their point of view.

Discuss the question related to the text from the Reader's Book. Ask students to tell you or summarize what happens in the first pages of the story. Then ask them if they have ever played dress up with a friend or with their families. Let them tell some stories about the dress up or role-play. Then ask them the question in their Activity Book and elicit the answer (one of her father's suits, her brother's shoes, a hat, and a marker-made moustache).

## Lesson 1

Go back to the article from Activity 4. Look at the sentences with bullets and fill in the table.

Verbs in Past Tense	Verbs in Present Tense	Verbs in Future Tense
had	are	will have
used	is	are going to do
was	have	will not write

They used the telephone, wrote letters, and went to the library.

### Time-to-Shine!

- How did people chat, send mails, and do research work before the Internet existed?

Go back to the article. Organize the sentences included in the 2040 section and the conclusion.

### The Internet's Future

- Smart services will use artificial intelligence to help us.
- Automatic apps are going to do most of our daily tasks.
- We will not worry about connectivity.
- We are not going to spend time doing things such as driving or traveling to offices.
- Is that really going to be good for us?
- What are the options we can take?

- Look at the sentences you wrote in the previous activity. What do they express? (Possible answer: They describe future situations.)

Work in teams. What will you use the Internet for in the future? Make a list of possible situations and copy them on a sheet of paper. File it in your portfolio. (30 sheets may vary.)

Compare an item with future, past and/or present verb forms. / Contrast types of sentences to express forecasts. / Understand sentences that describe future situations.

Unit 5 75

## Achievement

Revise samples of written forecasts.

## Teaching Guidelines

- Compare sentences with future, past and/or present verb forms.
- Contrast types of sentences to express forecasts (affirmative, negative, interrogative, etc.).
- Understand sentences that describe future situations (*will, shall, be + going to*).

## Warm Up

Organize a Verb Bee. Ask students to stand up, explain that you will say an irregular verb in present tense to each of them by turns and they have to tell you the verb in past tense; e.g., *eat – ate* (you may use the list from page 188). In case a student does not remember, he/she must sit down and the next person in the row may answer.

### 7. Go back to the article from Activity 4. Look at the sentences with bullets and fill in the table.

To compare sentences with future, past and/or present verb forms, ask students to look at the subtitles in the article. Ask: *Which sentences refer to*

*the past?* (the ones from the 1990s section), *Which ones refer to the present?* (those from the Today section), *Which ones refer to the future?* (those from the 2040 section). Have them identify the verbs and auxiliaries in each of the sentences and write them in the corresponding place in the table. Finally, have them compare the three columns recalling what they learned in the previous units: past: you must add *-ed* at the end of regular verbs and learn or look for the past tense of irregular verbs; present: the verb is used in its infinitive form (without *to*) and in the case of third person singular, you must add an *-s*. For the future, ask: *Which auxiliaries do we use?* (*will/be + going to*). Explain that in British English they also use *shall* as an auxiliary for the future, and in American English it is not used very often except for very formal situations. Ask the question in the Time to Shine! box and elicit the answers (used the telephone, wrote letters, and went to the library) and ask students if they would like to live in that time.

### 8. Go back to the article. Organize the sentences included in the 2040 section and the conclusion.

Read the instructions aloud and explain to them that the check mark means affirmative, the circle with a diagonal line means negative and the question mark, interrogative. To contrast types of sentences to express forecasts, have students classify the sentences included in the 2040 section and the conclusion of the article. Check orally and elicit some other examples of each type of sentence in future tense to check they understand the structure.

### 9. Look at the sentences you wrote in the previous activity. What do they express?

To help them understand sentences that describe future situations, say: *If the sentences that you wrote correspond to the 2040 section of the article, all of them...* and encourage them to complete the sentence (describe future situations). Tell them to answer the question in their books.

### 10. Work in teams. What will you use the Internet for in the future? Make a list of possible situations and copy them on a sheet of paper. File it in your portfolio.

Organize the class into teams of four. Tell them to go back to Activity 1 to visualize their lives in the future. Then, they should think about what they will use the Internet for. Have them write a list of at least six situations in which the Internet will be useful. This activity will be your first evidence in this unit; ask them to file it following the procedure you prefer.

# Day 3

## Lesson

*Science & Technology will help us to live better.*

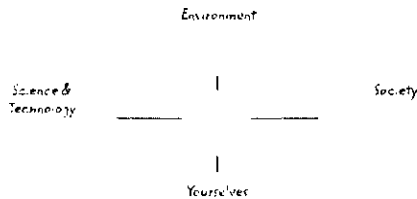
In this unit you will write forecasts. In order to start, get in small teams and work on the following activities.

Go back to page 73 and read your acrostics to each other.

Discuss

How do you like the future?

Classify your ideas (you may add more).



*Science & Technology will help us to live better.*

The strategies that helped me revise samples of written forecasts were:

1. I used a thesaurus to find better words.

2. I used a rhyming dictionary to find better rhymes.

Other(s)

How can I improve the ability?

76 Unit 5

## Wrap Up

### Product: Mind map with forecasts

In this unit, students will design a mind map with forecasts. In this lesson, they will decide who they will work with (small teams, not more than four students) and the information that they will include. Once they are organized, assign a secretary for each team. Tell them to go back to page 73 so they may read their acrostics to each other. The secretary will be in charge of listening and writing the most important ideas he/she hears. Once they finish, the secretary will read the ideas to the team and, using that information, together they will answer the question: *How would you like the future to be?* Finally, the team will organize all the ideas in the graphic organizer. Walk around and monitor encouraging them to speak in English. Once they are ready, invite teams to share their answers.

For homework, have students research interesting inventions that may exist in the future.

## Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 3, p. 73:** Use the **Jigsaw Strategy**. Form six groups of students and give each group a letter from the word FUTURE. Monitor while they write a verse with the letter assigned. Finally, put all sentences together to form the acrostic. If you want to make it more challenging, ask students to adjust the rhyme using an online rhyming dictionary (<https://goo.gl/Ecvnfp>).

**Activity 6, p. 74:** Use the **Four Corner Strategy** to start a group discussion on the author's questions. Label the corners of your classroom: *yes, no, more or less, I don't know*. Ask the first question (*Is that really going to be good for us?*) and ask students to go to the corner that corresponds to their answer. Once students are organized in teams, ask the second question (*What precautions will you take?*).

**Lesson 2**

**Listen to the interview. Circle the pictures that show the predictions.**

**Cars**

**Food**

**Communication**

**Entertainment**

**Listen again and complete the predictions.**

**Reader's Book**  
For homework, visit pages 60-63 in the Reader's Book.

**Time-to-Shine!**  
\* Read about inventions about the topics. How will they be used? What will they be used for? (e.g., making predictions, etc.)

**Read the sentences from the interview. Circle the correct option.**

1. The car will be used for...  for...  for...  for...

2. The car will be used for...  for...  for...  for...

3. The car will be used for...  for...  for...  for...

4. The car will be used for...  for...  for...  for...

Unit 5 77

## Achievements

- Listen and identify ways to express future actions.
- Formulate and respond to questions to understand forecasts.

## Teaching Guidelines

- Listen to forecasts and discover future verb forms.
- Distinguish future tense uses (e.g., making predictions, expressing intentions, etc.) in forecasts.

## Warm Up

Invite students to talk about the inventions they researched. They must describe the inventions saying what they will use them for and if they would like to have one.

### 1. Listen to the interview. Circle the pictures that show the predictions.

Explain to students that they will listen to a radio interview in which the host will ask a scientist about inventions that may exist in the future. Draw students' attention to the instructions and the pictures and ask them what their purpose for listening will be (to identify specific information). Play Track 27 for students to work on the activity. Check orally.

### 2. Listen again and complete the predictions.

Tell students that you will play the interview again for them to listen to forecasts and discover future verb forms. Play Track 28, pausing after each answer is said, and ask one volunteer to write it on the board. Finally, read the sentence in the Time to Shine! box. Tell students that there are inventions that take some time to be commercialized but that already exist. You may give them the example of EVA, an invention developed by a Mexican teenager, which detects cancer (<https://goo.gl/37Ey2G>).

## Language 176

Go to page 176 in the Activity Book and read the information about the different uses of the simple future tense.

### 3. Read the sentences from the interview. Circle the correct option.

To distinguish future tense uses in forecasts, have students work in this activity individually while you monitor walking around. Check orally and elicit some examples for each of the uses.

## Wrap Up

Organize the class into pairs. Tell them they will have five minutes to think about an invention they would like to develop. What is it going to be used for? What is it going to look like? Invite pairs to share with the rest of the class.

Tell students they have to read pages 60-63 in their Reader's Book at home and think about the answer to the following question: *What did Storm Cassius bring?* They will discuss it in class the next day.

# Day 2

## Lesson 2

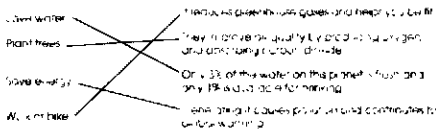
Read. Match the columns.

### Tip to Create a Better Future

Use the tips below to help you think about ways to improve our planet. Write down the ways to help. Use the tips to help you think about ways to help.

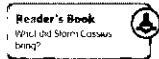


Tip 1: Save water. Tip 2: Plant trees. Tip 3: Save energy. Tip 4: Recycle.



Complete the following questions and answers with information from the article. Follow the example. Use the tips.

What will happen if we don't save water? ...  
 What will happen if we don't plant trees? We will help improve air quality.  
 What will happen if we don't save energy? We will contribute to global warming.  
 What will happen if we don't recycle? We will reduce our carbon footprint.



78 Unit 5 Make and respond to questions to make forecasts based on present situations.

## Achievements

- Listen and identify ways to express future actions.
- Formulate and respond to questions to understand forecasts.

## Teaching Guideline

Make and respond to questions to make forecasts based on present situations (e.g., *What will happen if...? If we study, we will...*).

## Warm Up

Tell students to stand up and form a big circle. Start by saying: *If we want a beautiful planet for our future, we must...* encourage the student to your right to finish the sentence. Then ask the next student to repeat the beginning, what his/her classmate already said and add an extra thought. Continue until everybody has participated. The last student should repeat all the actions mentioned by the rest.

## 4. Read. Match the columns.

Read the title and introduction aloud for students and explain that this article is divided into three parts along the unit and this is the first part. Give them some time to read each of the suggestions for tip #1 and perform the activity individually. Check orally.

## 5. Complete the following questions and answers with information from the article. Follow the example.

Read the instructions and the example aloud. Once you are sure everybody understands what they have to do, give them some time to make and respond to questions to make forecasts based on present situations. Check by asking volunteers to write the answers on the board.

## Wrap Up

Encourage students to imagine the opposite scenario and ask: *What will happen if we don't take care of our environment?* Have them brainstorm ideas on what the world will be like.



Discuss the question related to the text from the Reader's Book. Ask students to brainstorm information about tropical storms or hurricanes. Write their ideas on the board. Then ask the second question: *What did Storm Cassius bring?* (strong winds, rain, chips, and ice cream).



## Lesson 2

**Let's commit!** Write three things you promise to do from now on to preserve the environment. File them in your portfolio. (Possible answer)

- 1. I will turn off the lights when not using them.
- 2. I will reduce the use of paper by going more digital.
- 3. I will turn taps off when not using them.

**Read and reflect**

**1. How can you help the environment?**

- |                       |   |
|-----------------------|---|
| Be respectful         | It will help you build better relationships.                  |
| Cultivate friendships | They are going to make your life interesting and wonderful.   |
| Put your empathy      | You will have less trouble in dealing with conflict.          |
| Help others           | If people around you are OK, you are going to be great.       |
| Be responsible        | You will take control over your life and stop blaming others. |

Which of the tips do you already follow?  
Which of them do you need to work on?

**Work in pairs to complete the following conditional sentences.**

- If I plant trees...
- If I save water...
- If I help others...
- If I take responsibility...
- If I am respectful...

**Choose a classmate who is an example of one of the suggestions mentioned in Activity 7. Write a sentence describing him/her without mentioning his/her name. Read it aloud and have your classmates guess who you are talking about.** (Possible answer)

He is a friendly, respectful, he is always polite and nice to everybody.

Show a critical and self-critical constructive attitude to evaluate one self's and classmates' strengths.

Unit 5 79

## Achievements

- Listen and identify ways to express future actions.
- Formulate and respond to questions to understand forecasts.

## Teaching Guideline

Show a critical and self-critical constructive attitude, to evaluate one self's and classmates' strengths.

## Warm Up

### Material: slips of paper

Give each student a slip of paper and ask them to think about a situation in which technology is affecting their social life in the present; e.g., *I always text my friends when I'm having lunch with my family.* Tell them to write a sentence that describes the situation on the slip of paper you gave them. Have them fold it and give it to you. Read aloud each of the sentences students gave you, adding an *If* at the beginning: *If I always text my friends when I'm having lunch with my family...* Encourage the class to finish the sentences with a future clause.

## 6. Let's commit! Write three things you promise to do from now on to preserve the environment. File them in your portfolio.

Ask students to work in this activity to reinforce the use of "will" to make promises. This will be your second evidence in this unit; ask them to file it following the procedure you prefer.

## 7. Read and reflect.

Explain that they will read the second part of the article they started reading in the previous session. To show a self-critical constructive attitude to evaluate one self's strengths, tell them to reflect upon the two questions at the end. Invite volunteers to share their answers.

## Language 176

Go to page 176 in the Activity Book and read the information corresponding to the first conditional to clarify what they practiced in the Warm Up activity.

## 8. Work in pairs to complete the following conditional sentences.

Organize the class into pairs. Read instructions aloud and give pairs some time to complete the task. Monitor checking they write a logical consequence for each clause provided. Check by asking pairs to read their answers.

## 9. Choose a classmate who is an example of one of the suggestions mentioned in Activity 7. Write a sentence describing him/her without mentioning his/her name. Read it aloud and have your classmates guess who you are talking about.

Read the instructions aloud and explain it is very important to show a critical constructive attitude to evaluate classmates' strengths. Assume the role of the moderator, giving students turns to read their sentences and always observing they are respectful to each other.

# Day 3

## Lesson

### Forecasting the Future

Get together with your team and do the following activities:

Go back to page 76 to recall the ideas you wrote.

Write three things kids your age can do in the present to achieve what you want for the future.

Environment

Society



Science & Technology

### Self-evaluation

The strategies that helped me listen and identify ways to express future actions were:

- paying attention to what the speaker says and taking notes
- asking questions

Other(s)

How can I improve this ability?

The strategies that helped me formulate and respond to questions to understand forecasts were:

- paying attention to the speaker and asking questions from previous sessions
- asking questions

Other(s)

How can I improve this ability?

## Wrap Up

### Product: Mind map with forecasts

As you may recall, in this unit students will design a mind map with forecasts. In this lesson, they will reflect upon the actions they may take in the present to make their forecasts happen.

Have them get together with their teams and go back to page 76 to recall the ideas they wrote. Have them focus on the three topics they have already discussed (Environment, Science & Technology, and Society) so they may include the information that has been worked during the previous sessions. Monitor while they write to check the structure of their clauses in present tense.

### Self-evaluation

Read the achievements aloud and, if necessary, explain what each one refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievements, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 4, p. 78:** Use the **Gather Background Information Strategy** to find out the habits students have for taking care of the environment. Identify the students who know more about this theme so that you may invite them to give some other suggestions to the class.

**Activity 6, p. 79:** Use the **Think-Pair-Share Strategy** trying to form pairs in which one of the students may tutor the other to write the sentences.

**Lesson**

Read and check (✓) the suggestions you already follow

**Time-to-Shine!**

• All children suggest one activity above.

When?	I will be going to the gym every week to stay healthy.	
When?	I will be going to the gym every week to stay healthy.	
When?	I will be going to the gym every week to stay healthy.	
When?	I will be going to the gym every week to stay healthy.	
When?	I will be going to the gym every week to stay healthy.	

Fill in the table to plan when you will do each of the activities listed above. You may repeat or add extras if you wish. Follow the example.

When?	What?	How? / What?

Write three questions to ask a partner about his/her plans. Follow the example.

When will you go?

**Reader's Book**

Unit 5: Reading and Writing

Unit 5 61

## Achievement

Write sentences that express future to create forecasts.

## Teaching Guidelines

Extend repertoires of words to express future.

- Write questions that describe future actions.

## Warm Up

Organize the class into teams of five. Copy the following Martin Luther King Jr.'s quote on the board: "If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do, you have to keep moving forward." Give them five minutes to discuss what it means to them. Invite teams to share their conclusions.

### 1. Read and check (✓) the suggestions you already follow.

Explain to students that they will read the third and last part of the article they started reading in the previous lesson. Ask volunteers to read aloud and then give students some time to work on the activity. Finally, to extend repertoires of words to express future, draw students' attention to the words in bold.

Elicit the meaning of each of them and explain that they can be used to specify when in the future an action is going to happen.

Ask the Time to Shine! question and encourage students to think about healthy habits that may help them preserve physical and mental health. Ask them why taking care of this in the present may be important for their future.

### 2. Fill in the table to plan when you will do each of the activities listed above. You may repeat or add extras if you wish. Follow the example.

To continue extending repertoires of words to express future, read the time expressions included in the first column of the table. Make sure all your students understand what each of them refers to. Read the example and tell them that they should include both the activities they already practice and the ones they don't. Encourage them to include the ones they suggested when answering the Time to Shine! question. Monitor while they work to check they are using "going to" to express plans.

### 3. Write three questions to ask a partner about his/her plans. Follow the example.

Review question words with students (they learned them in Unit 2, page 170). Read the example provided and stress the structure: *Question word + be + subject + going to + verb*. Give them a few minutes to write questions that describe future actions. Monitor while they work to check.

## Wrap Up

Ask students to go back to page 74 to recall the elements of the article they read. Ask them: *What is missing in the second article that we read in three parts (pages 78, 79, and 81)? (the conclusion)*. Organize the class into teams of three and give them a few minutes to write some lines to suggest a conclusion for the second article. Invite teams to share their work.

Tell students they have to read page 64 in their Reader's Book at home and think about the answer to the following question: *What does the final weather forecast say about Hurricane Anna?* They will discuss it in class the next day.

# Day 2

## Lesson 3

Work in pairs. Ask your partner the questions you wrote in Activity 3 and register his/her answers on the following lines. Follow the example. Copy them together with the questions on a sheet of paper and file it in your portfolio. (Answers may vary.)

Listen and fill in the gaps with words from the box. 176

Spread the word Use your creativity Network  
on online campaigns Be an inspiration Speak out

Reader's Book  
What does the final weather forecast say about Hurricane Anna?

**Speak out** It helps if you assert yourself and your interests. Unless you express yourself, nobody will listen to you.

**Network** There are many inspiring youth like you around the world. Don't be shy. Reach out to them. Learn about their efforts and initiatives.

**Spread the word** You are part of a community, and have the power to educate and influence those around you. Problems will be solved as long as you work on them. Sign online campaigns. Global campaigns are always happening. Find one related to your issue and start it locally.

**Use your creativity** Photography, arts and crafts, dance, theater, sports, street art. Almost anything can be turned into an actual project. If you don't start expressing yourself now, you will lose precious time.

**Be an inspiration** Believe in yourself, follow your passion and shine! Passionate youth will change the world.

Work in teams. Find words that correspond to each letter cluster in the script from the previous activity. Fill in the graphic organizer adding examples of your own.

Words in the text:  
shy, shine



Words in the text:  
will, locally follow

Other examples:  
short, shop, shower

Other examples:  
doll, tail, jelly

82 Unit 5 Write sentences that describe future actions. / Analyze letter clusters which are non-frequent or absent in their mother tongue.

## Achievement

Write sentences that express future to create forecasts.

## Teaching Guidelines

- Write sentences that describe future actions.
- Analyze letter clusters which are non-frequent or absent in their mother tongue (e.g., *sh, ll*).

## Warm Up

Organize the class into teams of four. Write the following instructions on the board:

- Go to page 168 and look up the definition of connector; write it on a sheet of paper.
- Choose four different connectors from different units.
- Write one sentence for each.

The first team to complete the task correctly will be the winner.

4. Work in pairs. Ask your partner the questions you wrote in Activity 3 and register his/her answers on the following lines. Follow the example. Copy them together with the questions on a sheet of paper and file it in your portfolio.

Read the instructions aloud and explain that now they are going to write sentences that describe future actions using the information they receive from their partner. Monitor while they work to check they are using "going to" to express plans. This activity will be your third evidence in this unit; ask them to file it following the procedure you prefer.

5. Listen and fill in the gaps with words from the box.



Explain to students that they will listen to some advice that a teenager is giving to his peers. Play the track and check orally. Ask them what they think of this advice. Finally, draw their attention to the connectors in bold and ask them to infer their meaning.

## Language 176

Go to page 176 in the Activity Book and read the information corresponding to conditional connectors to reinforce the meanings students inferred in Activity 5.

6. Work in teams. Find words that correspond to each letter cluster in the script from the previous activity. Fill in the graphic organizer adding examples of your own.

To analyze letter clusters which are non-frequent or absent in their mother tongue, have students read the script from the previous activity to find words that correspond to each category in the graphic organizer. Then encourage them to use their dictionary to find some other examples. Repeat the words aloud stressing the pronunciation so they can learn how those combinations of letters sound.

## Wrap Up

Write the title of the unit on the board: *What world are we going to create for our future?* Ask students to think about it once more and share their answers with the class. Conclude saying: *If we all work for it, we are surely going to create a better future.*

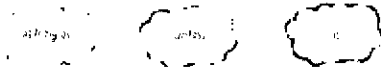
Remind students to bring their material for their product (recycled cardboard, markers, colors, ruler, cut-outs, scissors, and glue).



Discuss the question related to the text from the Reader's Book. Ask them the last question: *What does the final weather forecast say about Hurricane Anna?* (It is not as strong as expected; it will likely be downgraded to tropical storm). If time allows, ask them to get into groups of four and prepare a weather forecast to act out in class.

## Lesson 3

Leaf through the pages of the unit to choose five things that you believe will help you create a better future. Write predictions about what will happen if you do them, using the connectors provided. Follow the example. Possible answers:



1. If I have artificial intelligence, I will always have a better future.

Unless I start learning about the body and the brain, I will not be able to create a better future.  
If I am respectful to people around me, I am going to be able to create a better future.  
Unless I stop wasting energy, I will contribute to global warming.  
If I increase my vocabulary, I will be able to read more.

Work in pairs. Read your predictions to each other and give respectful feedback about the ideas.

Continue working in pairs. Exchange books and use the checklist to check your partner's punctuation and a dictionary to check his/her spelling.

	Yes	No
1. I checked the punctuation in my partner's work.		
2. I checked the spelling in my partner's work.		
3. I gave my partner feedback on his/her work.		

Share your predictions with the whole class.

### Achievement

Write sentences that express future to create forecasts.

### Teaching Guidelines

- Link sentences with connectors to write forecasts about real or fictitious situations.
- Promote feedback between classmates.
- Check spelling and punctuations in pairs.

### Warm Up

Divide the class into 10 teams and assign them each one of the following words (you should have them ready on slips of paper to avoid wasting time): *app*, *artificial intelligence*, *automatic*, *available*, *evolution*, *likely*, *network*, *signal*, *smart*, *technology*. Explain to them that they will have to write one prediction using the word they have. Once all teams finish, invite them to share their predictions.

7. Leaf through the pages of this unit to choose five things that you believe will help you create a better future. Write predictions about what will happen if you do them, using the connectors provided. Follow the example.

Read the instructions and the example aloud to ensure everybody knows what to do. Give them some time to link sentences with connectors to write forecasts about real or fictitious situations. Monitor while they work to offer help when it is required.

8. Work in pairs. Read your predictions to each other and give respectful feedback about the ideas.

To promote feedback between classmates, organize the class into pairs. Tell them to read the predictions they wrote in the previous activity to each other. The one who is listening must pay attention so that he/she can be able to give feedback about the ideas included. Monitor while they work to encourage them to speak in English all the time.

9. Continue working in pairs. Exchange books and use the checklist to check your partner's punctuation and a dictionary to check his/her spelling.

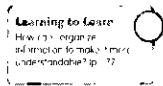
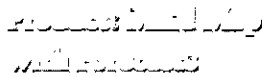
Students will continue working with the same partner. Monitor walking around to offer help to use the checklist and the dictionary so they may be able to check spelling and punctuation in pairs.

10. Share your predictions with the whole class.

Invite students to share their edited predictions with their classmates.

# Day 3

## Lesson 3



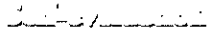
Get with your team and do the following activities. (30-45 min. target)

Check what you wrote on pages 76 and 80. Write predictions using those ideas

### Create your mind map

- Write down the main ideas from the text
- Write down the main ideas from the text
- Write down the main ideas from the text

If possible, you may consider using free software or an app to design it.



The strategies that helped me write sentences that express future to create forecasts were:

- Planning the main ideas and the connectors
- Thinking about the connectors

Other(s):

How can I improve this ability?

## Learning to Learn 177

Remind students that at the beginning of this unit they all contributed to design a mind map. Elicit the features they recall. Then go to page 177 in the Activity Book to check the suggestions and example provided on how to design one.

## Wrap Up

### Product: Mind map with forecasts

As you may recall, in this unit students will design a mind map with forecasts. In this lesson, students will write their predictions and will design their mind maps. Have them check the information they wrote on pages 76 and 80. Guide them to use that information to write their forecasts; encourage them to use conditional connectors. Monitor while they write to check. Once they finish writing, ask them to take out their material to start designing their mind maps. Tell them they may include all the forecasts they wrote. Encourage them to make them visually attractive.

## Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activities 3 (p. 81) and 4 (p. 82):** While you monitor walking around, identify students that may need more help and use the **Individualized Feedback Strategy** with them. Offer more support guiding them to write questions and answers using "going to" correctly.

**Activity 7, p. 83:** Use the **Open-ended Statement Strategy** if you notice students are struggling to write sentences using the connectors. Provide the first clause before the connector and have them complete the sentences brainstorming ideas. You may ask a volunteer to write the sentences on the board.



**1. Work in pairs. Circle the correct answer.**

1. What were the candies for?
  - a. decoration
  - b. nice smell
  - c. power outages
2. Why didn't the father let them eat the chips and ice cream?
  - a. Their tummies hurt.
  - b. They were exp red
  - c. They hadn't had dinner
3. Why didn't Eddie want to do the forecast?
  - a. He was tired.
  - b. He was shy.
  - c. He didn't like the game.

**2. Why did Nataly choose the name "Harry Cane" for her reporter character?**

- a. It's funny, like a Harry Cane, which is what he's looking for.
- b. It's like the word "hurricane".

**3. Find ways to express the future in the text. Write down two examples for each of the forms below. Share with a partner.**

- a. will: I will be in the city and I will be in the city...
- b. going to: I am going to be in the city and I am going to be in the city...

**ICT Box**  
 Hurricane Katrina was a devastating storm that hit the area around New Orleans, Louisiana, in 2005. Go to the link provided and read about the hurricane's impact. Think about a natural disaster that has hit Mexico. Discuss in groups of four and write down a list of social, economic and environmental impacts.

**1. Work in pairs. Circle the correct answer.**

Ask students to read all three questions and their options before discussing and answering them in pairs. Check answers as a class (c, c, b) and ask some volunteers to elaborate on the answers.

**2. Why did Nataly choose the name "Harry Cane" for her reporter character?**

Write on the board: "Harry Cane" and "hurricane."  
 Ask students the question and guide them into talking about pronunciation and spelling. Once they give you the answer (that Harry Cane sounds almost the same as the word "hurricane"), ask them to get into groups of three or four and write a "play on words" like the one in the reading.

**3 Find ways to express the future in the text. Write down two examples for each of the forms below. Share with a partner.**

Ask students to reread the text and, in pairs, look for examples that express the future with "will" and "going to." Check as a class. If time allows, ask them to write a brief weather forecast or Zodiac sign predictions in pairs.

## ICT Box

Tell students about natural disasters. The US Atlantic coasts get hurricanes every year. What natural disaster has affected Mexico? Discuss as a class. Ask them to read the text about the effects of Katrina in New Orleans, and ask them to write a similar report on a natural disaster that has hit Mexico, after discussing it in groups of four. The report must list social, economic, and environmental impacts. Walk around and help as necessary.

# Product and Assessing My Learning Process

## Product

### Mind Map with Forecasts

Now it's time to present your mind map with forecasts. Get together with your team and do the following activities.

#### Check your ideas

Do you include everything I suggest?  
Do you miss anything I suggest?

#### Check structure

Do you include enough present tense verbs? Do you include future tense verbs? Do you use good connectors?

#### Check punctuation

Do you use the correct punctuation in forecasts?  
Do you use the correct form of verbs with forecasts?

#### Check spelling

Do you spell the words correctly?

#### Make it attractive

Use different colors and drawings.

#### Rehearse your presentation

Practice speaking about the mind map to your teacher and a partner.

#### Present your mind map

Give your mind map to a partner. Let them look at it.

Ask your teammates to give you feedback about the performance you had during the elaboration of your mind map with forecasts. Follow the example from Unit 1, p. 22.

Name	I'd like very much that you...	I suggest that you...

## Mind Map with Forecasts

Work as a whole class. Read each step and the questions related to it aloud. After you read each of them, give teams a few minutes to check the aspect mentioned while you walk around to check their work and make suggestions to improve. Once teams have their final version ready, invite them to present their mind maps to the class. Use the format for anecdotal notes provided to individually evaluate each student's presentation.

Now, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

## Assessing My Learning Process

1. Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Tell students to go back to page 73 and guide them to leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose the three activities they think were more useful for them to improve any aspect of their performance while communicating in English: acquiring more vocabulary, learning a strategy, applying a new language structure, etc. Give them some time to choose their activities

## Assessing My Learning Process

1. Choose the activities in this section. Follow the examples provided in Unit 1, p. 23.

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Lesson	Activity	It helped me because...

Now, go back to the pages that guided you to the creation of your mind map with forecasts. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

Step 1 (p.73)		
The subproduct in this session was	Aspects I liked:	Aspects to improve
Step 2 (p.80)		
The subproduct in this session was	Aspects I liked:	Aspects to improve
Step 3 (p.84)		
The subproduct in this session was	Aspects I liked:	Aspects to improve
MindMapwithForecasts		

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

and, if necessary, recall the examples on page 23 before they fill in the table. Monitor while they work to offer help if they need it.

2. Now, go back to the pages that guided you to the creation of your mind map with forecasts. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then have them describe the different steps that helped them create their mind map with forecasts. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their result in the future to prepare similar activities.

3. In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.



# Evaluation Tool

## Anecdotal Notes

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

Lesson 1	
Description of the Situation	Interpretation

Lesson 2	
Description of the Situation	Interpretation

Lesson 3	
Description of the Situation	Interpretation

Product Presentation	
Description of the Situation	Interpretation

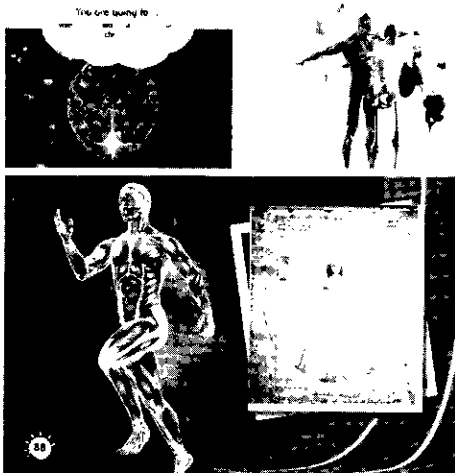
# 6

# How Does Our Body Work?

## Unit Overview

<b>Academic and Educational Environment</b> <b>Communicative Activity</b> Search and select information		<b>Social Practice of the Language</b> To write notes to elaborate human body schemes	
<b>Achievements</b> <ul style="list-style-type: none"> <li>Revise and understand information about the human body systems.</li> <li>Propose and answer questions about the human body systems.</li> <li>Write notes to describe human body systems.</li> <li>Edit diagrams in teams and with the guidance of the teacher.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>blood</li> <li>bone</li> <li>chew</li> <li>digest</li> <li>heart</li> <li>inhale</li> <li>lung</li> <li>muscle</li> <li>pump</li> <li>stomach</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>Demonstrative determiners</li> <li>Comparatives and superlatives</li> <li>Passive voice</li> <li>Simple present</li> <li>Countable and uncountable nouns</li> </ul>	<b>Learning to Learn</b> <ul style="list-style-type: none"> <li>Steps for Research</li> <li>Citing APA style</li> </ul>	<b>Audio</b> Track 30	
<b>Skills</b> Summarizing		<b>Reader's Book</b> "The Amazing Human Body," pp. 67-76, track 43	
<b>Product</b> Notes for a Human Body System Diagram		<b>Evaluation Tool</b> Checklist	

## How Does Our Body Work?



In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Draw students' attention to the Vitruvian Man and ask: *Do you know who painted that man and when was it painted?* (Da Vinci during the Renaissance). Explain to the class that human beings have always been curious about the way their own bodies work. Tell them that, in this unit, they are going to learn some of the processes that take place in our bodies.

Organize the class into teams of three and read aloud the title: *How does our body work?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.



# Day 2

## Lesson 1

Work in pairs. Look at the diagram and complete the paragraph.

**Human Skeleton**

The title of this diagram is Human Skeleton. It shows the different bones in the human skeleton and their names in Spanish.

Answer the questions. Discuss the answers.

Have you ever seen a skeleton diagram? In what subject? Science.

What is it? To learn the names of the different bones in a body.

Look at the diagrams. Circle the correct answer.

These diagrams are showing the motion of the muscles. Which of the motions better describes the motion of the bones and joints?

They show different types of movements our bodies can do.

**Classes of Lever**

Class	Example
First Class	Head on neck
Second Class	Foot on ankle
Third Class	Forearm on elbow

**Reader's Book**  
What are three functions of our senses?

90 Unit 6 Analyze graphic and textual components / Define topic, purpose, and intended audience / Establish the relation between illustrations and the text

## Achievement

Revise and understand information about the human body systems.

## Teaching Guidelines

- Analyze graphic and textual components.
- Define topic, purpose, and intended audience.
- Establish the relation between illustrations and the text.

## Warm Up

Write on the board: *Skeletal and Muscular Systems*. Encourage students to say everything they know related to these systems. You may share the following information with them as well: *The skeletal system forms the supporting structure of our body, all the bones are part of this system, we have 206 individual bones, the names of some of our bones are: skull, ribs, vertebral column. The muscular system is responsible for the movement of the body, muscles are attached to the bones, there are about 700 muscles in our body, there are organs (heart, digestive organs, and blood vessels) that contain muscle tissue.*

## 4. Work in pairs. Look at the diagram and complete the paragraph.

Draw students' attention to the diagram; have them identify the names of the bones that are similar to the names we use in Spanish (most of them). Explain that in science and medicine most of the names have Latin and Greek roots and that's why they are similar in different languages. Read the paragraph aloud and elicit the answers orally to have them analyze graphic and textual components.

Some of the words in this activity are included in the glossary; tell students to check their meaning in the corresponding pages at the back of their book.

## 5. Answer the questions.

Give students a few minutes to answer the questions so they can define topic, purpose, and intended audience from the diagram presented in Activity 4. Monitor while they work to offer help when required.

## 6. Look at the diagrams. Circle the correct answer.

Have students look at the diagrams and ask three different volunteers to explain each of the examples (in the three cases they are comparing lever body movements to the levers used in different objects). To establish the relation between illustrations and the text, give them some time to choose the correct answer.

## Wrap Up

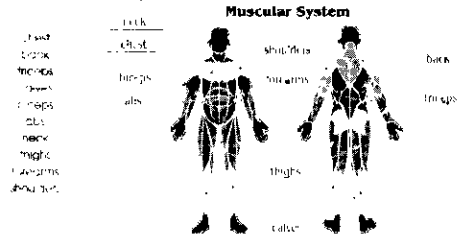
Explain to students that bones are connected by joints. Instruct students to touch and move the joints in their body. Tell them to: lift their foot about 15 cm off the ground, rotate their leg, twist their head from left to right, bend their knees, hold their hand in front with palm up, extend the thumb toward their pinky then move their thumb straight up, move the foot so that it makes a small circle in the air. Explain to students that humans have many large and small joints and emphasize that they could not make graceful movements without them.



Discuss the question related to the text from the Reader's Book. Ask them to brainstorm the functions of our senses and write them on the board (they help us learn, understand, and enjoy the world around us; they even protect us). To make sure they have understood the text, ask them to give specific examples of how this happens (for example, sight can protect us from getting our tongue burned with hot soup since we can see the smoke). Accept any possible response.

## Lesson 1

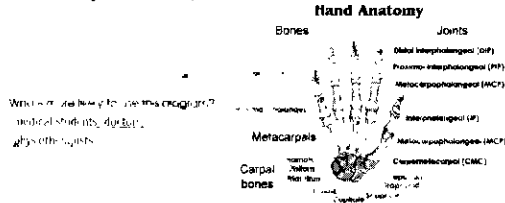
Use the words from the box to label each muscle group. Copy them on a sheet of paper and file it in your portfolio.



Work in pairs. Describe a situation in which the muscular system diagram from the previous activity may be useful. Possible answer:

It may be useful for someone who does not need specialized information, someone who wants to learn about the muscles of the body and what exercises make them work.

Look at the diagram. Answer the question. Possible answer:



What is the main focus of this diagram?  
Medical students, dentists,  
physiotherapists.

Work in teams. Discuss the importance of having a purpose in mind when choosing information sources.

Quality words

Unit 6 91

## Achievement

Revise and understand information about the human body systems.

## Teaching Guideline

Identify new words.

## Warm Up

Have students feel their muscles by instructing them to: firmly flex the forearm and determine the location on the arm at which a muscle gets tense and enlarges; explain this is called the bicep muscle. Then, have them examine their lower legs while rising up on the toes to feel the muscles in their calves. You may also tell them to clench their teeth together and locate the tense muscles on the face and to turn the head to the far left or right and note where the neck muscles become visible.

## 7. Use the words from the box to label each muscle group. Copy them on a sheet of paper and file it in your portfolio.

Draw students' attention to the words in the box to help them identify new words. Read each of them aloud, asking students to touch the corresponding

part of their body. In case they do not know a word, touch the corresponding part of your body to show them which muscle group that word refers to. Give them some time to label the muscle groups while you monitor walking around. This activity will be your first evidence in this unit; ask them to file it following the procedure you prefer.

## 8. Work in pairs. Describe a situation in which the muscular system diagram from the previous activity may be useful.

Tell students to go back to page 90 to check the diagram from Activity 4. Have them compare the two diagrams and tell you the differences (the information provided in the skeletal system diagram is more specialized). Organize the class into pairs and have them consider who may find the diagram from Activity 7 useful (someone who does not need specialized information). Invite pairs to share their answers with the class. If they run out of ideas, you may suggest the possible answer.

## 9. Look at the diagram. Answer the question.

Have students look at the hand diagram and challenge them to read the names of the bones and joints. Have them infer why these names are like tongue twisters (they are specialized names that refer to very specific bones). Read the question aloud and give them a pair of minutes to answer. Check orally.

## 10. Work in teams. Discuss the importance of having a purpose in mind when choosing information sources.

Organize the class into teams of four. Tell them to check the different diagrams they have seen so far and elicit that there are different kinds of diagrams for different purposes or needs. Give them a few minutes to discuss the importance of having a clear purpose when looking not only for a diagram but for any information source. Monitor walking around while they work, encouraging them to speak in English. Finally, ask teams to share their conclusions and encourage them to give examples.

# Day 3

## Lesson

Process Notes for \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In this unit you will write notes for a human body system diagram. In order to start, get in small teams and work on the following activities.

Go back to page 89 and share what you are most interested to know about the human body.

Based on your interests as a team

We are interested in \_\_\_\_\_

\_\_\_\_\_

We are interested in \_\_\_\_\_

For homework, research information to answer the question you wrote.

\_\_\_\_\_

The strategies that helped me revise and understand information about the human body systems were

\_\_\_\_\_

Other(s)

How can I improve this ability?

92 Unit 6

## Wrap Up

### Learning to Learn 179

Although this will be studied more deeply in Unit 9, at this point, students can start rehearsing some abilities to do simple research work for the information they will include in their diagrams. Go to page 179 in the Activity Book and read the steps for research; read only the first two: Pick a Topic and Find Information Sources. Explain to students that it is what they will begin doing in this session to start preparing their product.

### Product: Notes for a human body system diagram

In this unit, students will write notes for a human body system diagram. In this lesson, they will decide who they will work with (small teams, not more than four students) and they will define their theme. Once they are organized, remind them that in order to look for appropriate information sources, it is important to have a clear purpose in mind about what they will research. Tell them to share the information they wrote on the chart on page 89 and decide on a theme based on the team's interests. Once they have their themes (e.g., nervous system), they should write specific questions

about it so they can narrow their research; e.g., *How do we feel pain?* You may tell them to brainstorm as many questions that come to their minds, and once they have a list, choose one of the questions to write in their books. Then, they should mention where they will look up the information they will need to answer that question. Encourage them to write the name of specific books, magazines, and web pages. Finally, they should think about the type of diagram that may be useful to explain the answer to their question. Walk around and monitor encouraging them to speak in English. Once they are ready, invite teams to share their answers.

## Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 8, p. 91:** Use the **Stimulate Student Senses Strategy**. Tell students to stand up, close their eyes, and push the soles of their feet to the floor. Have them push their heels firmly and try to feel the effect in their legs (the muscles in the thighs activate). Then tell them to firmly push the floor with the metatarsus that is the big bone in their feet near the big toe and again feel the effect in their legs (the muscles in the calves activate). Have them open their eyes and work in the activity taking into account what they noticed in their own bodies.

**Activity 10, p. 91:** Use the **Open-ended Statement Strategy** if you notice it is hard for your students to discuss. You may have them reflect upon the following fact: *It is important to have a purpose in mind when choosing information sources because...*



# Day 2

## Lesson 2


Work in teams of three. Read and order the process. 178

Work in teams of three.

### Systems Working Together

1. Look at the flow chart that shows the circulatory system and the respiratory system working closely together.

2. Explain the steps, read from right to left. Discuss how the organs and vessels in the circulatory system work together to get oxygen to the body.



1. Air enters the lungs through the trachea and is taken into the lungs by the diaphragm.
2. The blood in the lungs is oxygenated and is pumped by the heart through the arteries.
3. Pure oxygen is taken by the body.
4. After that, the oxygen is taken to the rest of the body by the veins.
5. The blood in the veins is deoxygenated and is pumped by the heart to the lungs.
6. The blood in the lungs is deoxygenated and is pumped by the heart to the lungs.

Write four questions to ask for information about the organs and vessels in the circulatory and respiratory systems. Follow the example. Possible answers:

What is an artery?  
What is a vein?  
What is a capillary?  
What are the lungs?


Work in pairs. Exchange books and answer each other's questions. Follow the example.

A thick blood vessel with irregular walls that carries blood away from the heart.  
A blood vessel with valves that carries blood back to the heart.  
A tiny blood vessel that carries oxygen and cells.  
Two organs in your chest that take in oxygen and exhale carbon dioxide.

Get your book back and check the answers your partner wrote. Give respectful feedback using the phrase provided. Transcribe what you said to each other on a sheet of paper and file it in your portfolio.

**Reader's Book**

What are the five senses covered in English?



## Achievement

Propose and answer questions about the human body systems.

## Teaching Guidelines

- Make and answer questions to describe components.
- Write and/or rewrite sentences to describe components, summarizing information from sources.

## Warm Up

Tell students to close their eyes and focus their attention on their breathing. Have them notice every little detail: how the air enters their nostrils, how the muscles in the chest and abdomen move, all the sensations when their lungs are full of air and all movements and sensations when they exhale. After five long, deep breaths, ask: *Why is the respiratory system important?*

## Language 178

Tell students to go to page 178 to read about the demonstrative determiners and the passive voice so they may identify them in the next activity.

## 4. Work in teams of three. Read and order the process.

Read the title and the introduction aloud and give students some time to order the stages of the process. Check orally. Finally, have them identify the sentences written in passive voice (all of them except for sentence number 4). Explain that passive voice is frequently used to explain the processes that body systems perform.

## 5. Write four questions to ask for information about the organs and vessels in the circulatory and respiratory systems. Follow the example.

To help them ask questions about the human body systems, read the instructions and the example aloud. Tell them to use the information from Activity 4.

## 6. Work in pairs. Exchange books and answer each other's questions. Follow the example.

To answer questions about the human body systems, organize the class into pairs and tell them to exchange books. Students will write and/or rewrite sentences to describe components, summarizing information from sources. Offer any help they may need and provide them with a short description of the organs when checking.

## 7. Get your book back and check the answers your partner wrote. Give respectful feedback using the phrase provided. Transcribe what you said to each other on a sheet of paper and file it in your portfolio.

Tell students to check the answers their partners wrote and to provide them with correct information in case any of the answers were incorrect. This activity will be your third evidence in this unit; ask them to file it in their portfolio.

## Wrap Up

Organize the class into teams of four and give each team a recycled sheet of paper. Draw a flow chart on the board (six rectangles joined by arrows) and tell students to copy it. Tell them they should explain the process of breathing using the flow chart. Praise the first team that finishes.



Discuss the question related to the text from the Reader's Book. Ask them to get in teams of five and assign one of the senses to each student. They will have to present themselves. For example: *I am touch and I can read Braille.* Go around each team and make sure every student participates.



## Lesson 2

Look at the pictures and circle the ones that show habits or situations that may affect your health.



Work in teams. Compare and discuss the habits shown in the pictures.

Work in pairs. Write five questions to ask for information about the circulatory system using the words in parentheses. Then exchange books with another pair and answer their questions. Follow the example.

- Ex. 1 (the arteries) Is eating junk food worse than smoking?  
These two habits are bad for our health.
- (the stress) What is the healthiest habit we may have?  
The healthiest habit we may have is exercising.
- (the veins) What does the blood carried by the ... contain?  
That blood carries oxygen dioxide.
- (the) What is the best way to control stress?  
The best way to control stress is meditating.
- (the capillaries) What does the blood carried by the capillaries contain?  
That blood may contain nutrients and oxygen to each cell in the body.

Refer and act for their own and others' physical benefit. Use demonstrative determiners, verb forms (passives, participles) and adjectives (comparative and superlative) in questions and answers.

Unit 6 95

### Achievements

- Propose and answer questions about the human body systems.
- Write notes to describe human body systems.

### Teaching Guidelines

- Reflect and act for their own and others' physical benefit.
- Use demonstrative determiners, verb forms (passives, participles), and adjectives (comparative and superlative) in questions and answers.

### Warm Up

Organize the class into teams of three and give them a few minutes to talk about daily habits they have that may affect their respiratory or circulatory health. Tell them to think about the long-term consequences of not changing those habits. After a few minutes, invite teams to share their conclusions with the class.

### 8. Look at the pictures and circle the ones that show habits or situations that may affect your health.

To reflect and act for their own and others' physical benefit, ask different students to describe each of the pictures and elicit from the class if the habit or

situation portrayed is good or bad for their health. Encourage them to give reasons in each case; e.g., *Eating too much junk food can lead to heart disease because too much fat may obstruct the arteries.* You may allow the use of Spanish to increase their confidence as long as you provide them with English vocabulary to express their ideas in English as well.

### Language 178

Go to page 178 in the Activity Book to read the information about comparatives and superlatives, which will be useful for the next activity.

### 9. Work in teams. Compare and discuss the habits shown in the pictures.

Organize the class into teams of four. Give them some time to share their thoughts about the habits portrayed in Activity 8, both good and bad. Monitor while they work to check they are using the comparative and superlative structures correctly. In case they are not, take some time to model the sentences for them to repeat after you. Finally, ask teams to share their opinions with the rest of the class.

### 10. Work in pairs. Write five questions to ask for information about the circulatory system using the words in parentheses. Then exchange books with another pair and answer their questions. Follow the example.

Explain to students that in this activity they will use everything they have learned so far in the lesson. They should use demonstrative determiners, passives, and participles, as well as comparative and superlative adjectives to write questions and answers about body systems. Organize the class into pairs and explain that they should use the words provided to write the questions. Read the example aloud and monitor while they work to offer help and check. Once all pairs have their questions ready, have them exchange their books so they can write the answers to the questions they receive. This is a good moment to check if students understood and can use the grammar structures correctly. If not, you may consider planning a review.

# Day 3

## Lesson

Researching to Answer  
Researcher's Question  
Researcher's Question  
Researcher's Question

Get together with your team and do the following activities.

Exchange the information you researched with your teammates.

Underline key words.

Write notes based on the key words.

Cite your information sources.

For homework, look for or draw a big diagram that you will use to explain the process you chose.

The strategies that helped me propose and answer questions about the human body systems were

1. I used the information I researched to create a diagram that I can use to explain the process I chose.

Other(s)

How can I improve this ability?

The strategies that helped me write notes to describe human body systems were

1. I used the information I researched to create a diagram that I can use to explain the process I chose.

Other(s)

How can I improve this ability?

96 Unit 6

## Wrap Up

### Learning to Learn 179

Go to page 179 in the Activity Book to finish reading the last two steps for research. Also read the information about Citing APA Style that will be useful in this stage of the product so students can learn how to avoid plagiarism.

### Skills 179

Remain on page 179 and ask one volunteer to read the information about summarizing. It will give them some tips on how to write short labels for their diagram.

### Product: Notes for a human body system diagram

As you may recall, in this unit students will write notes for a human body system diagram. In this lesson, they will share the information they researched to answer the question they wrote, and they will summarize it to write their notes.

Have them get together with their teams and exchange the information they brought with their teammates. Ask them to evaluate if the information is reliable by asking their teammates where it came from. Once they decide it is reliable information, they

should underline key words. When everybody on the team has finished, tell them to compare the key words they underlined and select the ones that appear more frequently. Based on those key words, they will write and/or rewrite sentences to describe components, summarizing information from sources. Emphasize that they should use their own words because if they only copy the information, they are committing plagiarism. Also talk about the importance of citing information sources every time they research. Instruct them to follow the guidelines they already checked in the Appendix. Monitor while they write to check their work.

## Self-evaluation

Read the achievements aloud and, if necessary, explain what each one refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievements, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 5, p. 94** Use the **Mini Lesson Strategy** to remind students how to write questions using *Wh*-words.

**Activity 10, p. 95:** Use the **Individualized Feedback Strategy** if you notice teams are struggling with the use of comparatives and superlatives.

## Lesson 3

Read the article and underline key words. *Readers Book*

### How does your body digest food?

The organs of the digestive system work together to perform a process called digestion. This process begins when you put food in your mouth. Food is broken down by your teeth and salivary glands. When you swallow, you enter your esophagus. Muscular contractions in the esophagus move the food into your stomach. The food is moved along digestive juices and food particles are broken up. Then the small intestine breaks the food into even smaller particles. The small intestine produces digestive juices and enzymes that break down nutrients from food. Waste products from the stomach and small intestine are pushed out into the colon. Muscular contractions in the colon move the waste part of the food, push the waste out of your body.

### Time to Shine!

Write a sentence that uses the process of digestion.

Readers Book  
 1. Digestion is the process of breaking down food into smaller particles.  
 2. The small intestine produces digestive juices and enzymes that break down nutrients from food.  
 3. Waste products from the stomach and small intestine are pushed out into the colon.

Fill in the table to classify the key words you underlined. *Readers Book*

Organ	Digestion	
	Terms Related to the Organ's Function	
teeth	chew	salivary glands
esophagus	swallow	muscular contractions
stomach	digestive juices	enzymes
small intestine	break down	nutrients
colon	waste	muscular contractions

Write notes based on the information you classified in the table. *Readers Book*

Write notes based on the information you classified in the table. *Readers Book*

## Achievement

Write notes to describe human body systems.

## Teaching Guidelines

- Organize terms and descriptions in tables. Use verb forms (present) and nouns (with/without determiner, compound, countable/uncountable) in the writing of notes.

## Warm Up

Write *Digestive System* on the board and challenge students to write on a sheet of paper as many words as possible related to that topic. Tell them they will have one minute to do it. Encourage the use of a dictionary. When time is up, ask students to tell the class how many words they could write and to mention them.

### 1. Read the article and underline key words.

Give students some time to read the text in silence and underline the key words. After a few minutes, elicit which words they underlined and write them on the board. Ask the question in the Time to Shine! box and have students explain. If they do not know, you may use the answer provided.

### 2. Fill in the table to classify the key words you underlined.

To organize terms and descriptions in tables, explain to students that first they will have to fill in the left column writing the names of all the organs that are mentioned in the text. Next, they should write all the words related to the functions each of the organs performs. Check orally.

## Language 178

Go to page 178 in the Activity Book to review with students the information corresponding to simple present so they may use it when writing their notes in Activity 3. Also remind them the difference between countable and uncountable nouns by reading aloud the information included in the Appendix.

### 3. Write notes based on the information you classified in the table.

Read instructions aloud and give students some time to use verb forms (present) and nouns (with/without determiner, compound, countable/uncountable) in the writing of notes, using the key words they wrote in the previous activity. Tell them to write the sentences in disorder. In the next session you will ask them to put the notes in order. Monitor while they write to check.

## Wrap Up

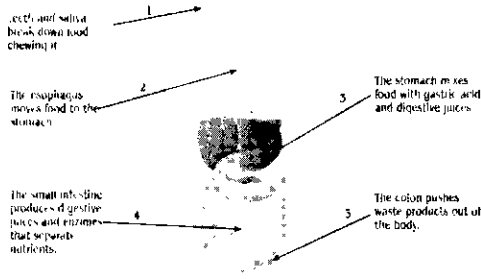
Divide the class into two teams. Assign each team member a number (use the same numbers in both teams). Divide the board into two halves drawing a vertical line in the middle. Explain that you will say a word and a number, and the person to whom you assigned that number must go to the board and write a sentence using the word you say. Every time a team member writes a correct sentence, his/her team will score a point. Use the following words to play: *digest, mouth, teeth, chew, esophagus, stomach, small intestine, nutrients, gastric acid, digestive juices, enzymes, colon.*

- Tell students they have to read pages 74-75 in their Reader's Book at home and think about the answer to the following question: *Why do we look like some members of our family?* They will discuss it in class the next day.

# Day 2

## Lesson 3

- Observe the diagram. Draw arrows to indicate the five organs where you will later write a description to explain the digestive process. Possible answers:



First, write in order your notes from Activity 3. Then, write the corresponding numbers next to the arrows you draw in Activity 4.

- Teeth and saliva break down food chewing it.
- The esophagus moves food to the stomach.
- The stomach mixes food with gastric acid and digestive juices.
- The small intestine produces digestive juices and enzymes that separate nutrients.
- The colon pushes waste products out of the body.



**Reader's Book**  
Why do we look like some members of our family?

98 Unit 6

Establish a number of descriptions based on illustrations. Order sentences to compose notes and relate them to pictures.

## Achievements

- Write notes to describe human body systems.
- Edit diagrams in teams and with the guidance of the teacher.

## Teaching Guidelines

- Establish a number of descriptions based on illustrations.
- Order sentences to compose notes and relate them to pictures.

## Warm Up

### Material: soft ball/paper ball

Throw a soft ball to different students. Every time they catch it, you should mention one of the following muscle groups: *abs, back, biceps, calves, chest, forearms, neck, shoulders, thighs, triceps*. The student that catches the ball should touch that muscle group in his/her body and throw the ball back to you. To make the activity more challenging, you may ask them to relate the muscle group to the systems they have studied so far in this unit; e.g., *chest – the chest is the place where the heart is*.

- Observe the diagram. Draw arrows to indicate the five organs where you will later write a description to explain the digestive process.

Draw students' attention to the diagram and have them locate each of the organs mentioned in the text from Activity 1. Once you are sure everybody knows where each of them is, give students a few minutes to establish a number of descriptions based on illustrations by drawing the arrows where they will later write the notes to explain the digestive process. Monitor while they work and check by asking them how many arrows they drew.

- First, write in order your notes from Activity 3. Then, write the corresponding numbers next to the arrows you draw in Activity 4.

Tell students to go back to the notes they wrote in Activity 3. To order sentences to compose notes and relate them to pictures, explain that now they have to number them, taking into account the process they want to explain. Have them transcribe the notes in order, and finally write the numbers in the corresponding arrows in the diagram from Activity 4.

## Wrap Up

To stress the importance of collaborative work, ask students to share how working in pairs helped them improve their notes.



Discuss the question related to the text from the Reader's Book. Ask them to get into pairs and discuss why we look like some members of our family (because we get genes from our parents and those genes have information of how we are going to look). Then ask them to write a simple answer and share it with the class.

## Lesson 3

- Work in pairs. Read your partner's notes and give respectful feedback about the content.

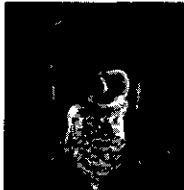
Based on the feedback you received, remove or add information to improve your notes.

- Write your edited notes. Make sure the words you use clearly explain the process and are understandable.

Work in teams. Use the checklist to check punctuation and spelling.

	Yes	No
• All punctuation marks are used correctly.		
• All words are spelled correctly.		
• The text is easy to read and understand.		
• The text is clear and concise.		

Write your notes in the diagram on Activity 4



Spot and clarify doubts, promote respect and collaboration in schoolwork, remove or add information to improve the notes, adjust language according to purpose and intended audience, value the use of punctuation marks and standard spelling.

Unit 6 99

## Achievement

Edit diagrams in teams and with the guidance of the teacher.

## Teaching Guidelines

- Spot and clarify doubts.
- Promote respect and collaboration in schoolwork.
- Remove or add information to improve the notes.
- Adjust language according to purpose and intended audience.
- Value the use of punctuation marks and standard spelling.

## Warm Up

Elicit from students some advice to have good digestive health. You may ask them to share some experiences in which they had problems for not following that advice; e.g., eating too many candies or eating in inappropriate places.

### 6. Work in pairs. Read your partner's notes and give respectful feedback about the content.

To spot and clarify doubts and promote respect and collaboration in the schoolwork, organize the class into pairs and give them a few minutes to exchange the

notes they wrote in the previous session so they can check each other's work. Tell them that at this point they must only focus their attention on the information included. If their classmate is missing what they consider to be important information to understand the digestive process, they must let them know, explaining why that information is important. Monitor while pairs work and encourage them to speak in English all the time.

### 7. Based on the feedback you received, remove or add information to improve your notes.

Give students a few minutes to remove or add information to improve their notes based on the feedback they received. Suggest that they edit the notes they wrote in Activity 5 using a different ink color.

### 8. Write your edited notes. Make sure the words you use clearly explain the process and are understandable.

Remind students that every time they write a text, they should think about the person who is going to read that text and what his/her purpose for reading is. For example, in this case, the diagram will probably be used by a student who needs information about the digestive process. So, taking that into account, students should adjust language according to purpose and intended audience. Give them a few minutes to adjust their text while you monitor to check.

### 9. Work in teams. Use the checklist to check punctuation and spelling.

To value the use of punctuation marks and standard spelling, organize the class into teams. Explain that each of them will read their notes by turns and the rest of the team will use the checklist to evaluate their classmate's notes. Before they start, read each of the statements included in the checklist aloud to make sure they understand.

### 10. Write your notes in the diagram on Activity 4.

Explain to students that writing in a foreign language is one of the most challenging skills to develop, but that they have already done it by following the steps in this lesson. Praise them and give them a few minutes to write their edited notes in the corresponding place of the diagram from Activity 4.

# Day 3

## Lesson 3

### Product: Notes for a Human Body System Diagram

Order the notes you wrote on page 96

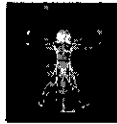
Edit your notes.

Check spelling and punctuation.

Write your notes on the diagram.

Be sure to use all the words from the list on page 96.

If possible, you may consider using free software or an app to design it.



### Reflection

The strategies that helped me write notes to describe human body systems were

- Using the terms in your list as a guide.
- Asking for help from your teacher or a friend.
- Using a free software or app to design it.

Other(s):

How can I improve this ability?

The strategies that helped me edit diagrams were

- Using the checklist on page 96 as a guide.
- Asking for help from your teacher or a friend.
- Using a free software or app to design it.

Other(s):

How can I improve this ability?

100 Unit 6

## Wrap Up

### Product: Notes for a human body system diagram

As you may recall, in this unit students will write notes for a human body system diagram. In this lesson, students will edit their notes following the same procedure they did to describe the digestive process. Monitor while they work to check each step is completed. Once they finish writing, ask them to take out their diagram to write their notes on it. Encourage them to make it attractive so it can be posted on the classroom walls or, if possible, to use an app or free software (<https://goo.gl/QAt9is> or <https://goo.gl/mBEuF7>) to develop it.

### Self-evaluation

Read the achievements aloud and, if necessary, explain what each one refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievements, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 1, p. 97** Use the **Individual Response Card Strategy** to encourage shy students to participate writing the key words they find in the text and show them to you. Do not forget to praise every correct answer saying their name.

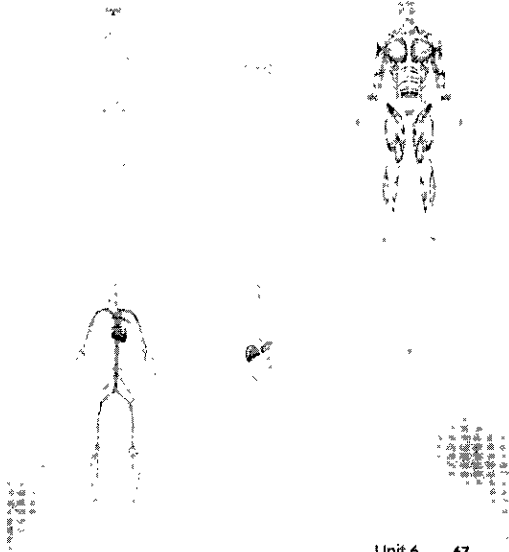
**Activity 5, p. 98** Use the **Flow Map Strategy** to help visual students order the process they chose.



## The Amazing Human Body

Facts about the human body

Written by Jane White



Unit 6 67

1. Choose one of the topics and write a summary.

Answer Activity 1

.....  
 .....  
 .....

2. Write one or two things you did not know before reading this text. Then share your answer with a partner and discuss. (Answer Activity 2)

.....  
 .....

3. What could you do to improve the health of your senses? Write three ideas and share with a different partner.

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

Genetics and the Five Senses

http://go.glowAF

Traits are observable characteristics that are passed down from parent to child. Some traits are more common in a population than others. Read the activity on the link carefully and look up any words you do not know. Then do the survey and the graph. Finally explain to a partner how you got your graph results.

76 Unit 6

1. Choose one of the topics and write a summary.

Ask students to list the topics seen in the text and write them on the board (genetics and the five senses: taste, hearing, sight, touch, and smell). Ask them to choose one of them and write a summary.

2. Write one or two things you did not know before reading this text. Then share your answer with a partner and discuss.

Ask them if they knew anything about genetics before reading this text, and help them brainstorm all the new pieces of information they did not know before. Write them on the board and have students copy them in their notebooks.

3. What could you do to improve the health of your senses? Write three ideas and share with a different partner.

Ask students to get into pairs and discuss the question. Draw a chart on the board with five columns. Write the name of each sense as the title of the columns. Ask students to share what they discussed and write their ideas on the board. At the end, give them some time to copy the information in their notebooks.

### ICT Box

Explain what genetic traits are (observable characteristics that are passed down from parent to child). Then ask students to think about two traits they have from their parents and share them out loud. Explain that some traits are more common in a population than others, and ask them what they think are some common traits in Mexico and other countries.

Ask them to read the activity very carefully, looking up any words they do not know, and then do the survey and complete the graph. Ask them to explain their results to a partner.

# Product and Assessing My Learning Process

## Product

### About My Human Body

#### System Diagram

Now it's time to present your notes for a human body system diagram. Get together with your team and do the following activities.

**Check your information**  
 Did you include details about the process?

**Check structure**  
 Did you use a title for the process diagram?

**Check punctuation**  
 Did you use commas and other punctuation marks correctly in the diagram labels?

**Check spelling**  
 Did you use the correct spelling?

**Make it attractive**  
 Use different colors and fonts for notes.

**Rehearse your presentation**  
 Rehearse with a partner. Practice with confidence, clarity, and fluency.

**Present your notes for a human body system diagram**  
 Share your knowledge with your classmates.

Ask your teammates to give you feedback about the performance you had during the elaboration of your notes for a human body system diagram. Follow the example from Unit 1, p. 22.

Name	I'd like very much that you . . .	I suggest that you

## Notes for a Human Body System Diagram

Work as a whole class. Read aloud each step and the questions related to it. After you read each of them, give teams a few minutes to check the aspect mentioned while you walk around to check their work and make suggestions to improve. Once teams have their final version ready, invite them to present their diagrams to the class. Use the checklist provided to evaluate each student's presentation individually. This checklist is intended as an organizer of key aspects to be considered before and during the presentation. It will help you emit a qualitative evaluation as you will be able to write any comment or observation concerning each of the aspects.

Now, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

## Assessing My Learning Process

1. Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Tell students to go back to page 89 and guide them to leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose the three activities they think were more useful for them to improve any aspect of their performance while communicating in English: acquiring more vocabulary,

## Assessing My Learning Process

To answer the activities in this section, follow the examples provided in Unit 1, p. 23.

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Lesson	Activity	It helped me because...

Now, go back to the pages that guided you to the creation of your notes for a human body system diagram. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

Step 1 (p. 89)		
The subproduct in this session was	Aspects I liked	Aspects to improve
Step 2 (p. 93)		
The subproduct in this session was	Aspects I liked	Aspects to improve
Step 3 (p. 100)		
The subproduct in this session was	Aspects I liked	Aspects to improve
Notes for a Human Body System Diagram		

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

learning a strategy, applying a new language structure, etc. Give them some time to choose their activities and, if necessary, recall the examples on page 23 before they fill in the table. Monitor while they work to offer help if they need it.

2. Now, go back to the pages that guided you to the creation of your notes for a human body system diagram. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then have them describe the different steps that helped them create their notes for a human body system diagram. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their result in the future to prepare similar activities.

3. In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.



# Evaluation Tool

## Checklist

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

	Yes	No	Comments
Do the notes clearly explain the process?			
Do the notes have grammar mistakes?			
Do the notes have punctuation mistakes?			
Do the notes have spelling mistakes?			
Is the diagram attractive?			
Is the presentation well organized?			
Does the student speak fluently and pronounce correctly when presenting?			

# 7

# How Does Cinema Reflect Emotions and Experiences?

## Unit Overview

<b>Family and Community Environment</b> <b>Communicative Activity</b> Exchanges associated with media		<b>Social Practice of the Language</b> To compose dialogues and interventions for a silent short film	
<b>Achievements</b> <ul style="list-style-type: none"> <li>Revise silent short films.</li> <li>Understand the general sense and main ideas.</li> <li>Write lines and dialogues.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>action</li> <li>cinema</li> <li>costume</li> <li>direct</li> <li>iconic</li> <li>role</li> <li>script</li> <li>set</li> <li>short film</li> <li>special effects</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>Quotation marks</li> <li>Modals may and might</li> <li>Adverbs</li> <li>Time and sequence connectors</li> </ul>	<b>Learning to Learn</b> Self-assessing your dramatic reading	<b>Audio</b> Tracks 31-32	
<b>Skills</b> Writing a script		<b>Reader's Book</b> "A Very Brief History of Film," pp. 77-88, track 44	
<b>Product</b> Script for a Silent Short Film		<b>Evaluation Tool</b> Anecdotal Notes	

## 7 How Does Cinema Reflect Emotions and Experiences?



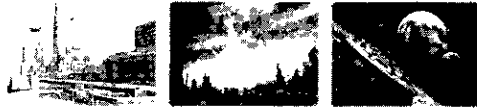
In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Ask the class if they know what these pictures are related to (silent films; when cinema started, films had no sound). Encourage students who have watched silent films to share their experience.

Organize the class into teams of three and read aloud the title: *How does cinema reflect emotions and experiences?* Give them a few minutes to discuss their answers. Ask one person from each team to share their answers.

Photocopy the format for anecdotal notes provided at the end of this book. Use it to evaluate each student individually throughout this unit. Remember they are notes about relevant conducts you observe in specific situations. Try to register conducts that are spontaneous and not very usual (positive and negative). In the first column just describe what the student is doing; in the second column, what that conduct means to you in terms of the way the student is accomplishing (or not) the achievements.

## Lesson

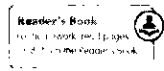
Show your impressions about the pictures



Draw an iconic scene of your favorite sci-fi film.

Work in pairs. Show your drawing and talk about it.

1. Draw the scene of your favorite sci-fi film.  
2. Show your drawing to your partner and talk about it.  
3. Ask your partner to draw a scene from their favorite sci-fi film.  
4. Show your drawing to your partner and talk about it.



Make a list of the names of the first 10 sci-fi movies you can think of.

Unit 7 105

## Achievement

Revise silent short films.

## Teaching Guideline

Engage students with the theme of the unit and have them connect it with their personal experience.

## Warm Up

### Material: slips of paper, one per student

Write *sci-fi* on the board and elicit its meaning (the shortened form of science fiction). Ask students to write on slips of paper ideas associated with that genre (futuristic science and technology, space travel, time travel, parallel universes, extraterrestrial life, etc.). Organize the class into teams of six and have them write a definition for science fiction based on the ideas they wrote. You may write the first part of the following sentence on the board to help them: *Science fiction is a genre that...* (tells stories about events in the future that are affected by imaginary developments in science). Monitor while teams work to help them with any vocabulary they may need. Finally, write a definition on the board using every team's contributions.

### 1. Share your impressions about the pictures.

Draw students' attention to the pictures. Ask volunteers to describe each one and encourage everybody to say what kind of stories may be developed in those places.

### 2. Draw an iconic scene of your favorite sci-fi film.

Ask students to share what their favorite sci-fi films are. Read the instructions aloud and explain that the word *iconic* is an adjective used to describe something that is very famous or considered to represent particular ideas. Elicit some iconic sci-fi film scenes so they may have some examples (the flying bike from *E.T.*, Agent Smith fighting Neo in the subway from *Matrix*, Luke casting away the dark side from *Return of the Jedi*). Give them some time to draw.

### 3. Work in pairs. Show your drawing and talk about it.

Read the instructions and questions aloud and elicit what *character* and *setting* are (they learned it in Unit 2). Tell them that when talking about films we describe the set or location instead of the setting (that we described in tales). Organize the class into pairs and give them some time to share information about the scene they drew.

## Wrap Up

Divide the class into two big teams. Give them some time to write a list of 10 famous characters from sci-fi films. When they have them ready, toss a coin to see which team goes first to say the name of a character. The other team will have 30 seconds to say the name of the film where it appears. Teams will score points for each correct guess.

Tell students they have to read pages 77-81 in their Reader's Book at home and think about the answer to the following question: *What century were the first movies filmed in?* They will discuss it in class the next day.

# Day 2

## Lesson 1

Write a brief description of life and culture at the beginning of the 20th century.

(Possible answer)

It was an industrial society. Science became very important. They had a lot of technological innovations and new forms of transport. Artists began to experiment with new ways of expression, like abstract forms.

Listen and order the paragraphs.

1. Finally, they come back to Earth with one Selenite attached to their capsule. The film was very popular around the world when it was released. Never before had German seen this kind of beautiful.
2. The most attractive in the film is the one of the Moon. The cameras on the film. One day on the Moon, the astronomer meet a group of Selenites. They start fighting with them.
3. Have you ever heard about the film? A trip to the Moon (1929) is considered the first silent film in history. Inspired by Jules Verne's novel, the film was written by Friedrich Murnau. He shot it and played the main role. Professor Pancho Fuchs.
4. The moments that are in the capsule lands in the Moon's were one of the most beautiful images in the history of cinema. It is not only a color, it is one of my favorite films.

Watch *A Trip to the Moon* at <https://goo.gl/1PQTsA>. Draw the set and action of your favorite scene. Describe the music you heard.

The music was:

**Time to Shine!**

- Markan some instances the director used to tell his story: costumes, sets, music, body language, facial expressions.

**Reader's Book**  
What century were the first movies filmed in?

106 Unit 7

## Achievement

Revise silent short films.

## Teaching Guidelines

- Value the cinema as a mean to reflect on emotions and experiences, people and their culture.
- Identify relation between scenarios, actions, and sound resources.

## Warm Up

**Material: video (The 1900s – The First Years of the Twentieth Century at <https://goo.gl/vvBvCz>**

Show students the video focusing on the scenes that show technological advances (the first controlled flights and mass-produced automobiles), science development, and jobs in factories. Also, draw their attention to the scenes that show art expressions (silent films). If it is not possible for you to show them the video, give them a short talk in which you include these aspects about life in that time. To show the videos suggested in this unit, you may use the links provided or look for them in a video hosting platform of your choice by entering the titles provided.

## 4. Write a brief description of life and culture at the beginning of the 20th century.

Ask students to tell you the most important facts shown in the video (or mentioned by you) and write a list on the board. Then, guide them to dictate you the description; you may help using the possible answer provided. Write it on the board and have them copy it in their books.

## 5. Listen and order the paragraphs.

Play Track 31 and have students order the paragraphs. Check orally. Draw their attention to the words in bold and elicit their meanings (in case they do not know any of them, tell them to go to the glossary at the back of their book). Finally, have them identify the characters mentioned (Professor Banberfouillis, a group of astronomers, and the Selenites); the set (the Moon) and the action (some astronomers go to the Moon where they meet a group of Selenites. They start fighting with them. Finally, they come back to Earth with one Selenite attached to their capsule). To value the cinema as a mean to reflect on emotions and experiences, people and their culture, ask them if they think this movie reflects the culture of the beginning of the 20th century (yes, it reflects the enthusiasm for science and technological advances, and it is also an example of artistic innovation).

## 6. Watch *A Trip to the Moon* at <https://goo.gl/1PQTsA>. Draw the set and action of your favorite scene. Describe the music you heard.

Play the short film. Then read the instructions and give them some time to draw their favorite scene to identify relation between scenarios, actions, and sound resources. When drawings are ready, ask some volunteers to talk about the scene they chose, emphasizing the way in which the set, the actions, and the music are connected to create a specific effect on the spectator. Read the sentence in the Time to Shine! box and have them think how the director managed to transmit messages without using verbal language.

## Wrap Up

Ask students if they prefer silent films or sync-sound motion pictures. Have them share their opinions about both types of films.



Discuss the question related to the text from the Reader's Book. Ask students what their favorite movie genre is. Have them discuss the question in pairs and tell you in what century the first movies were filmed (19th century).



# Day 3

## Lesson 1

In this unit you will write a script for a silent short film. In order to start, get in small teams and work on the following activities.

Watch *A Trip to the Moon* again and choose one scene.

Write a list of aspects that you think must be included in the script for that scene. Follow the example.

### Short Film Screenplay

- Characters
- Setting (time and place)
- Plot
- Action
- Dialogue



### Reflection

The strategies that helped me revise short films were

- I read a script for a short film and used it as a model for my own script.
- I wrote a script for a short film and used it as a model for my own script.

Other(s):

How can I improve this ability?

## Wrap Up

### Product: Script for a silent short film

In this unit, students will write a script for a silent short film. In this lesson, they will decide who they will work with (small teams, not more than four students). Based on what they learned about *A Trip to the Moon*, they will identify the information they think will be important to include in their script. Once they are organized, explain that a script comes from the Latin *scribere*, which means “to write,” so in this case, it will be the written version of a film that is used by the actors, director, and technical crew to know what it is all going to be about. Tell them to think of every detail that may be useful for understanding the scene. Walk around and monitor encouraging them to speak in English. Once they are ready, invite teams to share their answers.

## Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 7, p. 107:** Use the **Mini Lesson Strategy** to recall vocabulary related to feelings and emotions such as bored, enthusiastic, amused, happy, sad, angry, etc.

**Activities 8 and 9, p. 107:** Use the **Think-Pair-Share Strategy**. Try to form pairs in which one of the students may tutor the other to fill in the graphic organizer and the second student may help the first to draw the characters.

## Lesson 2

Look at the picture and discuss with a partner



There is a picture of a woman in the title card of the movie. How does she look?  
 Ask: How does she look?  
 What do you think is her story?

Watch a scene from *Nosferatu* at <https://goo.gl/87iv8b>. Write the dialogues and interventions you see on the title cards

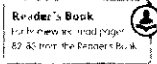
Ellen Hutter  
 Dr. Hutter  
 A doctor, a doctor!  
 Hutter

Complete the paragraph

The movie *Nosferatu* is a film about the vampire. It is a classic silent film. The story is about a doctor who is married to a woman. The doctor is called Dr. Hutter. The woman is called Ellen. The vampire is called Nosferatu. The vampire is a creature that lives in the shadows and feeds on the blood of humans. The vampire is a creature that is very old and very powerful. The vampire is a creature that is very scary.

Read and complete the sentence.

Main film genres  
 Action, Adventure, Comedy, Drama, Fantasy, Horror, Mystery, Romance, Sci-Fi, Thriller, Western



Write the words in the box in the correct form to complete the sentences.  
 Hutter, Nosferatu, vampire, shadow, blood, fear, scary, powerful, old, creature, feed, shadow, blood, fear, scary, powerful, old, creature, feed

And give general sense and main ideas. (Unit 7 pages 109-110)

Unit 7 109

## Achievement

Understand the general sense and main ideas.

## Teaching Guidelines

- Anticipate general sense and main ideas.
- Establish genre.

## Warm Up

Ask volunteers to take turns to mime the following words to the class: *special effects, costumes, set, action, short film, script, directed, role, cinema, iconic*. Once students guess the word, ask them to use it in a sentence.

### 1. Look at the picture and discuss with a partner.

Organize the class into pairs and, to anticipate general sense and main ideas, tell them to look at *Nosferatu*'s picture and discuss their impressions by asking each other the questions on the right. Monitor while they work to support them with vocabulary words. Invite pairs to share their conclusions with the class. Ask: *How does this character make you feel?*

### 2. Watch a scene from *Nosferatu* at <https://goo.gl/PQxwJV>. Write the dialogues and interventions you see on the title cards.

Explain to students that as cinema continued to evolve in the art of narrating stories, directors started incorporating some resources such as the title cards. In those title cards or intertitles, they used to write information and dialogues to clarify some aspects of the scenes for the spectator to understand better. Tell them they will watch one scene from a classic silent movie and that they must focus their attention on the words that appear on those title cards (skip the first one, which is an introduction). Have them work on the activity while they watch the scene. Check by asking volunteers to write the phrases on the board. Finally, have them differentiate between dialogues ("Ellen!", "A doctor, a doctor!", "Hutter!") and interventions (At that same hour...).

### 3. Complete the paragraph.

Tell students to complete the summary of the scene they watched with the information they obtained from the title cards. Explain that in the case of the dialogues, they will not use quotation marks because they will not reproduce the exact words, and those answers are introduced by verbs such as *shout, ask, and say*. Give them some time to work individually while you monitor. Check orally.

### 4. Read and complete the sentence.

Elicit film genres from students; if they miss any, have them read the ones included in their books. Give them a few minutes to complete the sentence to establish genre individually. In case they need help for the second answer, ask them: *What kind of fantastic being is Dracula?*

## Wrap Up

Ask students if the scene they watched was scary for them. Elicit that film genres must evolve using different themes and resources to continue catching the attention of their audience.

Tell students they have to read pages 82-83 in their Reader's Book at home and think about the answer to the following question *What is a storyboard?* They will discuss it in class the next day.

# Day 2

## Lesson 2

Watch the scene from *Nosferatu* again. Work in pairs to answer. Possible answers:

- What is unusual in the scene do you think? (The vampire that Miller describes. Or that it is not in bed.)
- What is strange about the vampire? (He is not in bed.)
- Where does the castle is? (In Transylvania.)
- What happens to Hutter when Drak finds him? (He is lost.)



How would you describe the scene? (Writing dialogues and interactions on title cards.)

Write one sentence or phrase for each of the aspects you mentioned in the previous activity. Copy them on a sheet of paper and file it in your portfolio. Possible answer:

"Oh no! He is a vampire!"

"Where is she?"

The scene at least is based on the book *Dracula* by Bram Stoker. Although there we can meet in *Dracula* with Bela Lugosi, Bram Stoker's *Dracula* by Lugosi and *Dracula* 2012.

In Transylvania...

"You're lost!"

Explain. Possible answers:

I was in the scene for watching the scene. It was difficult for me to understand the scene until the teacher explained it to me. I think that these sentences and phrases will make it easier for anybody to understand the actual better.

### Time-to-Shine!

- Talk about some other films based on the same story.

Reader's Book

What is a storyboard?



110 Unit 7

Clarify the names of objects, actions, and concepts. Propose sentences to complete lines and dialogues. Briefly justify the choice of sentences for a dialogue.

## Achievements

- Understand the general sense and main ideas.
- Write lines and dialogues.

## Teaching Guidelines

- Clarify the names of objects, actions, and concepts.
- Propose sentences to complete lines and dialogues.
- Briefly justify the choice of sentences for a dialogue.

## Warm Up

Organize the class into pairs and give them some time to talk about their favorite horror films.

### 5. Watch the scene from *Nosferatu* again. Work in pairs to answer.

Play the scene from *Nosferatu* for students to watch again. This time tell them to focus on all the aspects in the scene that were not very clear for them only by watching it (but they are now after reading the summary from Activity 3). To clarify the names of objects, actions, and concepts, organize the class into pairs and give them some time to work on the activity while you monitor. When pairs finish, ask them to share their answers with the rest of the class.

## Language 180

Go to page 180 in the Activity Book and read the text corresponding to quotation marks to help students use them correctly in the following activity.

### 6. Write one sentence or phrase for each of the aspects you mentioned in the previous activity. Copy them on a sheet of paper and file it in your portfolio.

Students may continue working with the same partner to propose sentences or phrases to complete lines and dialogues. Walk around and monitor offering help whenever it is needed. This activity will be your first evidence in this unit; ask them to file it following the procedure you prefer.

### 7. Explain.

Have students complete the sentence to briefly justify the choice of sentences and phrases for dialogues they wrote in the previous activity. Then, read the Time to Shine! task. Encourage students who know other vampire movies based on the book *Dracula* by Bram Stoker to talk about the differences between them. Some interesting facts you may mention are: Murnau, the director of *Nosferatu*, did not use the original names from the novel because he did not have the rights for using the Bram Stoker novel. Bela Lugosi, the first *Dracula*, did not speak English, he just learned his dialogues by heart. That is why he spoke with the accent that, from then on, characterized the way vampires talk.

## Wrap Up

Have students describe their favorite fantastic being from horror stories.



Discuss the question related to the text from the Reader's Book. Ask students if they knew that all movies were planned on a storyboard before filming. Discuss this as a class. Then ask them to get into pairs and talk about what storyboards are (graphic organizers of the movie's information; they have images of how each scene will look, shot by shot; they look like comic strips; they help filmmakers plan the movie).



## Lesson 2

Debate with your class.

“I love/horror films because...”

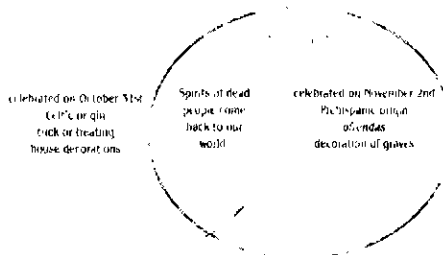


Listen and fill in the missing information.

- Date: October 31st
- Origin: Celtic
- Belief: that the spirits of dead people come back to our world
- Today's custom: trick or treating
- Countries: almost every English-speaking country around the world



Work in pairs. Fill in the Venn Diagram.



Get to know values and behavior in English-speaking countries.

Unit 7 111

### Achievement

Understand the general sense and main ideas.

### Teaching Guideline

Get to know values and behavior in English-speaking countries.

### Warm Up

Organize the class into teams of six and give each team a sheet of paper. Have teams choose a location and write it down on the sheet of paper. Then have teams exchange their papers among them. Once they receive another team's sheet, they should write the name of two fantastic horror beings. Have teams exchange their papers again and when they receive a new sheet they must write a short dialogue between the two horror beings in that location. Invite teams to read their dialogues aloud.

### 8. Debate with your class.

Divide the class between the students who like horror films and the ones who do not. Organize a debate encouraging both parts to explain their reasons. Invite them to listen to their classmates and comment back in a respectful way.

### 9. Listen and fill in the missing information.

Tell students that you will play Track 32 for them to get a general idea of what is said. Then, have them look at the activity so they may know the specific information that they should obtain. With that purpose in mind, they will listen again to answer. Check by asking volunteers to write the answers on the board. Finally, have them reflect on this tradition and how it shows values and behavior in English-speaking countries.

### 10. Work in pairs. Fill in the Venn Diagram.

Elicit from students information about Día de Muertos, tell them that in English-speaking countries it is known as Day of the Dead. Organize the class into pairs and give them some time to fill in the Venn Diagram while you monitor walking around. Check by drawing the diagram on the board and asking volunteers to write the answers.

# Day 3

## Lesson 2

### Product: Script for a silent short film

Remember that in this unit you will write a script for a silent short film. In order to continue working on it, get together with your team and do the following activities:

Go back to page 108 to recall the scene from *A Trip to the Moon* you chose. If necessary, watch the scene again.

Use the title cards to write dialogues and interventions.

### Reflection

The strategies that helped me understand the general sense and main ideas were:

- I read the text carefully and I understood the main ideas.
- I read the text slowly and I understood the main ideas.

Other(s):

How can I improve this ability?

The strategies that helped me write lines and dialogues were:

- I read the text carefully and I understood the main ideas.
- I read the text slowly and I understood the main ideas.

Other(s):

How can I improve this ability?

112 Unit 7

## Wrap Up

### Product: Script for a silent short film

As you may recall, in this unit students will write a script for a silent short film. In this lesson, they will write some dialogues and interventions that later on will be included as a part of their script.

Have students get together with their teams and go back to page 108 to recall the scene they chose. If necessary, have them watch the scene again so they can decide which dialogues and interventions to include. Remind them that in the case of the dialogues, they should use quotation marks when writing them on the title cards. Monitor while they work to support them.

### Self-evaluation

Read the achievements aloud and, if necessary, explain what each one refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievements, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 3, p. 109:** Use the **Individualized Feedback Strategy** to support students who need help to fill in the gaps in the paragraph, especially in the second and fourth answers, in which they should not copy the exact words from the previous activity. Have them reflect that both Ellen and Hutter are names so they must add that word in order to explain clearly.

**Activity 5, p. 110:** Use the **Jigsaw Strategy**. Tell pairs to focus on only one aspect and once they have it ready, share their answer with the rest of the class. Finally, as a whole class, choose the four aspects that are going to be written in their books.

Watch a scene from *The Floorwalker* at <https://goo.gl/1JhbLD>

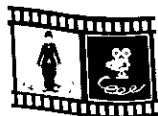
1. Watch the scene and take notes on the character's actions and dialogue.

Work in pairs. Share what would you do if you met your favorite film star.

2. Write a script for a scene that you would like to see.

Fill in the table using words from the box.

	may	might	could	should	ought to	must	mustn't	can't	can
Character	...	...	...	...	...	...	...	...	...
Problem	...	...	...	...	...	...	...	...	...
Topic	...	...	...	...	...	...	...	...	...
Action	...	...	...	...	...	...	...	...	...
Motivation	...	...	...	...	...	...	...	...	...



Unit 7 113

Unit 7 113

## Achievement

Write lines and dialogues.

## Teaching Guidelines

- Describe motivations, hopes, desires, and/or ambitions, using expressions to shade them (e.g., *You may..., It might..., etc.*).
- Include examples, appropriate details, and interesting information, using adverbs.

## Warm Up

Invite students to talk about their favorite film stars. Ask them to say why they like them so much.

### 1. Watch a scene from *The Floorwalker* at <https://goo.gl/1JhbLD>.

Play the scene for students and ask the questions. In case they do not know Charles Chaplin, explain that he was an English comic actor, filmmaker, and composer in the era of silent film and that he is considered one of the most important figures in the history of the film industry. Also tell them that he became famous with his Tramp character, which appeared in many different films throughout his career.

## Lesson 3



## Language 180

Go to page 180 in the Activity Book to read the information about the modals *may* and *might*, so students may use them correctly in the following activity.

### 2. Work in pairs. Share what would you do if you met your favorite film star.

To describe motivations, hopes, desires and/or ambitions, using expressions to shade them, organize the class into pairs and give them some time to share what they may/might do or say if they happen to meet their favorite film star. Walk around to monitor and help them with any vocabulary they may need. Finally, ask some students to share what their partners may/might do.

### 3. Fill in the table using words from the box.

This activity will help students include examples, appropriate details and interesting information, using adverbs about the scene they watched in Activity 1. Draw their attention to the words in the box and ask: *What do the four words in the second line have in common?* (All of them end in *-ly*). Explain that all those words are adverbs and elicit their function (they learned it in Unit 3). Give them some time to work individually while you monitor. Check answers orally.

## Language 180

Go back to page 180 in the Activity Book to read aloud the information about adverbs. Stress that they will be very useful when describing the action in their scripts because they can give information about the way in which the characters are going to perform.

## Wrap Up

Ask students if the scene they watched was funny for them. Encourage them to share what kind of films make them laugh.

Tell students they have to read pages 84-87 in their Reader's Book at home and think about the answer to the following question: *What was the name of the first theater showing only movies?* They will discuss it in class the next day.

# Day 2

## Lesson 3

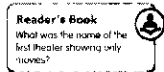
- Order this imaginary dialogue for the scene from *The Floorwalker*.

SELLER: Where are you coming? 3  
 SELLER: How much time do you want? 1  
 TRAMP: I think you're better. 6  
 TRAMP: (to the woman) 4  
 TRAMP: I'm just looking around. 2  
 SELLER: Stop that. 5

- Work in pairs. Invent a new scene for *The Floorwalker*. Use the table to organize your ideas. (Answer the table.)

New Scene	
Character(s)	
Place	
Time	
Action	
Music	

- Write a scene heading and explain the action. 180-181



**Reader's Book**  
 What was the name of the first theater showing only movies?

## Achievement

Write lines and dialogues.

## Teaching Guidelines

- Order sentences into sequences to form dialogues.
- Use connectors to link sentences and/or reformulate expressions.

## Warm Up

Invent a funny word with students (e.g., *drubidi*). Organize the class into teams of three. Assign each team one of the following words: *action, cinema, costume, direct, iconic, role, script, set, short film, special effects*. Tell them they should write a sentence using the word you assigned them, but that instead of writing the word, they should use the word you invented together; e.g., *Drubidi started at the end of the 19th century*. Once all teams have their sentences ready, ask them to read them aloud by turns for the rest of the class to guess the word.

## 4. Order this imaginary dialogue for the scene from *The Floorwalker*.

Tell students that you will play the scene again and that they should pay attention to the parts where the

characters seem to be talking so they are able to order sentences into sequences to form dialogues. Check by asking two volunteers to read the dialogue in order. Encourage them to use an appropriate intonation and volume.

## 5. Work in pairs. Invent a new scene for *The Floorwalker*. Use the table to organize your ideas.

Organize the class into pairs. Remind them that they only watched one scene from the movie, which is about a robbery. Have them invent a new scene. Tell them to take the table from Activity 3 as a reference to organize their own ideas. They may include new characters (besides "The Tramp") and obviously describe a different action, although they may repeat place, time, and music if they wish.

## Language 180

Go back to page 180 in the Activity Book to show students the list of time and sequence connectors that they may use to explain the action in a script.

## Skills 181

Now go to page 181 and ask volunteers to read the instructions to write a script. Elicit examples for each of the steps to ensure they understand.

## 6. Write a scene heading and explain the action.

Students continue working with the same pair. Have them write the scene heading following the correct format (in the left margin and with caps, separating place and time with a hyphen). Then, give them some time to explain the action for the scene they invented. Suggest that they use connectors to link sentences and/or reformulate expressions. Monitor while they work to check.

## Wrap Up

Tell everyone to stand up. Explain that you will say a film genre and each of them should mention a movie that belongs to that genre in less than 30 seconds. If they cannot do it, they have to sit down. Repeat two or three times using different genres.

Discuss the question related to the text from the Reader's Book. Ask students if they knew that theaters were the first places where they started showing pictures. Then ask them what was the name of the first theater showing only movies (The Nickelodeon).

## Lesson 3

Work in pairs. Write a dialogue for the scene you invented. (Answers may vary.)

Write the script for your scene on a sheet of paper. File it in your portfolio. (Answers may vary.)

Get together with another pair. Read the dialogues in your scripts and use the checklist to give feedback to each other.

	Yes	No	Comments
1. The script is written in script format.			
2. The volume and speed are adapted to the audience.			
3. The verbal and non-verbal language is adapted to the audience.			
4. The dialogue is performed.			

Present your dialogues to your class.

### Time-to-Shine!

Make a video of your presentation to include in your portfolio.

Register lines and dialogues in script format. / Adapt volume and speed. / Ask, answer and give feedback. / Use a checklist to give feedback. / Perform dialogues.

Unit 7 115

## Achievement

Write lines and dialogues.

## Teaching Guidelines

- Register lines and dialogues in a script format.
- Adapt volume and speed.
- Adjust verbal and non-verbal language according to a specific audience.
- Perform dialogues.

## Warm Up

Play Snake with students. Divide the class into two teams and tell them to stand up in two rows in front of the board. Give the first person in each row a piece of chalk. Write the word: *school* on the board. Explain that they should write a word that starts with the last letter of the one already written on the board and that is related with it; e.g., *schoollocker*. Then, that person should give the chalk to the next in line who must write the next word; e.g., *schoollockeruler*. Explain the time limit will be five minutes and the winner will be the team that writes the most words that are related with the first one in the snake. Tell them that the students in the row may use a dictionary to help the one that is writing. Start playing with the word *cinema*.

## 7. Work in pairs. Write a dialogue for the scene you invented.

Tell students to get together with the person they were working during the last session. Explain that they will continue working on their scripts for the scene they invented and elicit what they are missing (the dialogues). If necessary, go back to page 181 to recall the rules (characters' names must be written in caps, dialogues must be centered, and no quotation marks are necessary). Give them some time to write the dialogue while you monitor walking around offering any help they may require.

## 8. Write the script for your scene on a sheet of paper. File it in your portfolio.

To register lines and dialogues in a script format, give students a sheet of paper so they can copy what they did in Activities 6 and 7. Explain to them that now they have a script for the scene they invented. This activity will be your second evidence in this unit; ask them to file it following the procedure you prefer.

## 9. Get together with another pair. Read the dialogues in your scripts and use the checklist to give feedback to each other.

Give pairs some time to rehearse the reading of their dialogues following the tips they read. Walk around and make any suggestion that may improve their presentation. Then, have pairs get together with another pair to read their dialogues to each other. Instruct them to use the checklist to register their comments so they can give respectful feedback at the end of their classmates' presentation. Based on the feedback they receive, they should adapt volume and speed and adjust verbal and non-verbal language according to a specific audience.

## 10. Present your dialogues to your class.

Invite pairs to perform their dialogues in front of the class. If possible, ask classmates to record a video of their classmates' presentations so they may include it in their portfolios as an evidence.

# Day 3

## Lesson 3

### Product: Script for a silent short film

Remember that in this unit you will write a script for a silent short film. In order to continue working on it, get together with your team and do the following activities. Review this unit.

Go back to page 112 to recall the scene you chose and the dialogues and interventions you wrote for it.

Write a scene heading and explain the action.

Write the dialogues using the correct format.

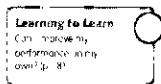
### Learning to Learn

The strategies that helped me write lines and dialogues were:

- I discussed the script with my partner and checked it.
- I checked the format and the punctuation.

Other(s):

How can I improve this ability?



## Wrap Up

### Product: Script for a silent short film

As you may recall, in this unit students will write a script for a silent short film. In this lesson, students will write their scripts. Ask them to get together with their teams and check the dialogues and interventions they wrote on page 112. Then tell them to write a scene heading and explain the action from the scene they chose; suggest that they include the information from the interventions they wrote. Finally, ask them to use the dialogues they already wrote, copying them in the correct format. They may add more dialogues if they wish. Monitor while they work to offer any help teams may require.

### Learning to Learn 181

Go to page 181 in the Activity Book and read the information about dramatic reading to motivate students to gain self-awareness of their learning process. Explain that these tips will be very useful for the presentation of their product at the end of this unit. Suggest that they follow the tips provided for homework.

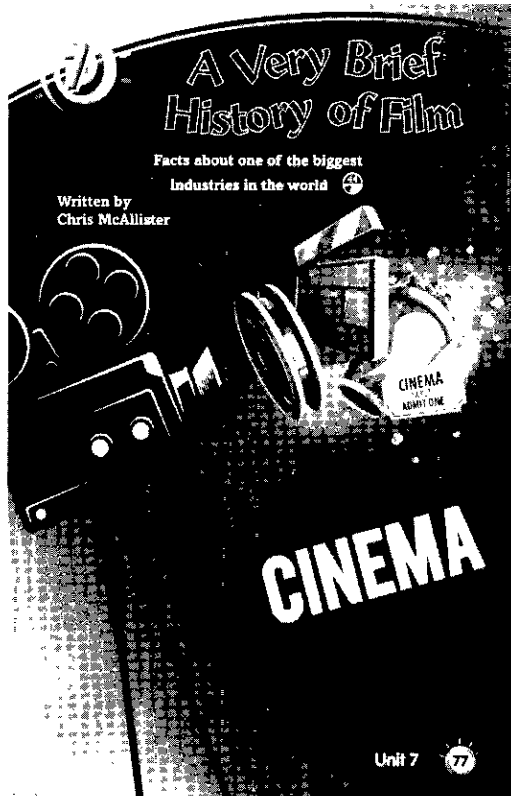
## Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 5, p. 114:** Use the **Bubble Map Strategy** to brainstorm ideas for the action of the new scene before working on the activity. Tell students they may choose one of those ideas or they may invent a new one.

**Activity 8, p. 115:** Use the **Choral Response Strategy** to review the parts of a script with students once they finish writing. This will make sure everybody is including them. If necessary, give pairs some time to finish.



**1. What is the purpose of this text? Discuss in pairs.**

Ask students what they think the purpose of the text is. Accept any valid answer (to give some general information on the history of film, focusing on silent movies, some iconic figures, animated films, and independent movies).

**2. What is your favorite movie? Is it similar to old movies or independent films? Is it an animated movie? Describe it to a partner, using the information you just read in the text.**

Have students think about their favorite movie. Ask them to compare their movie to all the information in the text, and then tell a partner about it. First, have them write the title on the space provided.

**3. Imagine you are a slapstick actor/actress. Plan a one-minute scene from a slapstick film, write it down, and act it out.**

Give students a simple example of a slapstick scene script (see below). Have them write a similar script and act it out in class.

“John walks in, with a hammer and a nail in his hands. He wants to hang a picture on the wall. John takes the picture and the hammer and tries to hang it, but he forgets the nail. Then he takes the hammer and the nail, but forgets the picture. He gets angry, so he leaves without having hanged the picture.”

**1. What is the purpose of this text? Discuss in pairs.**

Ask students what they think the purpose of the text is. Accept any valid answer (to give some general information on the history of film, focusing on silent movies, some iconic figures, animated films, and independent movies).

**2. What is your favorite movie? Is it similar to old movies or independent films? Is it an animated movie? Describe it to a partner, using the information you just read in the text.**

Its \_\_\_\_\_

**3. Imagine you are a slapstick actor/actress. Plan a one-minute scene from a slapstick film, write it down, and act it out.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4. What are three characteristics of independent films?**

They are produced outside the major film studio system, they have a unique style, and they are usually made with lower budgets. Independent movies are also called indie movies. A common mistake is to think of them as being like a commercial movie but with a different style. There are many different types of independent films, but they all share the same characteristics.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Technology advances extremely quickly nowadays, and cinema is one of the disciplines that benefits greatly from these advances. Sometimes it's good to look back and acknowledge how it all began. Check the link and make your own indie cinema.

**4. What are three characteristics of independent films?**

Now ask students to discuss three characteristics of independent films (they are produced outside the major film studio system, their content and style is usually different from commercial movies because they project the director's personal artistic vision, and most of them are made with much lower budgets than major studio movies). If time allows, have them make a poster or infographic about independent films.

**ICT Box**

Explain that technology has allowed the film industry to quickly evolve in the last few decades. Encourage them to think and reflect upon this evolution: how incredible it might seem that 100 years ago movie theaters did not exist like they do today and that people did not watch movies because they were not widely available yet. Ask them to brainstorm in groups of four leisure and free-time activities people might have had 100 years ago. Then direct them to the link and ask them to read it and look up any unknown words. Ask them to get into pairs, choose one of the options (old-fashioned cinema screen and vintage television), and explain to their partner the process of setting up the option chosen.

# Product and Assessing My Learning Process

## Product

### Script for a Silent Short Film

Now it's time to present your script for a silent short film. Get together with your team and do the following activities.

#### Check your scene heading

- 1. Do you specify the location of the scene clearly?
- 2. Do you include the names of the characters?
- 3. Do you include the time of day, date, and weather?

#### Check your action description

- 1. Do you use action verbs?
- 2. Do you use adjectives?
- 3. Do you use adverbs?
- 4. Do you use prepositions and pronouns correctly?

#### Check your dialogue

- 1. Do you use contractions, if they are used, correctly and when needed?
- 2. Do you use correct punctuation?

#### Rehearse non-verbal language

- 1. Do you use facial expressions and body language with clarity and purpose to convey your feelings and actions?

#### Rehearse your dialogues

- 1. Do you use suitable forms of pronouns that are very effective related to the scene and characters?

#### Present your scene

- 1. Rehearse as a team.

Ask your teammates to give you feedback about the performance you had during the elaboration and presentation of your script for a silent short film. Follow the example from Unit 1, p. 22.

Name	I'd liked very much that you...	I suggest that you

## Script for a Silent Short Film

Tell students that they will have five minutes to check their scripts with their team following the suggestions provided in their books. Monitor while they work to give any suggestion you think may improve their products. Suggest that they assign a narrator to read the scene heading and explain the action before they present the dialogues. Once teams are ready, invite them to read their script in front of the class. Use the format for anecdotal notes provided to evaluate each student's presentation individually.

Now, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

## Assessing My Learning Process

1. Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Tell students to go back to page 105 and guide them to leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose the three activities they think were more useful for them to improve any aspect of their performance while communicating in English: acquiring more vocabulary, learning a strategy, applying a new

## Assessing My Learning Process

Go over the activities with the students. For example, the activities on Unit 7, p. 105.

Leaf through the pages of the unit and choose the three activities that helped you the most to develop your English skills.

Lesson	Activity	It helped me because

Now, go back to the pages that guided you to write and present your script for a silent short film. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

Step 1 (p. 105)		
The subproduct in this session was	Aspects I liked	Aspects to improve
Step 2 (p. 107)		
The subproduct in this session was	Aspects I liked	Aspects to improve
Step 3 (p. 113)		
The subproduct in this session was	Aspects I liked	Aspects to improve
Script for a Silent Short Film		

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

language structure, etc. Give them some time to choose their activities and, if necessary, recall the examples on page 23 before they fill in the table. Monitor while they work to offer help if they need it.

2. Now, go back to the pages that guided you to write and present your script for a silent short film. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then have them describe the different steps that helped them write and present their script for a silent short film. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their result in the future to prepare similar activities.

3. In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.



# Evaluation Tool

## Anecdotal Notes

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

Lesson 1	
Description of the Situation	Interpretation

Lesson 2	
Description of the Situation	Interpretation

Lesson 3	
Description of the Situation	Interpretation

Product Presentation	
Description of the Situation	Interpretation



# What Can a Comic Tell You About a Culture?

## Unit Overview

<b>Recreational and Literary Environment</b> <b>Communicative Activity</b> Understanding oneself and others		<b>Social Practice of the Language</b> To read comics to discuss cultural expressions	
<b>Achievements</b> <ul style="list-style-type: none"> <li>Select and revise comic strips in English.</li> <li>Interpret content in comic strips.</li> <li>Exchange opinions about cultural expressions in a discussion.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>acknowledge</li> <li>belief</li> <li>clarify</li> <li>explicit</li> <li>implicit</li> <li>interlocutor</li> <li>onomatopoeia</li> <li>panel</li> <li>speech bubble</li> <li>stand</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>Onomatopoeias</li> <li>Useful phrases for participating in discussions</li> </ul>	<b>Learning to Learn</b> Identifying facts and opinions	<b>Audio</b> Track 33	
<b>Skills</b> Comprehension strategies		<b>Reader's Book</b> "Why Turtles Live in Water," pp. 89-100, track 45	
<b>Product</b> Discussion		<b>Evaluation Tool</b> Self-evaluation and Peer Evaluation Cards	



### What Can a Comic Tell You About a Culture?



In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Elicit from the class that all of them are showing scenes from comics. Ask students if they usually read them. If they do, ask them to share a brief summary of their favorite stories. At this point, you may allow some Spanish words to make them feel confident to express themselves, but always provide them with the words or phrases in English and have them repeat after you.

Finally, organize the class into teams of three and read aloud the title: *What can a comic tell you about a culture?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.

## Lesson

Draw your favorite comic strip character. (20 minutes)

Write some information about your favorite comic strip. (20 minutes)

Write some information about your favorite comic strip. (20 minutes)

Character Name:

Superpower:

Favorite comic strip:

Why you like it:

Work in pairs. Share what you wrote about your favorite comic strip.

### Time-to-Shine!

- Work in pairs and share what you wrote about your favorite comic strip.

Encourage students to share their drawings and information with their partners.

Unit 8 T121

## Achievement

Select and revise comic strips in English.

## Teaching Guideline

Engage students with the theme of the unit and have them connect it with their personal experience.

## Warm Up

Ask students to brainstorm the names of popular comic characters they know. Invite them to share details about them.

### 1. Draw your favorite comic strip character.

To engage students with the theme of the unit and have them connect it with their personal experience, ask them to think about their favorite comic book character. Tell them to close their eyes and visualize him/her; then ask: *What does he/she look like? Does he/she have superpowers?* Once they have the image clear, give them some time to draw the character and write his/her name. In case they do not have a favorite character, ask them to draw a famous one they know.

### 2. Write some information about your favorite comic strip.

Elicit the meaning of *protagonist* (the most important character), *antagonist* (the opponent of the main character), and *secondary characters* (characters that help move the story along). If necessary, remind them of the concept of *setting* (which they learned in Unit 2). Invite some volunteers to explain what their favorite comic strip is about in order to give a model to the class. Monitor while they work and offer help if required.

### 3. Work in pairs. Share what you wrote about your favorite comic strip.

Organize the class into pairs. Give them some time to share their drawings and the information they wrote about their favorite comic strip while you walk around and monitor encouraging them to speak in English all the time. Read the Time to Shine! sentence; if nobody knows the answer, say that comic strips became popular at the end of the 19th century. Have them think about what mass media existed around that time so they may infer the answer.

## Wrap Up

**Material: strips of paper with names of the characters that were mentioned in the Warm Up inside a box or a bag**

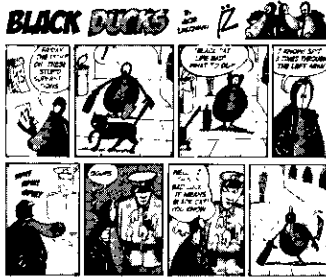
Play Charades. Invite one student to go to the front and take one strip of paper out from the box or bag. The student has to read the name of the character in silence and act it out for the class without using words. The class will have one minute to guess.

Tell students they have to read pages 89-92 in their Reader's Book at home and think about the answer to the following question: *What do you think is going to happen in the rest of the story?* They will discuss it in class the next day.

# Day 2

## Lesson 1

Read the comic strip and answer the questions. (Possible answers)



- What is the comic strip the topic about? **support films**  
 What do you think the cartoon is created for? **to amuse children**  
 Who is the cartoonist? **the magazine publishing people**  
 What is the cartoon's job? **How do you know? He is a cartoonist, it is written in a magazine, an item**

Match each graphic element of the comic strip with its definition.

- |           |  |
|-----------|--|
| 1. title  | b. to solve a problem or to clarify the characters' dialogue |
| 2. plot   | c. to amuse the audience                                     |
| 3. gutter | d. the space between panels                                  |
|           | e. a feature or line that on a page is a segment of action   |

Discuss the question with your class.

Do you think the cartoon is funny? Why or why not?



**Reader's Book**  
 What do you think is going to happen in the rest of the story?

## Achievement

Select and revise comic strips in English.

## Teaching Guidelines

- Identify topic, purpose, and intended audience.
- Recognize graphic and contextual components.

## Warm Up

Organize the class into teams of five. Give each team a recycled sheet of paper and, to activate previous knowledge, tell them to draw the graphic elements that are used in comic strips. Invite teams to mention the elements they drew.

### 4. Read the comic strip and answer the questions.

To help students recognize contextual components, draw students' attention to the characters of the comic and ask them: *What is the man wearing?* (a police uniform), *Where are they?* (in the street), *What other images appear?* (a calendar, a black cat). Ask one volunteer to read the dialogues aloud encouraging him/her to do it dramatically. Have students follow the reading and then give them some time to answer the questions so they may identify topic, purpose, and

intended audience. Monitor while they work to check their answers.

### 5. Match each graphic element of the comic strip with its definition.

To help students recognize the graphic components of the comic strip, give them some time to work on this activity. Tell them to observe the letters that correspond to each of the elements in the previous activity. Some of the words in this activity are part of the glossary; tell students to check their meaning in the corresponding pages at the back of their book.

### 6. Discuss the question with your class.

Ask the question aloud and encourage students to be honest when answering. Explain that humor is different in every culture so sometimes it is difficult to understand jokes from another culture and even more difficult when using a different language.

## Wrap Up

Organize the class into teams of four. Tell them to think about a short joke they know in Spanish. Give them some time to write it in English while you monitor, offering help with vocabulary. Once all of the teams have finished, invite them to read their jokes in front of the class. At the end, ask the class their opinion about the translations. Invite "comic specialists" to prepare a short speech about their favorite comic authors for the next session.



Discuss the question related to the text from the Reader's Book. Ask several volunteers to summarize the beginning of the story. Ask them also what they think about the characters: *Do they seem good or bad? How do you think they will evolve in the story?* Then ask them to get into pairs and discuss what they think is going to happen. Write their ideas on a piece of cardboard and save them for the end of the reading.

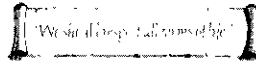
## Lesson 1

**Work in teams. Read the statement and answer the questions.** Possible answers:

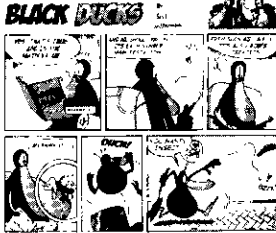
It is a great book for students of literature about the text.

Select cultures that have religions such as Buddhism, Hinduism, Jainism, etc. that believe that a sacred and harmless and insignificant than any other living thing.

What does the statement refer to? It is a book about the living thing.



**Read the comic strip. Write the name of the author in its corresponding place.**



**Observe how the text is organized in the comic strip from the previous activity. Write an example for each of the elements below.** Possible answers:

caption: a line that usually gives context for an illustration. Example: "The duck was reading again."

speech bubble: a line that indicates a dialogue. Example: "I'm reading."

thought bubble: a line that shows a character's thoughts.

**Work in pairs to create a different ending for the comic strip.**



Activities from *Widgit 10* by *Widgit*

Unit 8 123

## Achievement

Select and revise comic strips in English.

## Teaching Guidelines

- Activate previous knowledge.
- Recognize author(s).
- Identify textual organization.

## Warm Up

Invite "comic specialists" to talk about their favorite comic authors. Tell them to include information about the type of characters they usually create and details about their themes and styles.

### 7. Work in teams. Read the statement and answer the questions.

To activate previous knowledge, organize the class into teams of five to work on this task. Check by asking teams to share their answers. Once all teams have participated, explain to them the information provided in the possible answers.

### 8. Read the comic strip. Write the name of the author in its corresponding place.

Draw students' attention to the comic strip and ask them to mention the similarities between this one and the one from Activity 4. To help them recognize the author, ask: *What information is missing in this one?* (the name of the author), *Do you know it?* Have them write it in the corresponding place and give them some time to read the comic in silence.

### 9. Observe how the text is organized in the comic strip from the previous activity. Write an example for each of the elements below.

Guide students to identify textual organization by drawing their attention to the comic and ask: *Is the text included in the same way in all cases?* (no, part of it is inside bubbles with tails, there is one word inside a rectangle, and some other words just written there). Have them infer the difference between the three cases. Then, draw their attention to the skull and elicit the difference between that bubble and the ones that have tails (that one is for thoughts and the ones with tails for dialogues). Read each element and its definition aloud and have students identify an example for each of them in the comic strip.

### 10. Work in pairs to create a different ending for the comic strip.

Organize the class into pairs and invite them to use their creativity to include new text both for the speech and the thought bubble in the last panel. Monitor while they work and invite them to share with the class when they finish.

# Day 3

## Lesson

### Product: Discussion

In this unit, you will participate in a discussion. In order to start, work together with your class in the following activities.

Decide what comic you will discuss.

Give some information about the comic:

- Title of the comic
- The characters
- The main idea of the comic

Find out if you know anything about the comic.



### Self-evaluation

The strategies that helped me select and revise comic strips in English were

- I asked my classmates for their opinions.
- I asked my teacher for help.

Other(s)

How can I improve this ability?

## Wrap Up

### Product: Discussion

In this unit, students will participate in a group discussion about cultural expressions in a comic of their choice.

First, ask all students to mention the title of the comics they chose in Activities 1 and 2. Write the names on the board and ask students to vote for them in order to choose one as a class. Once they select the comic, ask students who know more about it to share information with their classmates so that everybody may write it on page 124. Tell them to give as many interesting details as they can to engage the rest of the class.

For homework, ask students to read the comic strip they chose so they can become familiar with it. Invite the students who have the comic strip to share it with their classmates.

## Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 7, p. 123:** Use the **Gather Background Strategy** to find out if any of your students know a little bit about traditions and beliefs in the Eastern world. If so, invite that student to share his/her knowledge with the class before working on this activity.

**Activity 9, p. 123:** Use the **Think-Pair-Share Strategy** trying to form pairs in which one of the students may tutor the other to identify the examples.



# Day 2

## Lesson 2

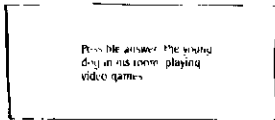
Reread the comic strip in Activity 2. Fill in the chart.

Information (text clues)	Personal Experience	Information
The young dog says that he is leaving because he wants to have more adventures.	Some teenagers want to have adventures but don't have the resources and time to do what they want.	The old dog is not worried because he knows the young dog is not leaving, or is not doing very far.

### Time to Shine!

- Describe a personal experience in which it was important to interpret implicit information.

Create panel 5. Express what you think will happen next.



Work in pairs. Describe how each of the dogs behaves. (Possible answers)



Work in small teams. Discuss which values and ideas are expressed in the comic strip. Write them on a sheet of paper and file it in your portfolio.

### Reader's Book

How could the turtle free itself?

126 Unit 8

Use different comprehension strategies (e.g., identifying explicit and implicit information, anticipating what follows) and which are expressed in texts and comic panels.

## Achievement

Interpret content in comic strips.

## Teaching Guidelines

- Use different comprehension strategies (e.g., identifying explicit and implicit information, anticipating what follows)
- Recognize behavior and values expressed in texts and comic panels.

## Warm Up

Ask a student to go to the front and tell him/her in a low voice to use words to express anger. Then, ask another student to express the same emotion without words. Explain that in the first case the information was explicit and in the second it was implicit.

## Skills 183

Go to page 183 in the Activity Book and ask some volunteers to read aloud the information provided. As questioning is only a review (they used this strategy in Unit 2), focus their attention on the two new strategies presented (Identify implicit and explicit information / Anticipate what follows).

## 4. Reread the comic strip in Activity 2. Fill in the chart.

To identify explicit and implicit information as a comprehension strategy, ask students to go back to the comic strip in Activity 2. Tell them the young dog is leaving because he wants to have adventures. Ask: *Is that implicit or explicit?* (explicit). Then, draw their attention to the characters' faces and behaviors and ask: *What is suggested but not communicated directly in the text?* Give them some time to fill in the chart. To reinforce the concept, read the Time to Shine! sentence.

## 5. Create panel 5. Express what you think will happen next.

Students will anticipate what will happen next in the story as a comprehension strategy. Tell them to consider the information they have in the comic strip and their own personal experience. When they finish, invite students to share their panels with the class.

## 6. Work in pairs. Describe how each of the dogs behaves.

Students will work in pairs to recognize behavior expressed in texts and comic panels. Monitor walking around to help them with any vocabulary they may need. Check orally.

## 7. Work in small teams. Discuss which values and ideas are expressed in this comic strip. Write them on a sheet of paper and file it in your portfolio.

Organize the class into teams of five. Explain that values are beliefs people have about what is most important in life. Give them some time to discuss the values and ideas they can recognize in the texts and panels from this comic strip. Ask students to individually write their conclusions on a sheet of paper. This activity will be your first evidence in this unit; ask them to file it in their portfolio.

## Wrap Up

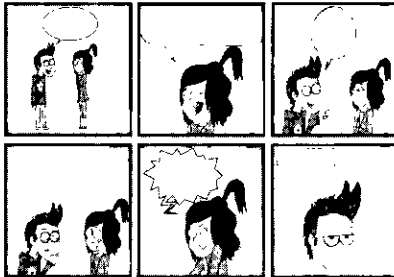
Have students share which comic strip they liked the most from the ones they have read in this unit so far. Encourage them to give reasons.

Ask students to get into teams of three and discuss how the turtle could free itself. What strategy or trick will it use? You can add these predictions on the cardboard to check once they finish reading the story.



## Lesson 2

Work in pairs. Write the dialogues and a caption to give voice to a narrator.



Exchange your comic strip with another pair. Read your partners' texts and respectfully express your ideas and beliefs about them.

Choose a comic strip from the ones you have read so far. Fill in the chart. Copy it on a sheet of paper and file it in your portfolio.

Ideas and beliefs expressed in the comic strip I chose	My ideas and beliefs

Identify and share reactions, ideas and beliefs to a text. / Compare their own ideas and beliefs with those represented in comic panels and texts. / Value cultural diversity.

Unit 8 127

### Achievement

Interpret content in comic strips.

### Teaching Guidelines

- Identify and share reactions (ideas and beliefs) to a text.
- Compare their own ideas and beliefs with those represented in comic panels and texts.
- Value cultural diversity.

### Warm Up

Invite students to share situations that make them mad and how they react to them. Explain that they should learn to control anger and not to respond in violent ways as the example they will see in the following activity.

### 8. Work in pairs. Write the dialogues and a caption to give voice to a narrator.

Organize the class into pairs. Have them look at the panels and encourage them to write short dialogues to create a story for those characters. Monitor while they work offering help whenever it is needed.

### 9. Exchange your comic strip with another pair. Read your partners' texts and respectfully express your ideas and beliefs about them.

Have students identify and respectfully share reactions (ideas and beliefs) to a text written by their classmates. Monitor while they work encouraging them to speak in English all the time.

### 10. Choose a comic strip from the ones you have read so far. Fill in the chart. Copy it on a sheet of paper and file it in your portfolio.

Ask students to choose one of the four comics they have read (including the one their classmates wrote). Once they choose it, they must identify the ideas and beliefs expressed in it and finally use the chart to compare their own ideas and beliefs with those represented in the panels and texts of the comic they chose. When they finish, have them value cultural diversity by reflecting upon the statement at the bottom of the chart. This activity will be your second evidence in this unit; ask them to file it in their portfolio.

# Day 3

## Lesson 3

### Product: Discussion

Remember that in this unit you will participate in a discussion. In order to continue preparing for it, reread the comic strip you and your class chose and fill in the following chart. Answers may vary.



Ideas and beliefs expressed in the comic strip we chose:

My ideas and beliefs:

### Self-evaluation

The strategies that helped me interpret content in comic strips were:

- Analyze the title and dialogue in comic strips.
- View questions in the comic strip.
- Analyze the characters in the comic strip.

Other(s):

How can I improve this ability?

## Wrap Up

### Product: Discussion

As you may recall, in this unit, students will participate in a group discussion about cultural expressions in a comic of their choice. In this lesson, they should have already read the comic so they may identify the ideas and beliefs expressed in it. Give them some time to work filling in the chart to compare them with their own. This will help them identify their stand in the next lesson.

### Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 3, p. 125:** Use the **Mini Lesson Strategy** to remind students who may need it the question words and questioning to enhance comprehension when reading (there is some information provided in the Appendix).

**Activity 8, p. 127:** Use the **Open-ended Statement Strategy** to provide support for students who may be struggling with this activity. You can provide them with the beginning of a suitable sentence or phrase to include in the speech bubbles and have them complete it.

## Lesson 3

Look at the following panel. Which ideas and values are expressed in it?



Work in teams of three. Fill in the graphic organizer with thoughts related to being a "black sheep." of the following.

What do you think the author's main idea is?

What do you think the author's main idea is?

What do you think the author's main idea is?

**My Stand**

I think that being a black sheep means that because

**Reader's Book**  
 To find out more about this story, go to pages 96-99 in the Reader's Book.

Complete the sentence

I think that being a black sheep means that because

© 2010 Scholastic Teaching Resources

Unit 8 129

## Achievement

Exchange opinions about cultural expressions in a discussion.

## Teaching Guideline

Recognize ideas and take a stand.

## Warm Up

Explain to students that writers have used animals to represent some character traits (like Aesop in his fables). Mention the following animals and invite them to say the character traits to which they are commonly associated: lion (bravery), bear (strength), fox (cleverness), turtle (wisdom), sheep (conformism). Encourage them to give some other examples.

### 1. Look at the following panel. Which ideas and values are expressed in it?

Draw students' attention to the panel and guide them to analyze it. Ask: *What do you think the sheep stand for?* (people) *What do white sheep stand for?* (people who go with the flow, who don't like to break rules) *What does the black sheep stand for?* (people who like to find different ways of doing things). *Which value do you think the author is defending?* (e.g., freedom).

### 2. Work in teams of three. Fill in the graphic organizer with thoughts related to being a "black sheep."

Organize the class into teams of three and give them some time to fill in the graphic organizer so they can recognize ideas related to the concept of being a "black sheep." Walk around and monitor while they work. When they finish, invite teams to share their answers with the class.

### 3. Complete the sentence.

Tell them to compare their own ideas and values with the ones expressed in the panel from Activity 1. Then, based on the differences or similarities, take a stand. Give them a few minutes to express it by completing the sentence. Walk around and monitor to check.

## Wrap Up

Tell students: *If you were an animal, which one would you be?* Ask volunteers to share their answers giving reasons. Invite the rest of the class to give their opinion in each case; e.g., *I agree that you would be a bear because you're very strong!*

Tell students they have to read pages 96-99 in their Reader's Book at home and think about the answer to the following question: *What do you think is the moral of the text?* They will discuss it in class the next day.

# Day 2

## Lesson 3

Listen and follow the discussion. Circle a fact, underline an opinion, and draw a square around an example.

### Learning to Learn

Why is it important to identify a fact from an opinion? p. 183

Bill: Are you OK? You look a bit sad.  
 Ger: Kind of. My wife told me today I'm the black sheep of the family.  
 Bill: It's a bit harsh. I bet you're going a black sheep is a celebratory positive.  
 Ger: Why do you say that? You obviously wouldn't like to be in your family says why he the black sheep. I'd love to understand what you mean.  
 Bill: You're being a black sheep is being a fellow from the rest, so therefore you're more creative. Well, that's what I think.  
 Ger: Oh, you explain that to me?  
 Bill: People don't like things that challenge what is established. Innovators dare to do that and for that reason sometimes they're considered "black sheep."  
 Ger: Really?  
 Bill: For example, Einstein he was probably a bit of a black sheep of his family when he was at university, entering science. I once heard someone say, "The one who follows the crowd will usually get no further than the crowd. The one who walks alone is sure to find himself in a crowd sooner or later."  
 Ger: That sounds fine.  
 Bill: I'm a teacher that she should feel proud of having a better idea you and it at the needs to learn a bit about it myself to work differently.  
 Ger: Thanks. I feel much better now.

### Time-to-Shine!

Mention names of some other persons who may be considered "black sheep" according to the boy's description.

Work in pairs. Fill in the table with phrases from the dialogue. (2) (1 possible answer)

Function	Phrase or Sentence
Expressing an opinion	Well, that's what I think.
Requesting clarification	I'd love to understand what you mean.
Expressing agreement	Why do you say that?
Requesting explanation	For instance...
Expressing appreciation	Can you explain me that?

Write a sentence to make your opinion explicit.

### Reader's Book

What do you think is the moral of the text?

130 Unit 8 Make preferences explicit

## Achievement

Exchange opinions about cultural expressions in a discussion.

## Teaching Guideline

Make preferences explicit.

## Warm Up

Write *Einstein* on the board and ask students to share the information they know about him (German-born physicist who developed the theory of relativity and received the Nobel Prize in Physics).

## Learning to Learn 183

Tell students to go to page 183 to read the information about the difference between facts and opinions. Stress the fact that in a discussion we usually defend an opinion. Tell them that to defend it effectively, they should use facts, data, and examples that can be verified.

## 4. Listen and follow the discussion. Circle a fact, underline an opinion, and draw a square around an example. 183

Tell students they will listen to a discussion that will present opinions, facts, and examples that they should identify. Play Track 33 for students to follow it and perform the task. Check orally. Read the Time to Shine! sentence to reinforce the comprehension of the ideas presented in the panel from Activity 1.

## 5. Work in pairs. Fill in the table with phrases from the dialogue. 182

Organize students in pairs to analyze the function of the phrases presented in the discussion. Monitor while they work offering help whenever it is required.

## Language 182

Go to page 182 in the Activity Book to show students some other examples of phrases they may use when participating in a discussion.

## 6. Write a sentence to make your opinion explicit.

Ask students to identify the sentences that the boy uses in the discussion to make his opinion explicit (For me, being a black sheep is being different from the rest, so therefore you're more creative. Well, that's what I think.). Have them follow that model to make their own opinion (which expresses their preferences) explicit.

## Wrap Up

Organize the class in pairs and give them some time to exchange books to read their partner's opinion to check if it is clear enough. Encourage them to give each other feedback to improve it. For homework, ask students to find facts based on verifiable data and examples to support their opinions about the theme in this lesson ("black sheep") and also about the comic strip they chose for their class discussion.



Discuss the question related to the text from the Reader's Book. Tell students that in literature, there are certain stories that are created and told to teach a lesson. Ask them to get into groups of four and discuss what they think the lesson is. Accept any possible answer (to show that a clear mind can save you from the biggest dangers; to show that you should obey your elders). Check students' predictions.

## Lesson 145

**Let's prepare to discuss! Write one fact and one example to support your opinion.**

**Work in pairs. Prepare a set of phrases that you may use in the following cases.** Answers may vary:

to express points of view and acknowledge the interlocutor's answer

- That's what I think. What about you?
- We'd love to have your opinion.

to question stands based on common sense opinions

- Why do you say that?
- Really?
- Don't you think that...?

to give examples to clarify confusion

- What I mean is that...
- For instance...
- Let me show you...

ask questions based on what the interlocutor said

- What kind of details exactly?
- Can you explain your point better?

**Rehearse with your partner. Give and receive respectful feedback.**

**Participate in a group discussion based on the panel presented in Activity 1**

**Goal:** In groups based on common sense opinions, 1. Express points of view and acknowledge the interlocutor's answer. 2. Defend their own ideas with arguments based on evidence. 3. Use examples to clarify confusion. 4. Make questions based on what the interlocutor said.

Unit 8 131

## Achievement

Exchange opinions about cultural expressions in a discussion.

## Teaching Guidelines

- Question stands based on common sense opinions (e.g., *Why do you say that? Really? Don't you think that...?*, etc.).
- 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.).
- Defend their own ideas with arguments based on evidence (e.g., facts, examples, and data).
- 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.).

## Warm Up

Draw a Tic-tac-toe grid on the board. Choose one of the following words to write in each space: *acknowledge, belief, clarify, explicit, implicit, interlocutor, onomatopoeia, panel, speech bubble, stand*. Divide the group into two teams. Explain that to

play, they should say a sentence using the word in the space where they would like to draw their "X" or "O." The winner is the first team that gets three in a row.

## 7. Let's prepare to discuss! Write one fact and one example to support your opinion.

Help students prepare themselves to defend their own ideas with arguments based on evidence. Tell them to use the information about "black sheep" they researched for homework. Once they finish, invite them to share what they wrote. Encourage peer assessment to confirm if each piece of information is a verifiable fact or an example.

## 8. Work in pairs. Prepare a set of phrases that you may use in the following cases.

Tell students to go back to page 182 to check the phrases provided one more time. Have them classify the phrases according to the ones that: express points of view and acknowledge the interlocutor's answer, question stands based on common sense opinions, give examples to clarify confusion, and ask questions based on what the interlocutor said. Check orally.

## 9. Rehearse with your partner. Give and receive respectful feedback.

Explain to students that most people find it difficult to express their ideas when participating in a discussion in a large group, but that a great way to deal with shyness and nervousness is to prepare their arguments and rehearse them. Tell them they will have a few minutes to rehearse their participation with their partner so they may give suggestions to each other. Monitor and give them suggestions to improve as well.

## 10. Participate in a group discussion based on the panel presented in Activity 1.

Moderate the discussion making sure everybody in the class participates.

# Day 3

## Lesson

### Product Discussion

Remember that in this unit you will participate in a group discussion based on the comic you chose. To continue preparing yourself, perform the following activities.

Go back to page 128 to check the ideas you wrote in the chart.

Based on them, express your stand.

**My Stand**  
I think that \_\_\_\_\_  
because \_\_\_\_\_



Write a sentence to make your opinion explicit.

Backup your opinion with facts and examples.

Facts

Examples

### Self-Evaluation

The strategies that helped me exchange opinions about cultural expressions in a discussion were

- I \_\_\_\_\_
- I \_\_\_\_\_
- I \_\_\_\_\_

Other(s)

How can I improve this ability?

132 Unit 8

## Differentiated Instruction

**Activity 3, p. 129:** Use the **Three-minute Pause Strategy** to give students some time to think for three minutes about the skills they have acquired to analyze comic strips. Tell them to feel confident to answer this activity using those skills.

**Activity 7, p. 131:** Use the **Individualized Feedback Strategy** to check the facts and examples written by students who need more support.

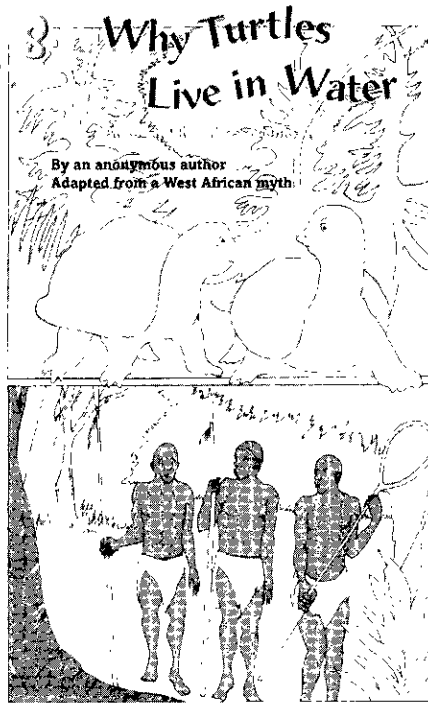
## Wrap Up

### Product: Discussion

As you may recall, in this unit students will participate in a group discussion about cultural expressions in a comic of their choice. The activities in this lesson will guide them to identify their stand, write their opinion, and write facts and examples to support it. Monitor while they work and offer them your help when required.

### Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.



Unit 8 89

The purpose of these questions is to make students reflect upon the text, and express and defend their own ideas. Write the questions on the board or on cards (one per card) and divide the class into five groups. Give each group a card and establish five little debate groups. They should discuss the answers and come to an agreement. Then they should name a secretary to record the answer (with the help of the group) and a spokesperson, who will present the group's ideas to the rest of the class. Monitor and help as necessary.

1. What is the topic, purpose, and intended audience of the comic?
2. Who is the original author of the story? Discuss in groups.
3. Have you ever read a similar story in which the protagonist is an animal? What genre was it? Tell the story to a partner.
4. Why are onomatopoeias used in this comic?
5. Who do you think was right, the turtle or the hunters? Why? Discuss in groups.

1. What is the topic, purpose, and intended audience of the comic?

The comic tells a related event, which is the  
purpose of the comic, which is to tell the  
story of a turtle and a hunter.

2. Who is the original author of the story? Discuss in groups.

The comic is by an anonymous author, probably from  
the region of West Africa.

3. Have you ever read a similar story in which the protagonist is an animal? What genre was it? Tell the story to a partner.

Yes, and I have read a story about a monkey, which is  
called 'The Monkey and the Coconut'.

4. Why are onomatopoeias used in this comic?

To add to the comic, the author uses onomatopoeias to  
describe the actions of the characters.

5. Who do you think was right, the turtle or the hunters? Why? Discuss in groups.

The turtle is right because it is a  
living creature.

© 2010 by the author.

Every country or culture has its own folktales. Storytelling is part of the human experience. We tell stories to understand the world. Read another African folktale and tell it in your own words to a partner.

100 Unit 8

## ICT Box

Explain that storytelling is a very important part of who we are as a species, and that we have told stories for many, many centuries. Yet, cultures develop their own myths, stories, and characters. For example, in African folktales, there is a very well-known character called Anansi. Anansi is really a god, but it comes to Earth as a spider. And so many of those stories have Anansi the spider as their protagonist.

Ask them to access the link, choose one of the African folktales, and then retell it to a partner.

# Product and Assessing My Learning Process

## Product

### Discussion

Now it's time to discuss. Before you start, read the following tips:

**Be sure of your stand and express it with a clear opinion.**  
When participating in a discussion, you should always clearly state your stand on the question at discussion.

**Revise facts and examples to support your opinion. Include examples that may be verified.**  
Remember to think of all the facts and examples you have that will help you back up your opinion and ideas.

**Prepare a card with useful questions and phrases you may use.**  
Write down a few more questions and phrases.

**Identify cultural expressions and value diversity.**  
Remember to include relevant examples that you have learned in your own culture.

**Learn from others.**  
Listen to others' opinions. Maybe at the end of the discussion you can change your own views.

Ask some of your classmates to give you feedback about the performance you had during the discussion. Follow the example from Unit 1, p. 22.

Name	I'd liked very much that you ...	I suggest that you...

## Discussion

Photocopy the self-evaluation/peer evaluation card and give one to each of your students so they may use it to assess themselves and one of their classmates during the discussion. Explain to them that self-evaluation will help them increase their responsibility and autonomy and to reflect critically about their own performance. Peer evaluation will probably provide them with relevant feedback as it is generated by someone who "speaks the same language." Read each of the aspects aloud to make sure everybody understands what each of them refers to. Assign one classmate to each of your students for the peer evaluation and explain they should be extremely respectful with their comments. Read the tips on page 134 together with students before starting the discussion. Moderate it, encouraging everybody to participate. Once the discussion is over, ask them to give their peers their evaluation cards. After they read them, ask for both, the self and peer evaluations.

## Assessing My Learning Process

1. Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Tell students to go back to page 121 and guide them to leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose

## Assessing My Learning Process

To answer the activity in this section, follow the examples provided in Unit 1, p. 26.

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Lesson	Activity	It helped me because...

Now, go back to the pages that guided you to prepare yourself for the discussion. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

Step 1 (p. 121)		
The subproduct in this session was	Aspects I liked:	Aspects to improve.
Step 2 (p. 123)		
The subproduct in this session was	Aspects I liked:	Aspects to improve.
Step 3 (p. 122)		
The subproduct in this session was	Aspects I liked:	Aspects to improve.
Discussion		

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

the three activities they think were more useful for them to improve any aspect of their performance while communicating in English: acquiring more vocabulary, learning a strategy, applying a new language structure, etc. Give them some time to choose their activities and, if necessary, recall the examples on page 23 before they fill in the table. Monitor while they work to offer help if they need it.

2. Now, go back to the pages that guided you to prepare yourself for the discussion. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then have them describe the different steps that helped them prepare themselves for the discussion. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their result in the future to prepare similar activities.

3. In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.



# Evaluation Tool

## Self-evaluation Card

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

Aspect	Yes	No	Comments
1. I expressed my opinion clearly.			
2. I included facts based on verifiable data.			
3. I included verifiable examples.			
4. I used phrases and questions appropriately.			
5. I was respectful towards different opinions.			

## Peer Evaluation Card

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

Aspect	Yes	No	Comments
1. My classmate expressed his/her opinion clearly.			
2. My classmate included facts based on verifiable data.			
3. My classmate included verifiable examples.			
4. My classmate used phrases and questions appropriately.			
5. My classmate was respectful towards different opinions.			



# How Does Learning a New Language Widen My World?

## Unit Overview

<b>Academic and Educational Environment</b> <b>Communicative Activity</b> Exchanges associated with specific purposes		<b>Social Practice of the Language</b> To present information about linguistic diversity	
<b>Achievements</b> <ul style="list-style-type: none"> <li>Select information.</li> <li>Read information.</li> <li>Rehearse giving a presentation.</li> <li>Give a presentation.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>database</li> <li>evaluate</li> <li>information</li> <li>key word</li> <li>library</li> <li>reliable</li> <li>research</li> <li>resource</li> <li>search engine</li> <li>topic</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>Using notes to present</li> <li>Useful phrases to give oral presentations</li> </ul>	<b>Learning to Learn</b> Evaluating the reliability of sources	<b>Audio</b> Track 34	
<b>Skills</b> Preparing an oral presentation		<b>Reader's Book</b> "In Front of an Audience," pp. 101-112, track 46	
<b>Product</b> Oral Presentation		<b>Evaluation Tool</b> Descriptive Valuation Scale	

### How Does Learning a New Language Widen My World?



In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Draw their attention to the fact that all of them are showing a diversity of languages and people who speak these languages. Ask them if they have ever been in a place where they do not understand the language or dialect that is spoken. Encourage the students who have had this experience to share how it was.

Finally, organize the class into teams of three and read aloud the title: *How does learning a new language widen my world?* Give them a few minutes to discuss the answer while you walk around and monitor. Ask one person from each team to share their answer with the rest of the class.

## Lesson

Work in teams. Read the following quote and discuss its meaning.

"The greatest glory in living lies not in never failing, but in rising every time we fail."  
—Nelson Mandela

Work in pairs. Look at the picture and try to fill in the graphic organizer.

**Name and nationality**

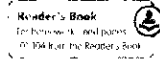
**He is famous because**

**Thoughts about cultural diversity**

**What he would do to solve difficulties and needs that become a problem for his country**

Write questions to look up the missing information and anything else you would like to know about Gandhi. Copy them on a sheet of paper and file it in your portfolio.

- 1. How was Gandhi's life different from yours?
- 2. What was Gandhi's most famous achievement?
- 3. Why was he famous?
- 4. What were his thoughts about cultural diversity?
- 5. What would he do to solve a problem?



### Time to Shine!

- 1. Share with your partner what you learned.

Read the questions and write the answers in your portfolio.

Unit 9 137

## Achievement

Select information.

## Teaching Guideline

Formulate questions to guide their search of information.

## Warm Up

Write on the board: *Salut! Hallo! Ciao! Ni hao! Shalom! Kon'nichiwa! Marhaba!* Organize the class into pairs and give them some time to guess the language in which each greeting word is written (French, German, Italian, Chinese, Hebrew, Japanese, Arabic).

## 1. Work in teams. Read the following quote and discuss its meaning.

Organize the class into teams of four. Read the quote aloud and give them some time to share their thoughts about it while you walk around encouraging them to speak in English. After a few minutes, ask one person from each team to share their conclusions with the class.

## 2. Work in pairs. Look at the picture and try to fill in the graphic organizer.

Organize the class into pairs and explain that they should fill in the blank spaces in the graphic organizer with information they already know. Tell them they do not have to worry if they are missing information because they will finish this activity later. Monitor to check how much they know.

## 3. Write questions to look up the missing information and anything else you would like to know about Gandhi. Copy them on a sheet of paper and file it in your portfolio.

Students will continue working with the same partner to formulate questions to guide their search of information and complete the previous activity. This activity will be your first evidence in this unit; ask them to file it in their portfolio. Read the Time to Shine! assignment. If students do not know anything about Gandhi, you may help by telling them that he lived in India and have them share facts about that country's culture.

## Wrap Up

Organize the class into five teams and assign each team a theme: *food, music, traditions, language, clothing*. Tell them to write as many examples as they can of cultural diversity in their country concerning the theme they were assigned; e.g., *Food: tamales, mole, chiles en nogada, cochinita pibil, ceviche, burritos*, etc. Once they have their lists ready, ask teams to go to the front and share their examples. As a class discuss the advantages of diversity and the importance of being respectful toward all cultural manifestations.

Tell students they have to read pages 101-104 in their Reader's Book at home and think about the answer to the following question: *What is the text about?* They will discuss it in class the next day.

# Day 2

## Lesson

Listen and complete the notes with words from the box.

Research      Reliability      Process

1 Select your topic. Write a few words to learn more about

2 Ask questions about it in your class.

3 Do a primary search of information. Write down key words. Use your hand and phone for any photos. Copy them to back and use local databases. Ask your Internet search engines.

4 Locate the materials. Sort out primary sources. Check the sources. Evaluate the reliability of the information when coming from the net.

**Learning to Learn**  
How can I know if a source is reliable? (p. 185)

Work in pairs to define the criteria to select sources of information. Copy the chart on a sheet of paper and file it in your portfolio. (Possible answers)

Criteria to Select Sources of Information	
Source	Reason
encyclopedia	We may find general information about his life.
books	We can read something he wrote to know more about his principles and thoughts.
articles and search engines	We may find articles that mention how he explained something about his life.

Analyze the resources below. Think about the strategies you would use to find the information you are missing. (Answer in your entry)



Books

- Biography
- History
- Fiction
- Reference



Mahatma Gandhi





**Reader's Book**  
What is the text about?

136 Unit 9

Define criteria to select sources of information. Use strategies to find information.

## Achievement

Select information.

## Teaching Guidelines

- Define criteria to select sources of information.
- Use strategies to find information (e.g., Look at the index, titles, pictures, etc.).

## Warm Up

Ask students to recall the steps for research they learned in Unit 6 (they may check the information on p. 179). Explain that in this unit they will follow the process with more detail.

## 4. Listen and complete the notes with words from the box.

Tell students they will listen to a teacher explaining how to research. Have them read the words in the box and tell them you will play Track 34 and they must shout *There!* when they hear each one of the words in the box. Once they have identified them all, play the track again for them to fill in the blanks. Check orally.

Some of the words in this activity are included in the glossary; tell students to check their meaning in the corresponding pages at the back of their book.

## Learning to Learn 185

Tell students to go to page 185 and ask volunteers to read the questions aloud. Read the information provided and explain how to evaluate each of the aspects.

## 5. Work in pairs to define the criteria to select sources of information. Copy the chart on a sheet of paper and file it in your portfolio.

Ask students to work with the same partner from the previous session to define criteria to select sources of information. Tell them to go back to the questions they wrote in Activity 3 to identify key words. Once they have them, they should think what kind of source might be more useful to research the information they need and the reasons for their choice. Monitor while they fill in the chart and offer help whenever it is needed. Once they finish, have them copy their chart on a sheet of paper. Tell them to also add the procedure they will follow to evaluate the reliability of their sources. This activity will be your second evidence in this unit; ask them to file it in their portfolio.

## 6. Analyze the resources below. Think about the strategies you would use to find the information you are missing.

Students will continue working with the same partner. Draw their attention to each of the resources portrayed and tell them to think of the strategies they will use to find the information they need (look at the index to check if the book or encyclopedia entry has the information they need; read the title of books and articles to identify their key words, look at the pictures to see if they are related with their theme, etc.). Give them some time to discuss among themselves and finally have them share with the class. For homework, ask students to look up the information they are missing to complete the graphic organizer in Activity 2.

## Wrap Up

Write on the board: *Research by myself vs. Receive the information from a teacher.* Have students share their opinion on which of the two is more meaningful in their learning process; encourage them to give reasons.

Discuss the question related to the text from the Reader's Book. Ask students to get into groups of four and discuss what the text is about. Then ask each group to share the text's main ideas with the rest of the class (speaking in public, recording a video, giving a presentation).

## Lesson 1

Discuss with your class the function of each of the text components.

### The Value of Diversity

When you read a text, you often find information that helps you understand the text better. This information is called text components. Text components include the title, headings, subheadings, footnotes, glossary, and bibliography. Each text component has a specific function. The title suggests the theme of the text. Headings tell what the text is about. Subheadings tell what the text is about in more detail. Footnotes give extra information about something in the text. A glossary gives the meaning of words that are hard to understand. A bibliography shows the sources that were used.

**Respecting Differences**  
Mahatma Gandhi said, "It is not the strength of the body that counts, but the strength of the mind." He said this because he believed that people should respect each other's differences. He believed that people should respect each other's differences and work together to make the world a better place. He believed that people should respect each other's differences and work together to make the world a better place.

Mahatma Gandhi was a leader of the Indian independence movement. He was a peaceful leader who believed in non-violence. He was a peaceful leader who believed in non-violence.

**Glossary**  
Gandhi: Mahatma, a title of respect for a Hindu spiritual leader and political activist. He was a peaceful leader who believed in non-violence.

**Bibliography**  
Gandhi, M. (1961). *The Making of Mahatma*. New York: Random House.

Use the information provided and the one you researched for homework to complete the graphic organizer in Activity 2.

Write notes synthesizing the information you obtained. *Provide answers to:*

- Mahatma Gandhi: Indian
- Leader of Indian independence
- Peace and non-violence
- Beliefs: Respect differences and be kind

Evaluate the function of text components. Locate information that helps responding to questions. **Unit 9 139**

## Achievement

Select information.

## Teaching Guidelines

- Evaluate the function of text components (e.g., heading, footnotes, bibliography, glossary, etc.).
- Locate information that helps responding to questions.

## Warm Up

Look for a song that has a version in different languages (e.g., "Yesterday," "My Way," "What a Wonderful World," or you may invite students to select one). Play the songs and tell students to close their eyes while they listen to them. Ask: *What special elements does each language add to its version? How did each version make you feel?*

## 7. Discuss with your class the function of each of the text components.

Ask different students to read parts of the text aloud. When they finish, draw their attention to each of its components: title, headings, quote, footnote, glossary, bibliography and ask them to evaluate their function: the title suggests the theme, the headings tell what

each section will talk about, the footnotes give extra information (in this case, about a person), the glossary gives the definition of some words that may be hard to understand, and the bibliography shows the sources that were used.

## 8. Use the information provided and the one you researched for homework to complete the graphic organizer in Activity 2.

Tell students to take out the information they researched for homework and use it to complete the graphic organizer in Activity 2. Tell them they may also locate information in the text from the previous activity to respond to questions about Gandhi's thoughts on cultural diversity.

## 9. Write notes synthesizing the information you obtained.

Explain to students that when writing notes, we only write key phrases or headlines usually in bullet form to synthesize important information. Tell them that they will use these kinds of notes later in this unit. Have them practice this ability using the information they wrote in the graphic organizer.

# Day 3

## Lesson

### Product: Oral presentation

In this unit, you will prepare an oral presentation about the history, origin, and interesting facts of one language. In order to start, get in small teams and do the following activities.

Choose a language

Write some questions that express what you would like to know about the language or dialect you chose



Identify the key words in your questions and write them down.

Define which sources of information you will use.

Source

Reason

For homework, research information to answer your questions

### Self-evaluation

The strategies that helped me select information were

- I found the task interesting and motivating.
- I worked with my partner to complete the task.
- I used the information that I learned to help me.

Other(s):

How can I improve the ability?

140 Unit 9

## Wrap Up

### Product: Oral presentation

In this unit, students will prepare an oral presentation about the history, origin, and interesting facts of one language. In this lesson, they will decide who they will work with (small teams, not more than four students), choose the language they will research (tell them there are more than 7,000 languages spoken in the world from which they can choose), write their investigation questions, and define the criteria to select sources of information. Monitor closely while teams work to offer any help they may need.

For homework, tell students to research information to answer their questions.

### Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 5, p. 138:** Use the **Think-Pair-Share Strategy**. Try to form pairs in which one of the students may tutor the other to fill in the chart and to write the procedure to evaluate the reliability of sources.

**Activity 6, p. 138:** Use the **Jigsaw Strategy**. Tell pairs to focus on only one of the resources to decide which strategies they will use. Once they have them, share their answers with the rest of the class so that everybody may know which strategies to use to find the information they need.

## Lesson

Write four questions that express what you would like to learn about the languages of the world.

Scan the text to identify and circle frequently used words. Predict what kind of information you will find.

## Achievement

Read information.

## Teaching Guidelines

- Define purposes for reading.
- Detect frequently used words to anticipate general sense.

## Warm Up

Organize the class into teams of six. Explain they will prepare a short sketch: They will be cavemen who want to agree on how to hunt a mammoth. Invite teams to present their sketches.

### 1. Write four questions that express what you would like to learn about the languages of the world.

Tell students that in this lesson they will read a text that talks about languages of the world. Invite them to leaf through the pages where the text is (141-143) to check the headings. In order to define purposes for reading, tell them to write four questions that express something they would like to learn by reading this text. Monitor while they work individually to check.

### 2. Scan the text to identify and circle frequently used words. Predict what kind of information you will find.

Remind students that scanning is a reading technique that consists in reading a text very quickly to look for specific information. Explain they will use that technique to detect frequently used words, that is, to identify the words that are repeated the most in the text. Monitor while they work and check orally what words most students circled. Once they have them, they should write their prediction to anticipate the general sense of the text.

### 3. Read the text. Complete the mind map to relate the information you read.

Ask students to recall how to draw a mind map (they may go to page 177 to check). Tell them a mind map may be very useful in this case to relate the information provided in this section of the text. Give students a few minutes to read in silence and draw. Check by asking volunteers to collaboratively draw the mind map on the board.

## Wrap Up

Tell students to reflect which of the reading strategies they used during this session worked the best for them to understand the text. Invite them to share their conclusions.

Tell students they have to read pages 105-107 in their Reader's Book at home and think about the answer to the following question: *Why is the way you dress important when you do a presentation?* They will discuss it in class the next day.

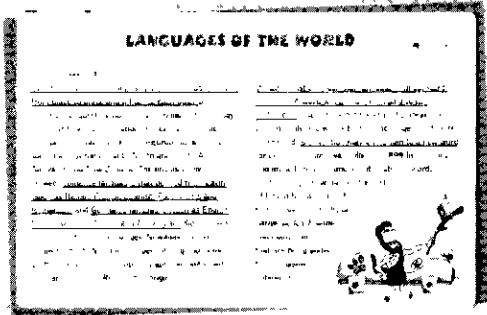
# Day 2

## Lesson 2

Fill in the chart with information you already know about these themes. (Activities may vary.)

Influences Languages May Have	Evolution of Languages
-------------------------------	------------------------

Read the text and underline the most important information. (Activities may vary.)



Reread the information you underlined. Write some notes using it. (Activities may vary.)

- languages influence each other
- remaining languages: Spanish, French, Portuguese, Romanian
- Germanic languages: English, Dutch, German, Norwegian
- languages = constant evolution
- word: present, past, future
- inventions: new words

### Reader's Book

Why is the way you dress important when you do a presentation?

142 Unit 9

Relate previous knowledge to the text. Use reading strategies: determine the most important information in the text; reread information.

## Achievement

Read information.

## Teaching Guidelines

- Relate previous knowledge to the text.
- Use reading strategies: determine the most important information of the text.
- Use reading strategies: reread information.

## Warm Up

Write the following Greek and Latin roots on the board: *agri-*, *alter-*, *bi-*, *bibi-*, *corn-*, *dent-*, *famili-*, *graph-*. Organize the class into pairs and encourage them to write at least one word using each of them. You may allow them to write words in Spanish so that when you give them the word in English they may notice how similar they are because of sharing the same root. Invite pairs to share their words with the class (possible answers: agriculture, alternate, bicycle, bibliography, unicorn, dental, familiarity, telegraph).

## 4. Fill in the chart with information you already know about these themes.

Read instructions aloud and give students some time to relate previous knowledge to the text by filling in the chart with information they already know. Monitor to check and once they finish, ask them to share what they wrote with the class.

## 5. Read the text and underline the most important information.

Have students read the text in silence and perform the activity individually. In this way, they will practice reading strategies by determining the most important information of the text. Monitor while they work and check by asking different students the sentences or phrases they underlined.

## 6. Reread the information you underlined. Write some notes using it.

Students will continue practicing reading strategies by rereading the information they underlined and using it to write notes. Remind them to write only key phrases or headlines in bullet form.

## Wrap Up

Organize the class into teams of four. Tell them they will have two minutes to write as many neologisms (new words or expressions) from this decade. When the two minutes are up, ask teams to share their lists and praise the team that has more.



Discuss the question related to the text from the Reader's Book. In groups of four, ask them to give reasons why the way you dress is important when presenting yourself in front of an audience. Then ask them to write three life situations in which a dress code is important (for example, a job interview).



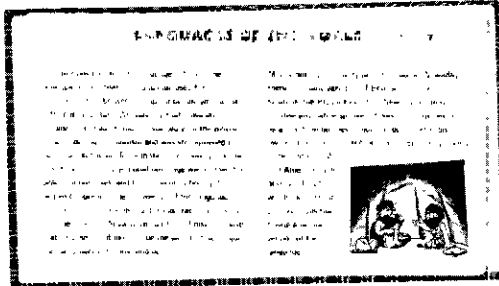
## Lesson 2

Read the synonyms of lingua franca. Complete the sentence. Possible answer:

lingua franca is a common language or general language.

Think this language is used by \_\_\_\_\_ people who speak different languages.  
 (Possible answer: people who have a common language, business, commerce, education, etc.)

Read the last part of the article. Look up the meaning of words you do not understand.



Use the flow chart to explain how English became a lingua franca. Possible answers:

During colonialism the British Empire spread English to its colonies.

The US became an economic giant during the 20th century.

English was spread through mass media.

English became a lingua franca.

Work in teams to discuss which other languages may become a lingua franca. Give reasons. (Answers may vary.)

Use reading strategies: infer implicit information.

Unit 9 143

### Achievement

Read information.

### Teaching Guideline

Use reading strategies: infer implicit information.

### Warm Up

Organize the class into teams of four. Tell them to prepare a short role-play: two of them are Japanese visiting the Arab Emirates and they want to buy a rug from the other two. Give them a few minutes to get ready and then invite them to present. When all teams have presented, tell them that they really would have spoken in English because until 1966 the Arab Emirates was a British Protectorate.

### 7. Read the synonyms of lingua franca. Complete the sentence.

Read the synonyms aloud and ask students to infer who may use this language and in which situations. Elicit some oral examples and give them some time to write the answer in their books.

### 8. Read the last part of the article. Look up the meaning of words you do not understand.

Remind students that although it is not necessary to understand every single word in a text, reading is an excellent opportunity to broaden vocabulary. Give them some time to read the text individually and look up the meaning of words they do not understand. Invite them to share their words and ask them to write a glossary for this part of the text.

### 9. Use the flow chart to explain how English became a lingua franca.

Ask students to fill in the flow chart to explain how English became a lingua franca. Invite them to read "between the lines" to infer, from the information included in the text, what was the main reason that caused English to become a lingua franca in the last century (the US became an economic giant during the 20th century).

### 10. Work in teams to discuss which other languages may become a lingua franca. Give reasons.

Organize the class into teams of four and give them some time to think which languages may become a lingua franca in the future. Monitor while they talk about it to encourage them to speak in English. Invite teams to share their conclusions with the class.

# Day 3

## Lesson 2

### Product: Oral Presentation

Remember that in this unit you will prepare an oral presentation about the history, origin, and interesting facts of one language or dialect. In order to continue working on it, get together with your team and do the following activities.

Read the information you brought.

Evaluate if it is reliable.

Classify it in subtopics.

Write notes using index cards.

## Learning



### Self-evaluation

The strategies that helped me read information were:

- I read the text carefully.
- I read the text slowly.
- I read the text with a friend.

Other(s):

How can I improve the ability?

## Wrap Up

### Product: Oral presentation

As you may recall, in this unit students will prepare an oral presentation about the history, origin, and interesting facts of one language. In this lesson, they will share the information they researched to answer the questions they wrote, they will check if it is reliable by following the procedure they learned in Lesson 1, and they will write their notes using index cards. In case they do not have index cards, suggest that they write their notes on pieces of recycled cardboard or paper (7.5 x 12 cm). Monitor while they work to offer any help they may need.

### Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.


## Differentiated Instruction

**Activity 4, p. 142:** Use the **Individualized Feedback Strategy** to support students who need help to fill in the chart with their previous knowledge.

**Activity 6, p. 142:** Use the **Open-ended Statement Strategy** if you notice it is hard for your students to write the notes. You may help by telling them the first part of the possible answers and elicit the second part from them.

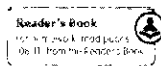
# Lesson 3

Day 1

Work in teams. Go back to Activity 1 on page 141 to share the questions you all wrote. Choose five. 

Go back to Activities 3, 6, and 9 in the previous lesson. Use that information to answer your questions.

Write notes. Copy them on index cards and file them in your portfolio.



Unit 9

Unit 9 145

## Achievement

Rehearse giving a presentation.

## Teaching Guideline

Prepare notes that support their presentation.

## Warm Up

Write the following words on the board: *shukran, do jeh, merci, danke, arigato, grazie, obrigado* and elicit what all of them are saying (thank you). Ask them about the importance of learning this word in different languages and finally have them guess the languages (Arabic, Cantonese, French, German, Japanese, Italian, and Portuguese).

### 1. Work in teams. Go back to Activity 1 on page 141 to share the questions you all wrote. Choose five.

Organize the class into teams of four. Guide their attention to the picture and have them reflect on how a question may guide a research. Then, ask a volunteer to read the example provided. Read the instructions aloud and monitor while they work.

### 2. Go back to Activities 3, 6, and 9 in the previous lesson. Use that information to answer your questions.

Students continue working in the same teams to answer the questions they wrote in the previous activity.

## Skills 185

Go to page 185 in the Activity Book and ask some volunteers to read the information provided in the flow chart. Make them feel confident by telling them that if they follow these steps, they will surely give an excellent presentation.

### 3. Write notes. Copy them on index cards and file them in your portfolio.

Ask students to prepare notes to support their presentation. Have them copy them on index cards or pieces of recycled cardboard or paper. This activity will be your third evidence in this unit; ask them to file it in their portfolio.

## Wrap Up

Ask students to talk about the experiences they have had giving oral presentations. Tell them to share the things that have worked for them and the ones that have not.

Tell students they have to read pages 108-111 in their Reader's Book at home and think about the answer to the following question: *Why should you have fun while recording a video?* They will discuss it in class the next day.

# Day 2

## Lesson 8

Create a rough draft of your presentation on separate sheets of paper.



### Time to Shine!

- Mention examples of free presentation online tools.

Free Google Slides Beyond the Classroom

Revise and proofread your presentation.

• Check for spelling and grammar.  
• Ask a friend to read your draft.  
• Use a checklist to proofread.  
• Add a title and subtitle to your presentation.  
• Add a background image to your presentation.

Prepare your graphic resources. File them in your portfolio.

Use your index cards and graphic resources to rehearse your oral presentation.



### Reader's Book

Why should you have fun while recording a video?

146 Unit 9 Prepare graphic resources that support your presentation. Define language register. Combine oral interaction with graphic resources and the use of notes to aid their memory.

## Achievement

Rehearse giving a presentation.

## Teaching Guidelines

- Prepare graphic resources that support their presentation.
- Define language register.
- Combine oral interaction with graphic resources and the use of notes to aid their memory.

## Warm Up

### Material: soft ball/paper ball

Throw a soft ball to different students. Every time they catch it, you should mention one of the following words: *database*, *evaluate*, *information*, *key word*, *library*, *reliable*, *research*, *resource*, *search engine*, and *topic*. The student that catches the ball should say a sentence using the word and throw the ball back to you.

### 4. Create a rough draft of your presentation on separate sheets of paper.

Read the Time to Shine! task to give students options in case they are using presentation online tools for preparing graphic resources to support

their presentation. If that is the case, they may start creating their presentation at this point, as they will be able to adjust it or correct any mistake later. If they are using cardboard or flipchart paper, suggest that they first create a draft on sheets of paper. Ask them to include only key phrases, mind maps, or graphic organizers. Tell them the presentation rehearsals have to be no longer than five minutes.

### 5. Revise and proofread your presentation.

Ask students to use the questions provided to revise and proofread their presentation. Especially stress that it is very important to define language register taking into account who the audience will be. Monitor while they work to make suggestions that may improve their work.

### 6. Prepare your graphic resources. File them in your portfolio.

Give students some time to prepare or edit their graphic resources. Encourage students to make them attractive and colorful including pictures or illustrations.

## Language 184

Go to page 184 in the Activity Book and ask some volunteers to read aloud the information about the use of notes.

### 7. Use your index cards and graphic resources to rehearse your oral presentation.

Give teams some time to rehearse their presentation combining oral interaction with graphic resources and the use of notes to aid their memory. Monitor while they work to offer feedback.

## Wrap Up

Show students a short video about techniques for successful public speaking (<https://goo.gl/idSQ6t6>). If that is not possible, give them a brief talk using the video as a model.



Discuss the question related to the text from the Reader's Book. Ask students why they think they should have fun while recording a video (because you transmit that to the audience, focusing their attention on you and the information you are giving them). Ask them if they think that applies as well for class presentations.

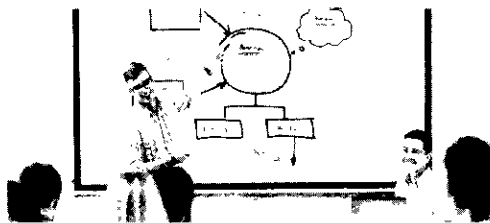
## Lesson 3

Incorporate appropriate phrases for each stage of your presentation. <sup>184</sup>

Rehearse with your team. Use the following chart to assess your teammates. Write their names at the top of each column. Write respectful feedback on each of the aspects.

Aspects			
Make explicit references to the topic and questions of the investigation.			
Bring up a topic, summarize or extend information to clarify ideas, invite the audience to formulate questions or make comments, and confirm or clarify ideas.			
Classify and compare prosodic resources (e.g., volume, rhythm, clarity).			
Revise and practice non-verbal language (e.g., facial expressions, body posture, eye contact, gestures, etc.).			
Consolidate their strengths in the use of English.			

Present and listen actively to your classmates' presentations.



Make explicit references to the topic and questions of the investigation. Use expressions to bring up a topic, summarize or extend information to clarify ideas, invite the audience to formulate questions or make comments, and confirm or clarify ideas. Classify and compare prosodic resources (e.g., volume, rhythm, clarity) and practice non-verbal language (e.g., facial expressions, body posture, eye contact, gestures, etc.). Consolidate their strengths in the use of English.

Unit 9 147

### Achievements

- Rehearse giving a presentation.
- Give a presentation.

### Teaching Guidelines

- Make explicit references to the topic and questions of the investigation, use expressions to bring up a topic, summarize or extend information to clarify ideas, invite the audience to formulate questions or make comments, and confirm or clarify ideas.
- Classify and compare prosodic resources (e.g., volume, rhythm, clarity).
- Revise and practice non-verbal language (e.g., facial expressions, body posture, eye contact, gestures, etc.).
- Consolidate their strengths in the use of English.

### Warm Up

Give students a two-minute speech in which you intentionally use inappropriate volume, rhythm, pronunciation, body language, and facial expressions. Elicit feedback from students and have them write a list of aspects they should keep in mind when giving an oral presentation (making eye contact with the audience, speaking aloud and fluently, trying to use

correct pronunciation, avoiding nervous movements, swaying back and forth, touching hair or clothes frequently, etc.).

### Language 184

Go to page 184 in the Activity Book to show students some examples of phrases they may use when giving an oral presentation. Invite students to give some examples on how to use each of them appropriately.

### 8. Incorporate appropriate phrases for each stage of your presentation. <sup>184</sup>

Students will continue working in the same teams. Give them some time to practice incorporating phrases in their oral presentations in order to: make explicit references to the topic and questions of the investigation, bring up a topic, summarize or extend information to clarify ideas, and invite the audience to formulate questions or make comments. Monitor while they work to make sure they are also interacting with their notes and graphic resources. Give them feedback to improve.

### 9. Rehearse with your team. Use the following chart to assess your teammates. Write their names at the top of each column. Write respectful feedback on each of the aspects.

Once teams are ready, explain that they will do their last rehearsal as if they were already giving the presentation. Their teammates will listen attentively to fill in the chart in which they will assess their verbal language by classifying and comparing prosodic resources (volume, rhythm, clarity) and their non-verbal language (facial expressions, body posture, eye contact). Monitor while they work.

### 10. Present and listen actively to your classmates' presentations.

Invite teams to present. Both students who are presenting and those listening must use appropriate phrases to confirm or clarify ideas. In this way, they will consolidate their strengths in the use of English.

# Day 3

## Lesson 3

### Product: Oral Presentation

Remember that in this unit you will prepare an oral presentation about the history, origin, and interesting facts of one language or dialect. In order to continue working on it, get together with your team and do the following activities.

Create a rough draft of your presentation.

Revise and proofread it.

Prepare graphic resources.

Rehearse your presentation. Remember to pay attention to verbal and non-verbal language.



### Self-evaluation

The strategies that helped me rehearse giving a presentation were:

- I rehearsed my presentation with my team.
- I practiced my presentation in front of my class.

Other(s):

How can I improve this ability?

The strategies that helped me give a presentation were:

- I rehearsed my presentation with my team.
- I practiced my presentation in front of my class.

Other(s):

How can I improve this ability?

## Wrap Up

### Product: Oral presentation

As you may recall, in this unit students will prepare an oral presentation about the history, origin, and interesting facts of one language. In this lesson, they will create a rough draft of their presentation, revise and proofread it, prepare graphic resources, and rehearse it, incorporating appropriate phrases for each stage, paying attention to verbal and non-verbal language. Monitor while they work to offer any help they may need.

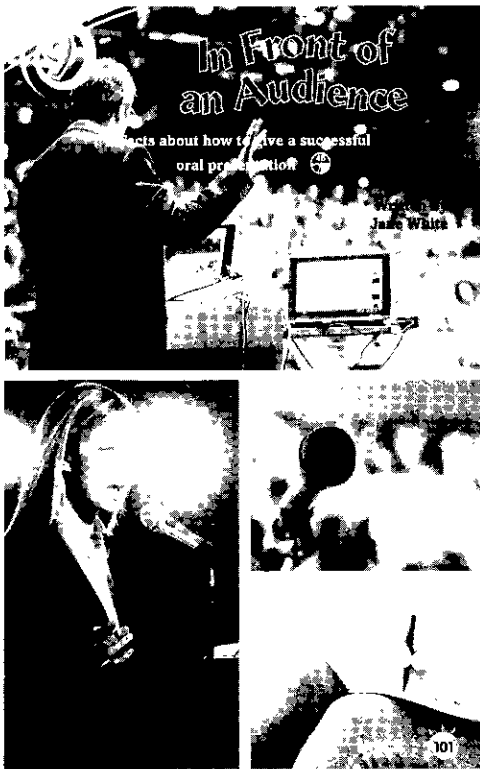
### Self-evaluation

Read the achievements aloud and, if necessary, explain what each one refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievements, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 6, p. 146:** Use the **Mini Lesson Strategy** if you notice that students need help to elaborate graphic resources. If they are using presentation online tools, prepare a short tutorial before they start (check it online beforehand). If they are creating physical resources, you may give them some tips to create attractive and useful material (use dark colors to write, not to overload with information, include good-sized illustrations or pictures, etc.).

**Activity 8, p. 147:** Use the **Choral Response Strategy** to reinforce the use of the suggested phrases for each stage of the presentation. Go to page 184 in the Activity Book, say the use aloud, e.g., *Bring up a topic*, and have them repeat the phrase or phrases related to that use ("As I was saying...").



1. Name five important aspects to take into account when doing an oral presentation.

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

2. Define these terms in your own words.

- vlogger \_\_\_\_\_
- spontaneous \_\_\_\_\_
- audience \_\_\_\_\_
- areas of opportunity \_\_\_\_\_

101 High Street, Woking

Be safe going online – it's important that you read all you can about cyber security. You can find out more about it on the website [www.gov.uk](http://www.gov.uk). Read these and then talk about it with a friend.

112 Unit 9

1. Name five important aspects to take into account when doing an oral presentation.

Ask students to recall all pieces of advice from the reading and to write five of them (possible answers: to practice beforehand, to have fun while giving the presentation, use short, simple sentences, make eye contact with the audience, make your audience laugh).

2. Define these terms in your own words.

Explain to students that using their own words to define these words will give them some practice for future oral presentations. Remind them it is very important to prepare their presentation beforehand, but it is also important that they are able to use their own words when explaining something, just in case they forget their script in the middle of their presentation.

## ICT Box

Nowadays, children can access the Internet virtually everywhere. For this reason, it is vital that we give them as much information as possible about Internet safety.

Tell students they are going to read very carefully the YouTube safety tips on the link. After reading all the tips, they should think about the reasons for each of them. Ask: *Why are they recommending that?* Then tell students to share what they learned and what they realized about Internet security in pairs.

# Product and Assessing My Learning Process

## Product

### Oral Presentation

Now it's time to give your presentation. Get together with your team and do the following activities.

#### Check your notes

##### Are they:

- clear, organized and easy to read for you?
- easy to check?
- complete?
- free of missing something? (ask a friend)

#### Check your graphic material

Is it clear and easy to read? Do you have enough graphic organizers? Is it neat and organized?

Remember to give your graphic organizer a title.

#### Check your verbal language

Is your language clear and easy to understand? Do you sound like a native speaker? Do you use appropriate phrases and words? Do you use the appropriate structure?

#### Check your non-verbal language

Are you smiling? Are you looking at the audience? Are you using appropriate body language? Are you using appropriate eye contact? Are you using appropriate gestures? Do you have a good posture?

#### Be ready to participate actively in your classmates' presentations.

Listen attentively and be respectful.

#### Share your knowledge with your classmates.

Present as an expert.

Ask your teammates to give you feedback about the performance you had during the preparation of your oral presentation. Follow the example from Unit 1, p. 22.

Name	I'd like very much that you...	I suggest that you...

150 Unit 9

## Oral Presentation

Tell students that they will have 10 minutes to check their notes, graphic resources, and rehearse with their team, following the suggestions provided in their books. Monitor while they work to give any suggestion you think may improve their products. Once teams are ready, invite them to give their presentations in front of the class. Photocopy the descriptive valuation scale provided and use it to evaluate each student individually. Remember this instrument breaks down the different aspects that must be taken into account to make sure your students attained each of the achievements. In this case, you are provided with a numeric scale in which 5 is the highest score.

Now, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

## Assessing My Learning Process

- Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Tell students to go back to page 137 and guide them to leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose the three activities they think were more useful for them to improve any aspect of their performance while

## Assessing My Learning Process

To answer the questions in this section, follow the examples provided in Unit 1, p. 22.

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Lesson      Activity      It helped me because...

Now, go back to the pages that guided you to the preparation of your oral presentation. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

Step 1 (p. 137)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
↓		
Step 2 (p. 138)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
↓		
Step 3 (p. 139)		
The subproduct in this session was:	Aspects I liked:	Aspects to improve:
↓		
Oral Presentation		

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Unit 9 151

communicating in English: acquiring more vocabulary, learning a strategy, applying a new language structure, etc. Give them some time to choose their activities and, if necessary, recall the examples on page 23 before they fill in the table. Monitor while they work to offer help if they need it.

- Now, go back to the pages that guided you to the preparation of your oral presentation. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then have them describe the different steps that helped them prepare their oral presentation. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their result in the future to prepare similar activities.

- In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.



# Evaluation Tool

## Descriptive Valuation Scale

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

Aspect	1	2	3	4	5
1. The format of the notes is appropriate (includes only key phrases, are in order and easy to read).					
2. Graphic resources are visually attractive.					
3. The student can combine oral interaction with graphic resources and notes.					
4. The student speaks with an appropriate volume.					
5. The student speaks at a good rhythm.					
6. The student shows an adequate body language.					
7. The student makes eye contact with the audience.					
8. The student uses appropriate gestures while speaking.					
9. The student shows a wide range of appropriate expressions.					
10. The student participates by commenting on other presentations.					

# 10

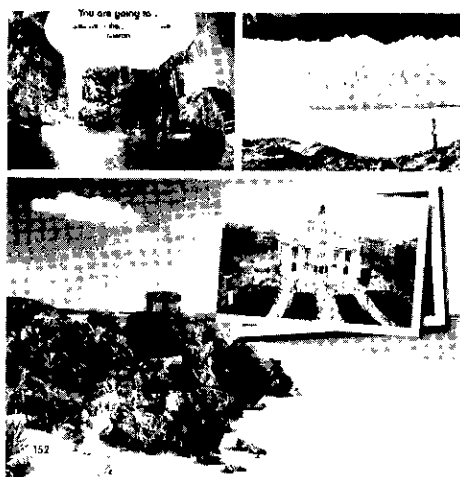
# What Is the Best Travel Destination?

## Unit Overview

<b>Family and Community Environment</b> <b>Communicative Activity</b> Exchanges associated with the environment		<b>Social Practice of the Language</b> To agree with others about a travel itinerary	
<b>Achievements</b> <ul style="list-style-type: none"> <li>• Seek and consult information.</li> <li>• Compare pros and cons of ideas and proposals.</li> <li>• Build arguments to defend ideas and proposals.</li> <li>• Listen and express pros and cons to come to an agreement.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• accommodation</li> <li>• brochure</li> <li>• destination</li> <li>• discard</li> <li>• itinerary</li> <li>• reserve</li> <li>• touristic</li> <li>• transportation</li> <li>• trip</li> <li>• viable</li> </ul>	
<b>Language</b> <ul style="list-style-type: none"> <li>• Phrases for linking arguments</li> <li>• Useful phrases to persuade</li> </ul>	<b>Learning to Learn</b> 10 Principles of Persuasion	<b>Audio</b> Tracks 35-37	
<b>Skills</b> Using persuasive techniques		<b>Reader's Book</b> "A Trip to the Big Apple," pp. 113-124, track 47	
<b>Product</b> Itinerary		<b>Evaluation Tool</b> Questionnaire	

# 10

## What Is the Best Travel Destination?



In order to introduce the unit, tell students to look at the pictures and have some volunteers describe them. Ask the class about the activities that can be done in each of the places while on vacation. Encourage students who have gone to similar places to share their experiences. Finally, ask some students where they would like to go.

Organize the class into teams of three and read aloud the title: *What is the best travel destination?* Give them a few minutes to discuss their answers while you walk around and monitor. Ask one person from each team to share their answers with the rest of the class.

## Lesson

Think about the best trip you have had. Draw your favorite scene.

### Answer.

Think about the best trip you have had. Draw your favorite scene.

Work in pairs. Share information about your trip.

Engage students with the theme of the unit and have them connect it with their personal experience.

Unit 10 153

## Achievement

Seek and consult information.

## Teaching Guideline

Engage students with the theme of the unit and have them connect it with their personal experience.

## Warm Up

Draw a web organizer on the board and write the word *Trip* in the middle. Have students brainstorm any idea that comes to their minds. Write their ideas organized in different circles around the one in the middle and at the end use those ideas to reflect upon the meaning that word has for them.

### 1. Think about the best trip you have had. Draw your favorite scene.

To engage students with the theme of the unit and have them connect it with their personal experience, tell them to close their eyes for a moment and remember the best trip they have ever had. Ask them to try to recall what they saw, how it smelled, the sounds they heard, the food they tasted, and what the weather was like. Once they have recalled all these aspects, give them some time to recreate their

favorite scene from that trip. Tell them they should try to include every detail.

### 2. Answer.

Read each of the questions aloud and ask students to answer them in order to explain the scene they drew in the previous activity. Monitor while they work to provide them with the words they may need to answer them.

### 3. Work in pairs. Share information about your trip.

Organize the class into pairs so they can show their drawings to each other and talk about their favorite trips. Invite them to ask questions to each other to find out more details about the experience. Monitor while they work and encourage them to speak in English all the time.

## Wrap Up

Tell students to recall the names of the five senses (sight, smell, taste, touch, and hearing). Ask them which one is the most important for them. Tell them that when going on a trip, the senses are usually more active trying to perceive all the new stimulus they are receiving. Invite them to share which were the strongest stimuli their senses perceived on the trip they described in this lesson (e.g., a delicious typical dish).

Tell students they have to read pages 113-116 in their Reader's Book at home and think about the answer to the following question: *How do you know the protagonist feels happy about the trip?* They will discuss it in class the next day.

# Day 2

## Lesson 1

Listen to the radio ad and write the names of the attractions mentioned.

There are many interesting places and attractions in Mexico. You can enjoy the 16th-century food, the markets and plazas. The exciting games and the colorful culture. The beautiful beaches and the delicious food. It is one of the best places to visit in the world.

Bellas Artes

Ecoturismo

Arquitectura

Chapultepec  
Zócalo

Read the brochure. Write the purpose for visiting each place.



To enjoy adventure



To eat delicious food



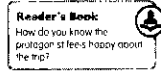
To learn history

Read the introduction of the article. Write four activities that can be done at the beach. Possible answers:

Swim, snorkel, dive, sunbathe



Write words, verbs, material and organizing ideas are some of the things you should look for in writing the first sentence. You should find the best way to organize your ideas. There are many ways to organize your ideas.



Reader's Book  
How do you know the protagonist feels happy about the trip?

On a sheet of paper, write a list of the proposals of destinations and ideas about travel mentioned on this page. File it in your portfolio.

154 Unit 10 List proposals of destinations and ideas about travel

## Achievement

Seek and consult information.

## Teaching Guideline

List proposals of destinations and ideas about travel.

## Warm Up

Organize the class into teams of five. Give them two minutes to write a list of touristic destinations in Mexico. When time is up, ask each team to share the names of the places they wrote. Ask them to explain why these places would be attractive for tourists.

4. Listen to the radio ad and write the names of the attractions mentioned.

Ask different volunteers to read each of the sentences in the graphic organizer and elicit the names of those places in Mexico City. Play Track 35 and have them write the names.

5. Read the brochure. Write the purpose for visiting each place.

Invite one volunteer to read aloud the information included in the first part of the brochure. When the student finishes reading it, ask the class to tell you

what they think would be the purpose for visiting that place. Give them some time to write the answer and repeat the procedure with the other two parts.

6. Read the introduction of the article. Write four activities that can be done at the beach.

Read the text aloud. Invite students who have visited beaches in Mexico to share with the class the activities they have done. Write them on the board and have students copy them as an answer. Some of the words in this activity are included in the glossary; tell students to check their meaning in the corresponding pages at the back of their book.

7. On a sheet of paper, write a list of the proposals of destinations and ideas about travel mentioned on this page. File it in your portfolio.

Students will list proposals of destinations and ideas about travel presented on this page. Check by asking different volunteers to write an item of the list on the board (Mexico City: visit the Zócalo, Coyoacán, Chapultepec, Bellas Artes, and Xochimilco; Chiapas: practice ecotourism activities; Oaxaca: eat delicious food; Guanajuato: learn about history; Mexico's beaches: swim, snorkel, dive, sunbathe). This activity will be your first evidence in this unit; ask students to file it in their portfolio.

## Wrap Up

### Material: sheets of paper

Create a Memory Game with your class using the places mentioned in the Warm Up. Have them cut sheets of paper in two halves; on one side you will write the name of the place and on the other, the name of the state where it is located. Scramble the halves and use tape to post them on the board (the names should not be seen). Divide the class in two teams and, by turns, invite them to choose cards to form pairs (place-state).



Discuss the question related to the text from the Reader's Book. Ask students if they know what a blog is (a website consisting of diary-style text called "posts"). Then ask them how they know the protagonist feels happy about the trip (because she writes "Yaaaayyyy!" on her blog, which is an interjection showing happiness; she shows excitement and interest when she starts looking for information, and she explicitly says she is really excited).

## Lesson 1

Go back to the previous page to check in which sources you may find information about touristic destinations.

Use cards: Travel Agency, Bookstore, Website or online travel magazine.

Work in teams. Write a list of activities you would enjoy doing on a trip. Based on your preferences, discuss which of the places mentioned in the previous session you would discard. (Answers may vary.)



Write a list of questions in order to research the places you did not discard. Possible answers:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Answers we would like to know:

- Which are the best dates to go?
- How can we get there?
- Where can we stay?
- How much are we going to spend?
- Do we need a permit? What kind of a permit?

Define a group of 6-8 students to find out about 2 destinations. Discard proposals based on consulted information.

Unit 10 155

## Achievement

Seek and consult information.

## Teaching Guidelines

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

## Warm Up

Recall/introduce vocabulary related to activities that can be done while on a trip: *swim, eat, relax, sunbathe, sightsee, dive, snorkel, learn, take pictures, meet new people*, etc. Play Charades using these words/phrases. Ask one volunteer to go to the front, tell him/her the word/phrase in a low voice and give the class one minute to guess.

## 8. Go back to the previous page to check in which sources you may find information about touristic destinations.

To define sources of information to find out about destinations, ask students to go back to the previous page to check which sources of information they may find (Activity 4: radio ad, Activity 5: brochure, Activity 6: website or online travel magazine). Invite one volunteer

to write them on the board while they are being mentioned. Check spelling and ask students to copy them in their books.

## 9. Work in teams. Write a list of activities you would enjoy doing on a trip. Based on your preferences, discuss which of the places mentioned in the previous session you would discard.

Organize the class into teams and have them share the activities they enjoy doing when going on a trip. Tell them to vote for the six most popular within the team and write them on the lines provided. Monitor while they work to offer help with the vocabulary they may need. Finally, tell them to discard the proposals of the places that do not offer the opportunity to do those activities based on the information from the previous page.

Read the Time to Shine! task and encourage them to mention the names of different beaches in Mexico; this way, you may widen the options for them to choose in the next activity.

## 10. Write a list of questions in order to research the places you did not discard.

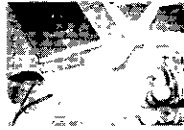
Elicit from students what was the first step in the research process (write questions). Explain that in this unit they will also research some information related to the options where they think they may be able to do the activities they enjoy. Give them some time to write the questions in teams. Monitor while they work to check and when they finish, invite teams to share their questions with the class.

# Day 3

## Lesson 1

### Product: Itinerary

In this unit, you will create an itinerary for a trip. In order to start, get in small teams and do the following activities:



Write a list of five activities of your choice.

Write a list of places where you could do those activities.

Decide which sources of information you will use to look up information about the places you suggested.

For homework, research information about each of the places on your list.

### Self-evaluation

The strategies that helped me seek and consult information were:

- I used the Internet to find information.
- I used the library to find information.

Other(s):

How can I improve this ability?

156 Unit 10

## Wrap Up

### Product: Itinerary

In this unit, students will create an itinerary for a trip. It is very important to tell them that this time they may choose the option they want (not one from a given list as they will be working throughout the unit) and they should work with different classmates. This will give them the opportunity to practice the skills they are attaining, working with information that really motivates them and with different people. Once teams are organized, students will agree on five activities they all enjoy doing while being on a trip and will think about places around the world where they can do those activities. They will also decide the sources of information they will consult and research for homework. Ask them to look for any graphic material they may find useful.

## Self-evaluation

Read the achievement aloud and, if necessary, explain what it refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievement, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 7, p. 154:** Use the **Jigsaw Strategy**. Organize the class into five teams and assign each of them a place (Mexico City, Chiapas, Oaxaca, Guanajuato, beaches). Give them some time to write only the ideas related to each place. When all teams are ready, invite them to share their answers with the rest of the class. Ask everybody to write the list of proposals using the information all the teams provide.

**Activity 10, p. 155:** Use the **Mini-lesson Strategy** to remind students who need more support how to write questions using *Wh-* words.

**Lesson 22**

**Work in teams. Write notes about the places you did not discard for your trip in the previous lesson. Copy them on a sheet of paper and file it in your portfolio.**

**Options**      **Advantages**      **Disadvantages**

---

**Reader's Book**  
For homework, read about the following places and write notes about them.

**Time-to-Shine!**  
Write a paragraph about the advantages and disadvantages of the following places.

**Contrast advantages and disadvantages of each option. Copy the chart on a sheet of paper and file it in your portfolio.**

**Options**      **Advantages**      **Disadvantages**

**What are your top two places? Write information about them.**

**Place**      **Reason**

© All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without the prior written permission of the publisher.

**Unit 10 157**

## Achievements

- Seek and consult information.
- Compare pros and cons of ideas and proposals.

## Teaching Guidelines

- Add data to viable proposals and ideas.
- Contrast advantages and disadvantages using graphic material.
- Take note of data that support viable proposals and ideas.

## Warm Up

Play Hangman with the word *advantage*. Once the class guesses it, elicit its meaning or ask a volunteer to look it up in the dictionary. Finally, add the prefix *dis-* and elicit the meaning of *disadvantage*.

- 1. Work in teams. Write notes about the places you did not discard for your trip in the previous lesson. Copy them on a sheet of paper and file it in your portfolio.**

Organize the class into teams. Tell them to take out the information they researched for homework to add data to viable proposals and ideas. Have them work on a sheet of paper if there is not enough space

for their options in their books. Monitor while they work to check their notes. Remind them that, as they learned in the previous unit, they should only write key phrases or headlines in bullet form. This activity will be your second evidence in this unit; ask them to file it in their portfolio. Ask the Time to Shine! question and once you have the answer, talk about Mexico's great diversity of ecosystems (we have almost all of them). Have students reflect on how this benefits the tourism industry.

- 2. Contrast advantages and disadvantages of each option. Copy the chart on a sheet of paper and file it in your portfolio.**

Students will continue working in teams to contrast advantages and disadvantages of each of their viable options using the graphic material provided in the previous lesson and the one they brought for homework. Tell them that in order to do this, they should take into account their own preferences and how each of the places adapts or not to them. Monitor while they work to offer any help they may require. This activity will be your third evidence in this unit; ask them to file it in their portfolio.

- 3. What are your top two places? Write information about them.**

Students will continue working with the same team to evaluate the advantages and disadvantages they wrote in the previous activity. Based on them, they will select their top two places. Once they have them, they will fill in the chart with data that support those viable proposals and ideas.

## Wrap Up

Invite teams to share their top two places with the class explaining the reasons for their choice.

Tell students they have to read pages 117-119 in their Reader's Book at home and think about the answer to the following question: *What are three facts about Central Park?* They will discuss it in class the next day.

# Day 2

## Lesson 2

Look at the pictures. Circle the ones that are more attractive for you. (Answers may vary.)



Mexico City



Chiapas



Oaxaca



Guanajuato



Beaches

Choose one option. Write five reasons to support your choice. (Possible answers)

I would like to go to \_\_\_\_\_ because \_\_\_\_\_

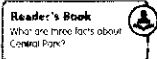
- a. It is beautiful.
- b. It is safe, cheap, clean.
- c. I can do my favorite activities there.
- d. The air is not polluted, it is clean.
- e. I am sure it will be a fun and interesting trip.

Use linking words or phrases to write an argument that supports your choice. Include reasons and data. (Possible answer)

I think the best place to go is Chiapas because it is beautiful. In addition, I can do my favorite activities there. For instance, hunting. Moreover, the air contaminations are cheap and it is easy to get there by bus. Finally, we will surely meet interesting people there. So, all in all, I believe that it is the best option.

158 Unit 10

Analyze reasons of people's ideas and ideas. Use linking words to link reasons and data to build arguments.



## Achievement

Build arguments to defend ideas and proposals.

## Teaching Guidelines

- Analyze reasons of proposals and ideas.
- Use connectors to link reasons and data to build arguments.

## Warm Up

Ask students to mention the advantages and disadvantages of working in teams and working individually. Once you listen to their opinions, explain that in this unit they will have the opportunity to use "the best of both worlds."

## 4. Look at the pictures. Circle the ones that are more attractive for you.

In this session, students will work individually to reconsider the information they already revised with their teams. Tell them that it is valid to change their minds on the options they have already chosen because this time they will only consider their own preferences. Have them look at the pictures and circle the ones that are more attractive for them

## 5. Choose one option. Write five reasons to support your choice.

Tell students to choose one of the options they circled in the previous activity; explain that this will be the proposal they will present to their team later on. Give them some time to analyze the reasons of that proposal and think about the ideas around that choice. Monitor while they write them to provide any help they may need.

## Language 186

Go to page 186 in the Activity Book to read the phrases used to link arguments. Explain that these phrases are connectors that give coherence to their speech when trying to persuade somebody.

## 6. Use linking words or phrases to write an argument that supports your choice. Include reasons and data.

Read the possible answer provided in the book as an example; you may write it on the board if you consider they need to follow a model. Guide students to use the connectors provided in the Appendix to link the reasons and data they wrote in the previous activity in order to build their arguments.

## Wrap Up

Ask students to recall which of the five senses is the most important for them. Tell them to consider if the place they chose may appeal to that sense. If it doesn't maybe they should consider changing it.



Discuss the question related to the text from the Reader's Book. Tell them to close their book. Ask them if there is a big, famous park where they live (answers may vary, but you should direct them towards saying Chapultepec). Then ask them what Central Park is (a huge park in NYC). Elicit the three facts the protagonist tells us about the park. If they cannot remember them, let them check the book.





# Day 3

## Lesson 2

### Product: Itinerary

Remember that in this unit you will create an itinerary for a trip. In order to continue preparing it, get together with your team and do the following activities:

Based on the information you researched, discard unviable places.

Write notes about viable places.

Option	Advantages	Disadvantages

Contrast advantages and disadvantages of each option.

Options	Advantages	Disadvantages

Individually, choose your favorite option and write an argument that supports your choice.

### Self-evaluation

The strategies that helped me compare pros and cons of ideas and proposals were:

- Analyze the pros and cons of each option and compare them.
- Analyze the viable options.

Other(s):

How can I improve this ability?

The strategies that helped me build arguments to defend ideas and proposals were:

- Analyze the pros and cons of each option and compare them.
- Analyze the viable options.

Other(s):

How can I improve this ability?

## Differentiated Instruction

**Activity 2, p. 157:** Use the **Individual Respond Card Strategy** if you notice that shy students are having trouble in participating within their teams. Ask students to cut a sheet of paper in two halves and write an "A" on one of them and a "D" on the other. Read each of the sentences written in the notes they wrote in Activity 1 and ask the class to show the card that corresponds to their opinion (A for advantage or D for disadvantage). In this way, shy students will feel more confident if they see that their opinion is similar to that of their classmates.

**Activities 5 and 6, p. 158:** Use the **Individualized Feedback Strategy** with students that need more support to develop their writing skills. Monitor them closely to make them feel confident.

## Wrap Up

### Product: Itinerary

As you may recall, in this unit students will create an itinerary for a trip. In this lesson, students will work in teams to discard unviable places considering the team's preferences. They will also write notes about viable places using the information they researched, and contrast advantages and disadvantages of each of them. Finally, give them some time to work individually to reflect upon their favorite option so they can write an argument to support their choice. In this stage, you may tell them to go back to page 158 to check the argument they wrote for Activity 6 so they can use it as a model. Monitor students closely in both stages of the process to offer any help they may need.

### Self-evaluation

Read the achievements aloud and, if necessary, explain what each one refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievements, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

**Lesson 3**

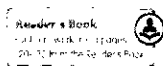
**Work in pairs. Analyze the dialogue from Activity 7 in the previous lesson.**

**Learning to Learn**  
 • Listen to the audio.  
 • Discuss the task.

**Choose four principles of persuasion from the previous activity**

**Prepare new arguments to support your choice on page 158. Consider the four principles of persuasion you chose. Include at least two persuasive techniques and appropriate linking phrases.**

**In class and at home, rehearse your arguments paying attention to how altering volume can convey different emotions**



**Prepare new arguments to support your choice on page 158. Consider the four principles of persuasion you chose. Include at least two persuasive techniques and appropriate linking phrases.**

Unit 10 161

## Achievements

- Build arguments to defend ideas and proposals.
- Listen and express pros and cons to come to an agreement.

## Teaching Guidelines

- Analyze strategies of persuasion.
- 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.).
- Emphasize words or alter volume to get an effect of impact (e.g., *The lake*, *definitely*, *The national park*, *you say?*).

## Warm Up

Invite students who have taken trips with their extended family to talk about their experiences.

## Learning to Learn 187

Go to page 187 in the Activity Book. Read each of the principles of persuasion aloud. Tell students that based on these, they will be able to analyze the strategies of persuasion that the boy used to convince the girl in the dialogue from page 159.

### 1. Work in pairs. Analyze the dialogue from Activity 7 in the previous lesson.

Tell the pairs to go back to Activity 7 on page 159 to reflect on the different ways the kids negotiated ideas and proposals. Organize a brief discussion in which students will identify which principles of persuasion the boy used.

### 2. Choose four principles of persuasion from the previous activity.

Have students write the principles they consider the most effective in the previous activity.

### 3. Prepare new arguments to support your choice on page 158. Consider the four principles of persuasion you chose. Include at least two persuasive techniques and appropriate linking phrases.

Tell students to go back to page 158 to recall the option they chose and the reasons they gave for their choice. Give them some time to reinforce the argument they wrote in Activity 6 thinking of creative ways to put into practice the four principles they chose in the previous activity.

### 4. In class and at home, rehearse your arguments paying attention to how altering volume can convey different emotions.

Explain that the objective of this activity is to rehearse how they will emphasize words or alter volume to get an effect of impact with the arguments they prepared. Remind them that in Unit 7 they learned how to self-assess their dramatic reading (p. 181). Now they will use those strategies to practice their arguments at home.

## Wrap Up

Organize the class into pairs. Explain that you will mention an emotion and they should only use body language and gestures to convey that emotion. Give them 30 seconds per emotion: *sadness*, *happiness*, *anger*, *anxiety*, and *fear*.

Tell students they have to read pages 120-123 in their Reader's Book at home and think about the answers to the following questions: *Which was the last place the family visited? What did they see and do there?* They will discuss it in class the next day.

# Day 2

## Lesson

Work in pairs. Take turns opposing the other's arguments. Talk clearly and loudly enough.

Use the checklist to assess your partner's persuasive skills. Give him/her respectful feedback.

Did my partner	Yes	No	Comments
talked clearly and loudly enough?			
interpreted body language to detect emotions?			
organized arguments showing assertiveness?			
opposed my arguments?			
gave me respectful feedback?			
talked clearly and loudly enough?			
interpreted body language to detect emotions?			
organized arguments showing assertiveness?			
opposed my arguments?			
gave me respectful feedback?			

Get together with your team. Try to persuade them that your option is the best. Try to come to an agreement on the tours you will take or the activities you will do. Write a list and file it in your portfolio.

They're all so friendly. Please...

### Time to Shine!

- What kind of information is included in a trip itinerary?

Information about transportation, accommodation, prices and activities, lists, etc.

### Reader's Book

Which was the best place the family visited? What do they see & do there?

## Achievement

Listen and express pros and cons to come to an agreement.

## Teaching Guidelines

- Talk clearly and loudly enough.
- Interpret body language to detect emotions.
- Organize arguments showing assertiveness.

## Warm Up

Write the following tongue twister on the board: *I saw Susie sitting in a shoeshine shop.* Tell students to take out a clean pencil and put it sideways in their mouth so it reaches right to the back molars, and try to say the tongue twister clearly. Then have them take the pencil out and repeat the tongue twister again. They will notice how easy it is for them and how clearly they pronounce!

### 5. Work in pairs. Take turns opposing the other's arguments. Talk clearly and loudly enough.

Organize the class into pairs (they cannot work with any of the students that form part of the team as this will be a rehearsal before they get together with them). Explain that they will take turns to talk

clearly and loudly enough to show their partner the arguments they rehearsed for homework. The listener's task will be to show opposition, so that the one who is talking may improvise trying to convince him/her. Tell them to pay special attention to interpret body language to detect emotions so they can give useful feedback later.

### 6. Use the checklist to assess your partner's persuasive skills. Give him/her respectful feedback.

Once both students finish giving their arguments, tell them to use the checklist to assess each other. Give them some time to fill it in and then to give their classmates feedback based on what they wrote.

### 7. Get together with your team. Try to persuade them that your option is the best. Try to come to an agreement on the tours you will take or the activities you will do. Write a list and file it in your portfolio.

Tell students to get together with the team they worked in the previous lessons. Explain that now they are prepared to organize agreements showing assertiveness. Give them some time to present their arguments in a persuasive way to convince their teammates that the option they chose individually is the best for all. Once they decide on a place as a team, have them write a list of activities they may do in that place. This will be your fourth evidence in this unit; ask them to file it in their portfolio. Read the Time to Shine! question to find out if students know what information they will include in their itinerary; for homework, they should research specific information about the place they decided on (transportation, accommodation, prices, etc.).

## Wrap Up

Ask volunteers to share which techniques worked the best for them during the discussion with their team.



Discuss the questions related to the text from the Reader's Book. Ask students to name all the places they remember from the reading. Then ask them if they remember the last place where the family was together and what they did there (New York Transit Museum, they saw trains and took a workshop where they learned to make a bridge).

# Day 3

## Lesson

Look at the following      Analyze its parts

**DESTINATION: Tulum, Quintana Roo**

Flight: AM915      From: Monterrey 9:15 a.m. To: Cancun 14:30      Bus: ADOMex      From: Cancun 6:30 To: Tulum 8:30

Hotel: Woodside Inn      Address: Calle 7 Sur 25      Reservation #: 255890      Phone: (984) 812-5500

Archaeological Site      DAY 1 (August 1)      Cost: \$95  
From 9:00 to 12:00

Sian Ka'an Biosphere Reserve      DAY 2 (August 2)      Cost: \$50  
From 9:00 to 18:00

El Gran Canote      DAY 3 (August 3)      Cost: \$100  
From 10:00 to 13:00

Bus: ADOMex      From: Tulum 8:30 To: Cancun 10:30      Flight: AM916      From: Cancun 13:00 To: Monterrey 18:30

Create your own itinerary

**DESTINATION**

From: To:      Address: Phone:      From: To:

Hotel: Reservation #:      Address: Phone:      From: To:

DAY 1 ( )      Cost: \$ ( )

From: To:      DAY 2 ( )      Cost: \$ ( )

From: To:      DAY 3 ( )      Cost: \$ ( )

From: To:      From: To:      From: To:

Share your itinerary with your class.

Create an itinerary

Unit 10 163

## Achievement

Listen and express pros and cons to come to an agreement.

## Teaching Guideline

Create an itinerary.

## Warm Up

Play Snake with students. Divide the class into two teams and tell them to stand up in two rows in front of the board. Give the first person in each row a piece of chalk or a marker. Write the word: *park* on the board. Explain that they should write a word that starts with the last letter of the one already written on the board and that is related with it; e.g., *parkite*. Then, that person should give the chalk/marker to the next in line who must write the next word; e.g., *parkitexplore*. Explain the time limit will be five minutes and the winner will be the team that writes the most words that are related with the first one in the snake. Tell them that the students in their row may use a dictionary to help the one that is writing. Write the word *vacation* on the board and start playing.

## 8. Look at the following itinerary. Analyze its parts.

Draw students' attention to the itinerary presented in their books and ask: *What information is included?* Have them notice that the destination is written at the top and the itinerary is divided in different sections (transportation, accommodation, tours/activities) and there are details included in each section. Ask: *In what way do you think an itinerary is useful to plan a trip?* (it contains basic information that is important to know in order to avoid misunderstandings and problems before and during the trip).

## 9. Create your own itinerary.

Give students some time to create their own itinerary using the information they researched about the place they chose. Monitor while they work to offer help when required.

## 10. Share your itinerary with your class.

Invite each team to share their itinerary with the rest of the class. Encourage the class to comment on their ideas.

# Day 3

## Lesson 3

### *Persuasion*

Remember that in this unit you will create an itinerary for a trip. In order to continue preparing it, get together with your team and do the following activities.

Discuss with your teammates to get to an agreement. Be persuasive.

Once you decide the place, use the information you researched to create a draft of your itinerary.

For homework, research information about accommodations, transportation, and prices to include them in your itinerary. Create a big version on a cardboard or flipchart paper.



### *Persuasion*

The strategies that helped me build arguments to defend ideas and proposals were:

- I used facts.
- I used evidence.
- I used logic and sound reasoning.

Other(s):

How can I improve this ability?

The strategies that helped me listen and express pros and cons to come to an agreement were:

- I used facts.
- I used evidence.
- I used logic and sound reasoning.

Other(s):

How can I improve this ability?

164 Unit 10

## Wrap Up

### Product: Itinerary

As you may recall, in this unit students will create an itinerary for a trip. In this lesson, students will practice the persuasive skills they learned throughout the unit to get to an agreement with their team. Once they decide on a place, they will work on a draft for their itinerary, and for homework they will research specific information. Tell them they must also create a big version of their itinerary for their presentation.

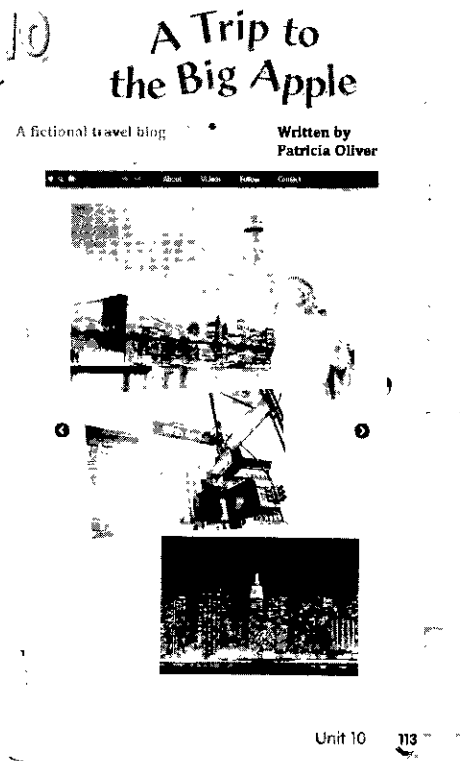
### Self-evaluation

Read the achievements aloud and, if necessary, explain what each one refers to. Then, go through the three guidelines and ask students to recall how they performed each of them during the lesson (you have the reference in this guide). Have them circle the options that, according to their perception, helped them attain the achievements, and encourage them to write others. Give them some time to reflect on what they can do to improve their performance.

## Differentiated Instruction

**Activity 1, p. 161:** Use the **Think-Pair-Share Strategy** trying to form pairs in which one of the students may tutor the other to identify the principles of persuasion in the dialogue.

**Activities 2 and 3, p. 161:** Use the **Bubble Map Strategy** to help students develop their arguments. Write *Persuasion* in the middle and draw four circles around. Tell students to choose four principles of persuasion they consider the most effective in Activity 1 and assign one circle for each. Work with their ideas to develop at least two persuasive arguments for each principle. Write the examples in the circles so students may use them as a model. Be sure to include connectors and the phrases included in the Appendix.



1. What are two other names for New York City?

The Big Apple and the City that never sleeps.

2. Write three synonyms for "incredible" in this reading.

amazing, stunning, astonishing

3. Reread the text and make inferences to fill in the chart with advantages and disadvantages of the trip. Discuss in groups.

Advantages	Disadvantages
going there is so fast and easy	it's expensive
easy to find a hotel	it's too hot in the summer
there are a lot of interesting things to see	it's too crowded
perfect for people who love big cities	it's too busy

4. Make a list of the connectors you found in the text. Choose three and use them in a sentence. Read the sentences to a partner.

although, but, so, because, and, although

because, so, but

and, although

but, so, because, and, although

because, so, but

and, although

but, so, because, and, although

because, so, but

and, although

5. How did you like it?

Did you know that New York is the only state that borders both the Atlantic Ocean and the Great Lakes? Read the movie facts about the state and share them with a partner. Then write your own three-day itinerary.

1. What are two other names for New York City?

Ask them if they realized that the protagonist gave two other names for New York City. If they don't, give them some time to reread the story ("The Big Apple" and "The city that never sleeps").

2. Write three synonyms for "incredible" in this reading.

Tell students that it's important that they learn synonyms. They will be very helpful when they try to describe a place. Tell them that there are three synonyms for the adjective "incredible" in the text. Have students race to see who finds them first (amazing, stunning, astonishing).

3. Reread the text and make inferences to fill in the chart with advantages and disadvantages of the trip. Discuss in groups.

Ask students if they would like to go on a trip like the one described in the text and why. Ask them too if they see more advantages or disadvantages to the trip and have them mention a few. Then ask them to complete the chart individually. They can reread the text if they need to. (You can check some possible answers on the Reader's Book page above.)

4. Make a list of the connectors you found in the text. Choose three and use them in a sentence. Read the sentences to a partner.

Ask them to reread the text and circle the connectors. Then ask them to write them down on the lines (but, as soon as, so, because, and, although). Make sure they know the meaning of them all and invite them to individually write three sentences with connectors.

## ICT Box

Read all the information on the link beforehand. In class, explain that they are going to read about the state of New York. After reading the text in the link, ask them to discuss what they remember with a partner. Then give them some time so they can write a three-day itinerary.

# Product and Assessing My Learning Process

## Product

Together with your team, you will present your itinerary to the rest of the class. In order to prepare your presentation, do the following activities:

### Rehearse your discussion

Take turns reading your itinerary to your team. Ask your teammates to make a list of high-quality questions that you can use to discuss your itinerary.

Take turns asking and answering the questions. Be sure to be prepared to answer the questions that your teammates ask. If you need more time to prepare, ask your teacher for help.

### Prepare information to introduce the place you chose

Write a short paragraph that introduces the place you chose for your itinerary.

### Revise the information in your itinerary

Take turns reading your itinerary to your team. Ask your teammates to make a list of high-quality questions that you can use to discuss your itinerary.

### Check the presentation

Take turns reading your itinerary to your team. Ask your teammates to make a list of high-quality questions that you can use to discuss your itinerary.

Once everything is ready, present it to your class!

Ask your teammates to give you feedback about the performance you had during the elaboration of your itinerary. Follow the example from Unit 1, p. 22.

Name	I'd liked very much that you...	I suggest that you...

## Itinerary

Tell students that they will have 10 minutes to check their itineraries and practice the discussion with their team following the suggestions provided in their books. Monitor while they work to give any suggestion you think may improve their products. Once teams are ready, invite them to present in front of the class. Use the questionnaire provided to evaluate each student's presentation individually.

Now, give students some time to exchange books with their teammates to receive peer assessment. Monitor to make sure all comments are respectful.

## Assessing My Learning Process

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Tell students to go back to page 153 and guide them to leaf through the pages of the unit recalling what they did in each of the activities. Tell them to choose the three activities they think were more useful for them to improve any aspect of their performance while communicating in English: acquiring more vocabulary, learning a strategy, applying a new language structure, etc. Give them some time to choose their activities and, if necessary, recall the examples on page 23

## Assessing My Learning Process

Leaf through the pages of this unit and choose the three activities that helped you the most to develop your English skills.

Leaf through the pages of the unit and choose the three activities that helped you the most to develop your English skills.

Lesson      Activity      It helped me because

Now, go back to the pages that guided you to the creation of your itinerary. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

Step 1 (p. 153)		
The subproduct in this session was	Aspects I liked	Aspects to improve
↓		
Step 2 (p. 154)		
The subproduct in this session was	Aspects I liked	Aspects to improve
↓		
Step 3 (p. 164)		
The subproduct in this session was	Aspects I liked	Aspects to improve
↓		
Itinerary		

In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

before they fill in the table. Monitor while they work to offer help if they need it.

2. Now, go back to the pages that guided you to the creation of your itinerary. Use the graphic organizer to identify the subproduct that you elaborated in each step and reflect upon your results.

If necessary, go to page 23 to check the example so students may recall how to fill in the graphic organizer. Then have them describe the different steps that helped them create their itinerary. Encourage them to identify their strengths and areas of opportunity so they may realize how they can improve their result in the future to prepare similar activities.

3. In your notebook, write a short reflection that includes your achievements during this unit and the things you may do to improve.

Tell students to use everything they have written on this page and the feedback they received from their classmates the previous session to write their reflections. Monitor while they work and when they finish, invite some of them to share their reflections with the class.



# Evaluation Tool

## Questionnaire

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

<b>Use the following questions to evaluate the presentation of the itinerary.</b>		
1. Does the student include data to support their proposal?	yes	no
2. Does the student give reasons?	yes	no
3. Does the student use appropriate linking phrases?	yes	no
4. Does the student follow some principles of persuasion?	yes	no
5. Does the student use persuasive techniques?	yes	no
6. Does the student emphasize words or alter the volume to convey emotions?	yes	no
7. Does the student talk clearly and loudly enough?	yes	no
8. Does the student use body language to convey emotions?	yes	no
9. Is the itinerary clear and attractive?	yes	no
10. Does the student avoid spelling and grammar mistakes?	yes	no

# Audio Scripts

**TRACK 1**  
Copyright

## UNIT 1

### TRACK 2

Work in pairs. Listen to the conversation and fill in the gaps.

**Mara:** Hi, kids! My name is Mara Diaz and I'm here to talk about community service. Do you know what that is? Please raise your hand to answer and give your name.

**Ana:** Hi, I'm Ana. I think it's free work you do for your community that benefits others.

**Mara:** Exactly! You can benefit other people and yourselves. Do you know how?

**Pepe:** Hello, I'm Pepe. It helps you gain experience and new skills.

**Ana:** You can make friends!

**Mara:** That always happens when you get involved with people that have similar interests.

**Pepe:** Helping always makes you feel satisfied.

**Mara:** That's the most important aspect, when you're committed to helping others, you always feel good.

**Ana:** How can we participate?

**Mara:** If you're interested, please call me. I have a list of programs in which you may help.

**Ana:** I really like small children! Is there a program that involves working with them?

**Mara:** Sorry, right now I must leave, but I can give you more details about the programs if you contact me.

### TRACK 3

Listen again. Work in pairs to answer.  
(same audio from Track 2)

### TRACK 4

Listen to the conversations and check the correct answers.  
Conversation number 1

**Ana:** Hi, Mara! I'm Ana, you visited our school this morning... I'm calling because I'm interested in participating in the community service programs.

**Mara:** Hello, Ana, I remember you, you were the one who told me that you like to work with young children...

**Ana:** Exactly! Which program would you recommend for me?

**Mara:** Well, there's a tutoring program in which you can help primary students who are trying to deal with Math. Are you good at Math?

**Ana:** Of course!

**Mara:** Excellent! Can you work Mondays and Wednesdays from 3 to 4 pm?

**Ana:** No problem!

**Mara:** Then, look for Mr. Gonzalez at the Central Library; he is responsible for this program and will give you more details.

**Ana:** I know him! Thanks, Mara! See you later.

**Mara:** Take care!

Conversation number 2

**Teacher:** Good morning, Pepe, what can I do for you?

**Pepe:** I'm interested in participating in the community service programs.

**Teacher:** Mara left me some information, what exactly are you interested in?

**Pepe:** I really love nature...

**Teacher:** Well, there is a reforestation program that will take place this month at Hidalgo Park. You would go there every Saturday at 8 am to plant trees. Look for Luisa Paez, she's responsible for that program.

**Pepe:** Thank you very much, Mr. Lopez. Good-bye.

**Teacher:** It was a pleasure to help you.

### TRACK 5

Work in teams to answer the questions.  
(same audio from Track 4)

### TRACK 6

Listen again and fill in the chart. Copy it on a sheet of paper and file it in your portfolio or, if you are creating a digital portfolio, take a picture.  
(same audio from Track 4)

**TRACK 7,** page 13

**TRACK 8,** page 14

**TRACK 9,** page 15

### TRACK 10

Listen to the conversation and complete the e-mail using the words from the box.

**Toño:** Miss Diaz? I'm Toño, a high school first grader from the school you visited today.

**Mara:** Hello, Toño! What can I do for you?

**Toño:** Well, I want to ask you if we could participate in more than one community service program.

**Mara:** Hmm... It depends on your time. Remember that you have to be committed and do things well. Maybe you can't do both efficiently.

**Toño:** OK, I see. I'm interested in helping seniors.

**Mara:** Right now volunteers are working on weekends from 10 am to 1 pm. The duties depend on the specific needs of the person you're assigned to. You may help them to prepare simple meals, do their shopping, mow their lawn or simply listen to them because they live alone and some of them don't have anybody to talk to.

**Toño:** And what about the kids who are picking up trash from the street?

**Mara:** In that program, students go out every third day for half an hour. You have to talk to Gabriela Salinas to tell her about your availability, she will assign you your days and schedule.

**Toño:** Thanks a lot, Miss Diaz, I'll think about it.

**Mara:** I'll be looking forward to hearing from you. Good-bye.

## UNIT 2

**TRACK 11,** page 26

**TRACK 12,** page 26

**TRACK 13,** page 26

**TRACK 14,** page 27

**TRACK 15,** page 29

**TRACK 16,** page 33

## UNIT 3

### TRACK 17

Listen to the instructions and follow them to look up the word *conocimiento* in a Spanish-English dictionary.

Bilingual dictionaries are essential tools for second language learners, but using them correctly requires more than just looking up a word in one language and picking the first translation you see.

Let's do it together!

1. Identify the English-Spanish and Spanish-English sections.
2. Find the section of the dictionary with the first letter of your word.
3. Read the guide words on top of the page to check you're looking on the correct page.
4. Scan down the page for your word.
5. Once you find it, check the part of speech to verify it's the word you want.
6. Read the translation.
7. Check how it is pronounced.
8. Read the subentries to learn more related words.

## UNIT 4

### TRACK 18

Listen to and draw the people who are talking and the place where they are.

**Maria:** Hi! I'm Maria Hernandez, I'm a secondary school student and I'm conducting some interviews because I want to find out which leisure activities students prefer so I can advise the principal. Can you answer some questions for me?

**Pedro:** Sure!

**Maria:** Do you like to play chess?

**Pedro:** I can't stand chess!

**Maria:** What about music?

**Pedro:** I love singing, I feel free when I sing.

**Maria:** I know what you're talking about, it makes me feel just the same... and sports?

**Pedro:** I love to play most of them.

**Maria:** OK, but which one is your favorite?

**Pedro:** Basketball. In fact, I should leave now because practice is about to start. Have a nice day!

### TRACK 19

Listen again and put the sentences in order.

(same audio from Track 18)

**TRACK 20**, page 58

**TRACK 21**, page 59

**TRACK 22**, page 61

**TRACK 23**, page 61

### TRACK 24

Listen to the closing. Write the sentence that is said differently in British and American English.

**Presenter:** That's also correct!

So, the English team are the winners!

**Beka:** Wait a minute!

**Presenter:** Don't you agree? They scored three points and you only scored two.

**Beka:** Yes! They're the winners but... why did you say that the English team are the winners? You should say the English team is the winner.

**Presenter:** Oh, in England we say it both ways.

**Beka:** Well, I lost the game but I learned something new!

**Presenter:** Both of you are great competitors! Thank you for being here!

### TRACK 25

Listen and explain why Emma did not follow the script of her interview.

**Emma:** Hi! I'm Emma, I'm a secondary school student and I'm conducting some interviews to find out what music students prefer so we can play it during recess. Can you answer some questions for me?

**Luis:** Sure! That's a great idea!

**Emma:** Do you like rock music?

**Luis:** Hmm... That's an interesting question; it depends.

**Emma:** Why?

**Luis:** There are many types of rock music, I like classic rock, but I can't stand metal.

**Emma:** You play in a group, don't you?

**Luis:** Yes, I play the guitar. In fact, I was playing last Saturday at the party you went to.

**Emma:** I saw you there! You play very well, but I should tell you that... the singer is awful.

**Luis:** Do you think so?

**Emma:** Oh! Don't make that face, I mean, he's good but maybe some singing lessons would help him.

**Luis:** Ha, ha, ha, don't worry, we know that and...

**Emma:** Let's go back to the interview! My next question is...

### TRACK 26

Listen to the dialogue again. Fill in the graphic organizer with Emma's points of view about the rock band's members.

(same audio from Track 25)

## UNIT 5

### TRACK 27

Listen to the interview. Circle the pictures that show the predictions.

**Max:** Hi, everybody! Today we invited Gina Morales to talk about technological innovations we will use in the future. Hi, Gina!

**Gina:** Thanks for inviting me, Max.

**Max:** There's so much to say that I'm not sure where to start...

**Gina:** Well, I will do it for you. What about cars?

**Max:** OK.

**Gina:** We think we will have automatic apps that are going to drive zero-emission cars.

**Max:** That sounds wonderful! Instead of driving, I will be having breakfast while I come to work.

**Gina:** Probably a delicious insect sandwich.

**Max:** Excuse me?

**Gina:** Meat will be scarce, so we think insects are going to be available as a source of protein.

**Max:** I think I'll become a vegan... And what about communication?

# Audio Scripts

**Gina:** Instead of smartphones, people will use smart glasses or earrings.

**Max:** I like that! I won't lose my smartphone anymore. And finally, what do you think we will do for entertainment?

**Gina:** We will experience virtual worlds as if they were real. We think people will spend most of their time there.

**Max:** I'm not sure if I will like that. I will still be in touch with my real friends.

**Gina:** Hmm... I think relationships will change as well. Maybe it will be interesting if you invite another specialist to talk about that.

**Max:** Great idea! I will do it. Thank you very much, Gina. It was a pleasure to have you here. And thank you friends who are listening to us. On the next program we are going to talk about how society is likely to be. Don't miss it!

## TRACK 28

**Listen again and complete the predictions.**

(same audio from Track 27)

## TRACK 29

**Listen and fill in the gaps with words from the box.**

We are sure your engagement will promote important changes for the future. You don't have to wait to be an adult to start creating a better world. Here's a list of ideas of how you can participate:

- **Speak out:** It helps if you assert yourself and your interests. Unless you express yourself, nobody will listen to you.
- **Network:** There are many inspiring youth like you around the world. Don't be shy; reach out to them. Learn about their efforts and initiatives.
- **Spread the word:** You are part of a community, and have the power to educate and influence those around you. Problems will be solved as long as you work on them.

- **Join online campaigns:** Global campaigns are always happening. Find one related to your issue and start it locally.

- **Use your creativity:** Photography, arts and crafts, dance, theater, sports, street art... Almost anything can be turned into an activist project. If you don't start expressing yourself now, you will lose precious time.

- **Be an inspiration:** Believe in yourself, follow your passion and shine! Passionate youth will change the world.

## UNIT 6

### TRACK 30

**Listen and choose the correct answer for each of the sentences below.**

**The Circulatory System**

The heart and blood vessels make up the circulatory system. This system is very important because it sends blood throughout our bodies. As you know, the blood carries oxygen and nutrients to every cell.

The heart is the key organ in the circulatory system. It usually beats from 60 to 100 times per minute, but can go much faster when necessary. The heart gets messages from the body. Depending on a person's needs, it can pump more or less blood to the body. When we are sleeping, it pumps less blood. When we are exercising, the heart pumps faster to increase the delivery of oxygen.

We have three types of blood vessels: arteries, veins, and capillaries. Arteries carry blood away from the heart. They are the thickest blood vessels. They have muscular walls that contract. This helps to keep the blood moving away from the heart to the body. Veins carry blood back to the heart. They are not muscular like arteries. Instead, they contain valves that prevent blood from flowing backward.

A network of tiny capillaries connects the arteries and veins. The capillaries are one of the most important parts of the circulatory system. Nutrients and oxygen

are delivered to the cells through capillaries. In addition, waste products such as carbon dioxide are also removed by them.

## UNIT 7

**TRACK 31, page 106**

### TRACK 32

**Listen and fill in the missing information.**

Horror films are particularly popular in October. Do you know why? Halloween is celebrated on October 31st! Our history teacher told us that the origin of this celebration is Celtic. The Celts believed on that day the spirits of dead people come back into our world... Scary, don't you think? But that's not it. They thought that there were some unfriendly spirits that may spoil their crops so they left gifts to pacify them. Our teacher explained to us that this is the origin of today's "Trick or treating" custom. In almost every English-speaking country around the world, kids go out to knock on their neighbors' doors to ask for candies. Many houses are decorated and it is extremely fun! I really love Halloween!

## UNIT 8

**TRACK 33, page 130**

## UNIT 9

### TRACK 34

**Listen and complete the notes with words from the box.**

Take out your notebooks and write as a title: Basic Steps in the Research Process.

First, you should select your topic. As you may know, this can be the most difficult part of a research project, so it is important that you take your time to do it correctly. Select a topic of personal interest to you. Something you want to learn more about, that will make the task more enjoyable. Try to be original and stand out from your classmates, always checking for new information.

Once you have identified your topic, ask questions about it. Write as many as you can, everything you want to know about the topic. When you finish, classify the questions so you can start visualizing your subtopics.

Then, do a preliminary search of information. How? It's not that difficult; go back to your questions and identify key words. Look up your keywords in the library's reference collections, such as encyclopedias and dictionaries, books, periodical databases, and Internet search engines.

Finally, locate materials. Go to your local library if you're using physical books and when you locate the book on the shelf, look at the books located nearby; similar items are always in the same area so you may get a nice surprise. Nowadays you have plenty of information online; use your local library's electronic periodical databases to find magazine and newspaper articles or even search engines for specific information. Always be sure to evaluate your sources; check authority and quality to provide credible, truthful, and reliable information, especially when using Internet resources.

## UNIT 10

### TRACK 35

Listen to the radio ad and write the names of the attractions mentioned.

This is a beautiful place that you will definitely want to come back to. With so many colors and flavors, this amazing city will surprise you with every step you take. With so much history and fascinating places to see, it often seems like time has stood still. This unique megalopolis shows off its diversity in every neighborhood, and you feel as if there is not enough time to enjoy all its attractions. But even if your time is limited, there are some highlights that should be on your list, for example: the Zocalo, one

of the largest public plazas in the world, located in the historic center of the city; Coyoacan, with historic buildings from the 16th century, traditional markets, and plazas; Chapultepec, where you can take a boat ride in a lake, visit museums, have fun at its amusement park, or just relax walking through its beautiful gardens; the Fine Arts Palace, which is both a performance hall and an art museum; or Xochimilco, with its floating gardens that can be enjoyed while traveling in beautifully decorated boats called *trajineras*. Visit Mexico City, we are waiting for you!

### TRACK 36

Listen and fill in the blanks using phrases to persuade.

**Boy:** Hi, cousin! Have you finally decided where you would like to go this year for our family trip?

**Girl:** Yes! I want to visit Mexico City!

**Boy:** Are you sure we should go there? I think it's a boring place.

**Girl:** Of course not! According to *The New York Times*, it was the No. 1 place to go in 2016.

**Boy:** I don't doubt it, but I'm looking forward to spending my vacation on a beautiful beach, don't you agree?

**Girl:** That's a good idea, but in my view, Mexico City is a place worth visiting. Moreover, there are plenty of activities we can do there: visit museums, amusement parks, and even archaeological sites.

**Boy:** It sounds fantastic, but, I mean, who doesn't want to be resting on a wonderful white sandy beach?

**Girl:** I want to learn new things this year, not just rest!

**Boy:** If you want to learn, maybe we can visit Tulum; there's a Mayan archaeological site where you can learn some history.

**Girl:** That sounds attractive.

**Boy:** It's not just attractive; they say that place is out of this world!

**Girl:** Tulum, you say?

**Boy:** On the Riviera Maya.

**Girl:** OK, then we really should go there.

**Boy:** Great! Get on board and join us!

### TRACK 37

In Activity 7, underline the hyperbole with red, the opinion with orange, the statistics with green, the rhetorical question with yellow, and the imperative command with blue.

(same audio from Track 36)

**TRACK 38,** Reader's Book pp. 5-17

**TRACK 39,** Reader's Book pp. 19-29

**TRACK 40,** Reader's Book pp. 31-41

**TRACK 41,** Reader's Book pp. 43-53

**TRACK 42,** Reader's Book pp. 55-65

**TRACK 43,** Reader's Book pp. 67-75

**TRACK 44,** Reader's Book pp. 77-87

**TRACK 45,** Reader's Book pp. 89-99

**TRACK 46,** Reader's Book pp. 101-111

**TRACK 47,** Reader's Book pp. 113-123

**TRACK 48,** Teacher's Guide, p. xxii, Pronunciation Guide

**TRACK 49,** Teacher's Guide, p. xxiii, Useful Expressions in the Classroom

# Worksheet 1

## 1. Circle the correct modal.

1. My brother \_\_\_\_\_ swim very well when he was four.  
a. may                      b. must                      c. could
2. You \_\_\_\_\_ respect everybody around you.  
a. must                      b. may                      c. can
3. She \_\_\_\_\_ go to the doctor if she continues feeling sick.  
a. can                      b. should                      c. could
4. \_\_\_\_\_ you close the door?  
a. May                      b. Should                      c. Can
5. \_\_\_\_\_ I go to the bathroom?  
a. Must                      b. May                      c. Should

## 2. Fill in the blanks using an appropriate connector from the box.

and                      but                      because                      then                      if

1. First push the bottom, \_\_\_\_\_ open the lid.
2. I like chocolate, \_\_\_\_\_ I don't like strawberry.
3. I got a 10 \_\_\_\_\_ I studied hard.
4. You will get wet \_\_\_\_\_ it rains.
5. We will watch the film \_\_\_\_\_ eat popcorn.

## 3. Match the listening strategy with its purpose.

- |                           |  |
|---------------------------|--|
| a. gist                   | ___ you are only interested in finding key words |
| b. specific information   | ___ you need to understand all the information   |
| c. detailed understanding | ___ you only want to catch the main idea         |

## 4. Unscramble the words.

Some other cues that may help you to understand what people are saying are:

1. tneibma sdnous \_\_\_\_\_
2. nionitanto \_\_\_\_\_
3. meulov \_\_\_\_\_

# Worksheet 2

## 1. Fill in the blanks with question words.

1. \_\_\_\_\_ is my pen?
2. \_\_\_\_\_ is that boy?
3. \_\_\_\_\_ is the party? On Monday?
4. \_\_\_\_\_ is your name?
5. \_\_\_\_\_ are you doing this?

## 2. Use the words in parentheses to complete the sentences. Put the verbs in the correct tense.

1. When I \_\_\_\_\_ (wake up) this morning, it \_\_\_\_\_ (rain).
2. She \_\_\_\_\_ (arrive) when I \_\_\_\_\_ (sleep).
3. The dog \_\_\_\_\_ (bark) when the burglar \_\_\_\_\_ (break in).
4. I \_\_\_\_\_ (study) when he \_\_\_\_\_ (call).
5. It \_\_\_\_\_ (start) to rain while we \_\_\_\_\_ (have) a picnic.

## 3. Complete the summary with sequence words from the box.

afterwards    as soon as    first    finally    eventually

\_\_\_\_\_, beautiful princess Aurora is born and everyone gathers to exchange gifts. Everything is perfectly fine, but \_\_\_\_\_ an unwanted guest appears, Maleficent. \_\_\_\_\_ she appears, she casts a spell on the young princess and announces that she will die by pricking her finger on the spindle of a spinning wheel on the evening of her 16th birthday. \_\_\_\_\_, one of the good fairies, Merryweather, changes the spell so Aurora will fall asleep, and that the only way to wake her up were the tears from her true love. \_\_\_\_\_, the day comes and nobody knows if she will be left to sleep forever.

## 4. Match the columns.

- |                         |   |
|-------------------------|---|
| a. description          | ___ It examines similarities and differences.             |
| b. cause and effect     | ___ It presents the events in chronological order.        |
| c. compare and contrast | ___ It gives the reader a mental picture.                 |
| d. problem and solution | ___ It presents a causal relationship between two events. |
| e. sequence             | ___ It sets up a problem and explains the solution.       |

# Worksheet 3

## 1. Classify the words.

Wow!	well	awesome	table	him	walk
in	Oops!	under	frequently	Yeah!	write
pretty	she	turtle	pencil	swim	it
beautifully	Yeah!	incredible	between	play	
thin	Ouch!	Mexico	they	on	never
noun	pronoun	adjective	verb	adverb	preposition interjection

## 2. Unscramble the words to write imperative sentences.

Instructions to Make a Peanut Butter and Jelly Sandwich

1. two / take / bread / slices / of / . /

---

2. on / butter / peanut / slices / of / the / spread / one / . /

---

3. the / spread / other / jam / on / slice / . /

---

4. together / slices / put / . /

---

5. your / enjoy / sandwich / ! /

---

## 3. Write the type of dictionary that you would use for each of the following situations.

1. to write a poem

---

2. to look up a synonym

---

3. to look up a word in a different language

---

4. to look up the root of a word

---

5. to travel around

---



# Worksheet 4

1. Choose one connector from each box and write a sentence using it.

**a. Addition / Similarity**

and  
also  
too  
just like  
as well as

**b. Time Sequence**

next  
then  
later  
as soon as  
finally

**c. Cause-Effect / Purpose**

because  
as  
for this reason  
so  
as a result

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

2. Write tag questions.

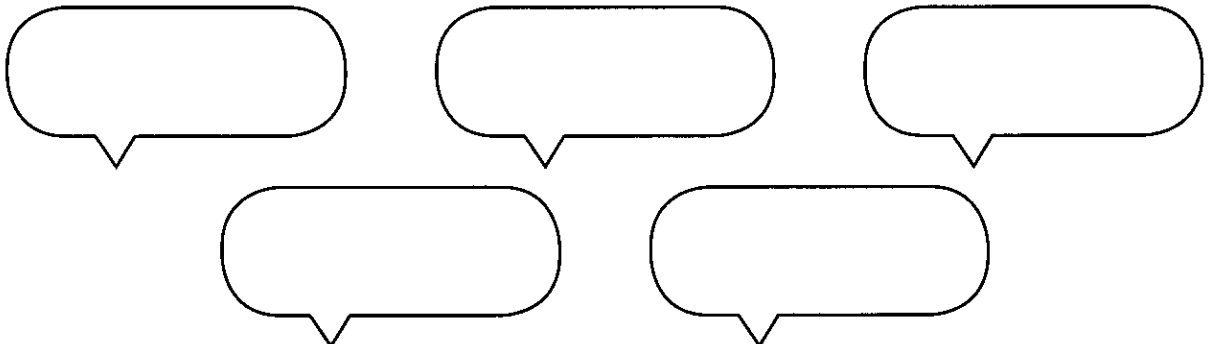
1. He knows how to speak Chinese, \_\_\_\_\_  
2. You are French, \_\_\_\_\_  
3. They ate sandwiches, \_\_\_\_\_  
4. You like dancing, \_\_\_\_\_  
5. They will not go out next weekend, \_\_\_\_\_

3. Fill in the blanks with prepositions from the box.

**in      about      with**

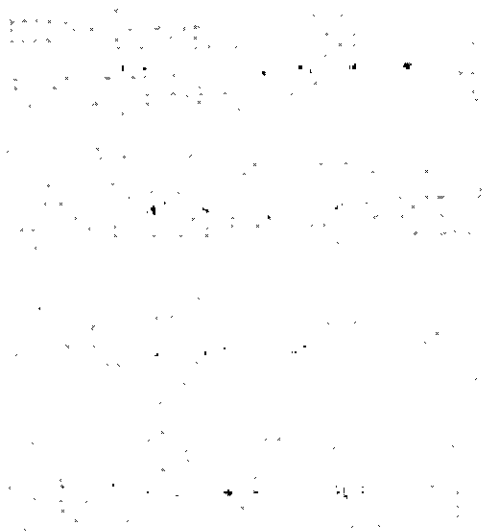
1. We have no one to play \_\_\_\_\_.  
2. Which activity are you interested \_\_\_\_\_?  
3. What are you talking \_\_\_\_\_?

4. Write five phrases that you may use to sound fluent.



# Worksheet 5

1. Write two sentences using the simple future tense for each of the following purposes.



---

---

---

---

---

---

---

---

2. Pair the clauses to form conditional sentences using a connector from the box.

if      unless      as long as

The situation will become worse

I will give you a pet

The quality of the air will improve

you promise to take care of it

we avoid using the car

we do something

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3. Match the strategies active readers use.

a. preview a text

b. set your purpose

c. connect with prior knowledge

d. dialogue with the text

\_\_\_ establish links with what I already know

\_\_\_ have fun, learn new vocabulary, etc.

\_\_\_ ask and answer questions

\_\_\_ observe the parts of what I will read

4. Answer.

What are mind maps used for?

---

---

# Worksheet 6

## 1. Circle the correct option.

- Whose is \_\_\_\_\_ pencil I have in my hand?  
a. this                      b. that                      c. these                      d. those
- \_\_\_\_\_ mountains over there are the Himalayas.  
a. This                      b. That                      c. These                      d. Those
- \_\_\_\_\_ house at the end of the street is my grandma's.  
a. This                      b. That                      c. These                      d. Those
- Please put \_\_\_\_\_ chairs back there.  
a. this                      b. that                      c. these                      d. those

## 2. Use the adjective in parentheses to complete the sentences.

- The bullet train is \_\_\_\_\_ (fast) than the bus.
- That is the \_\_\_\_\_ (beautiful) sunset I have ever seen.
- A mouse is \_\_\_\_\_ (small) than a kitten.
- Zoologists say that a dolphin is \_\_\_\_\_ (intelligent) than a dog.

## 3. Unscramble the words to form sentences in simple present tense.

- every day / one / I / swim / hour / . /  
\_\_\_\_\_
- to / you / do / go / the / cinema / usually / ? /  
\_\_\_\_\_
- doesn't / pineapple / she / like / . /  
\_\_\_\_\_
- always / very / he / studies / hard / . /  
\_\_\_\_\_

## 4. Change the following sentences to passive form.

- The boy carries the bags.  
\_\_\_\_\_
- Shakespeare wrote at least 37 plays.  
\_\_\_\_\_

# Worksheet 7

## 1. Rewrite the sentences using quotation marks.

1. She asks if we can go.

She asks: \_\_\_\_\_

2. He says he is not going to the trip.

He says: \_\_\_\_\_

## 2. Fill in the chart placing the following adverbs under the question they answer.

really      away      quickly      now      very      there      today  
happily      quite      here      daily      beautifully      well  
weekly      too      somewhere      lazily      yesterday      enough  
inside      carefully      never      everywhere      almost

**When?**

**Where?**

**How?**

**To what extent?**

## 3. Write three things you might do if you had superpowers.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## 4. Label the parts of the following script.

EXT. PARK — MORNING

Children are playing with a ball. On a bench, ANNA ROBINS, 80, is feeding the doves. A boy gets closer.

ANNA  
What's your name, kid?

## 1. Write an onomatopoeia for each of the following situations.

1. a camera taking a picture \_\_\_\_\_
2. a bomb exploding \_\_\_\_\_
3. a gun shooting \_\_\_\_\_
4. knocking on a door \_\_\_\_\_
5. a person choking \_\_\_\_\_

## 2. Match each phrase with its purpose.

- |  |                                     |
|--|-------------------------------------|
| a. express points of view                | ___ Really?                         |
| b. acknowledge the interlocutor's answer | ___ For instance,                   |
| c. question the interlocutor's stand     | ___ That's what I think.            |
| d. use examples to clarify confusion     | ___ We'd love to have your opinion. |

## 3. Write F if the statement is a fact and O if it is an opinion.

- \_\_\_ 1. Venus is a planet.
- \_\_\_ 2. The sky looks beautiful today!
- \_\_\_ 3. Humans are mammals.
- \_\_\_ 4. Germany lost World War II.
- \_\_\_ 5. Wars are terrible.
- \_\_\_ 6. Cats are better than dogs.
- \_\_\_ 7. Cheese is a dairy product.
- \_\_\_ 8. Milkshakes are delicious.
- \_\_\_ 9. That radio program is amazing!
- \_\_\_ 10. Lions live in the savanna of Africa.

## 4. Give an example for each of the following comprehension strategies when reading comics.

1. Make questions:

\_\_\_\_\_

2. Identify implicit information:

\_\_\_\_\_

3. Identify explicit information:

\_\_\_\_\_

4. Anticipate what follows:

\_\_\_\_\_

# Worksheet 9

## 1. Complete the instructions for using notes in a presentation with suitable words.

- ✓ Write only \_\_\_\_\_ or headlines in bullet form.
- ✓ Make sure your notes are easy to \_\_\_\_\_.
- ✓ Put them in order and avoid \_\_\_\_\_ with them.
- ✓ \_\_\_\_\_ until you can use your notes smoothly.

## 2. Circle the correct option.

1. This phrase is used to bring up a topic.  
a. As I was saying...?      b. Any doubts?      c. I would like to add...
2. This phrase is used to confirm or clarify ideas.  
a. Any doubts?      b. Are you saying...?      c. I would like to add...
3. This phrase is used to extend information.  
a. Are you saying...?      b. Any doubts?      c. Let me say something else...
4. This phrase is used to invite the audience to formulate questions.  
a. Are you saying...?      b. Any doubts?      c. I would like to add...
5. This phrase is used to make explicit references to the topic.  
a. Are you saying...?      b. Do you mean that...?      c. I would like to add...

## 3. Order the steps for preparing an oral presentation.

- \_\_\_ Revise and proofread.
- \_\_\_ Organize your index cards in order.
- \_\_\_ Prepare your graphic resources.
- \_\_\_ Note your information down using index cards.
- \_\_\_ Create a rough draft of your presentation.
- \_\_\_ Rehearse taking into account verbal and non-verbal language.

## 4. Explain why it is important to always evaluate your sources of information when doing research.

---

---

---

---

# Worksheet 10

1. Imagine you want to convince your parents to give you permission to go to a school trip. Choose two of the following connectors to link your arguments.

...moreover, ...

...in addition, ...

...that is why...

...take for example...

...for instance, ...

...so, all in all, I believe that...

---

---

---

2. Fill in the graphic organizer writing one example for each category.

_____	_____
_____	_____
_____	_____

3. Write T if the statement is true or F if it is false.

When you want to persuade someone to do something, always...

\_\_\_ say the truth.

\_\_\_ center on yourself.

\_\_\_ be an active listener.

\_\_\_ prepare your arguments.

\_\_\_ avoid conflict.

4. Match the persuasive technique with its description.

1. hyperbole

\_\_\_ presenting factual data

2. opinion

\_\_\_ a friendly "invitation" for someone to do what you wish

3. imperative command

\_\_\_ it implies its own answer

4. statistics

\_\_\_ use of exaggerated language

5. rhetorical question

\_\_\_ your point of view, which should be presented as a fact

# Answer Key

## Worksheet 1

- 1-c, 2-a, 3-b, 4-c, 5-b
- 1-then, 2-but, 3-because, 4-if, 5-and
- b, c, a
- 1-ambient sounds, 2-intonation, 3-volume

## Worksheet 2

- 1-Where, 2-Who, 3-When, 4-What, 5-Why
- 1-woke up/was raining, 2-arrived/was sleeping, 3-was barking/broke in, 4-was studying/called, 5-started/were having
- First, eventually, As soon as, Afterwards, Finally
- c, e, a, b, d

## Worksheet 3

- noun (table, turtle, pencil, Mexico), pronoun (him, she, it, they), adjective (awesome, pretty, incredible, thin), verb (walk, write, swim, play), adverb (well, frequently, beautifully, never), preposition (in, under, between, on), interjection (Wow!, Oops!, Yeah!, Ouch!)
- 1-Take two slices of bread. 2-Spread peanut butter on one of the slices. 3-Spread jam on the other slice. 4-Put slices together. 5-Enjoy your sandwich!
- 1-rhyming, 2-thesaurus, 3-bilingual, 4-etymological, 5-pocket

## Worksheet 4

- (Possible answers) a-I like to sing and dance. b-I will go out as soon as I finish my homework. c-I learned new vocabulary because I like to read.
- 1-doesn't he? 2-aren't you? 3-didn't they? 4-don't you? 5-will they?
- 1-with, 2-in, 3-about
- (Possible answers) I mean... / You know? / I see. / Great! It's like a...

## Worksheet 5

- (Possible answers) a-I will help you with your project. / I will send you the information. b-I will be very careful. / I will call you as soon as I arrive. c-Tomorrow I am going to the beach. / We are going to meet at 4:00. d-The storm will hit Cuba on Friday. / Your presentation is going to be a success.
- 1-The situation will become worse unless we do something. 2-I will give you a pet as long as you promise to take care of it. 3-The quality of the air will improve if we avoid using the car.
- c, b, d, a
- (Possible answer) to organize information to make it more understandable and help us remember what we learned

## Worksheet 6

- 1-a, 2-d, 3-b, 4-c
- 1-faster, 2-most beautiful, 3-smaller, 4-more intelligent
- 1-I swim one hour every day. 2-Do you usually go to the cinema? 3-She doesn't like pineapple. 4-He always studies very hard.
- 1-The bags are carried by the boy. 2-At least 37 plays were written by Shakespeare.

## Worksheet 7

- 1-"Can we go?" 2-"I'm not going to the trip."
- When? (now, today, daily, weekly, yesterday, never) Where? (away, there, here, somewhere, inside, everywhere) How? (quickly, happily, beautifully, well, lazily, carefully) To what extent? (really, very, quite, too, enough, almost)
- 1-I might read others' minds. 2-I might fly. 3-I might travel in time.
- scene heading, action, dialogue

## Worksheet 8

- 1-click, 2-boom! 3-bang! 4-knock-knock, 5-arrgh!
- c, d, a, b
- 1-F, 2-O, 3-F, 4-F, 5-O, 6-O, 7-F, 8-O, 9-O, 10-F
- (Possible answers) 1-What is the main character doing? 2-I can say the character is sad because of his face. 3-He is saying that he wants to go away. 4-I think the superhero will defeat the villain.

## Worksheet 9

- key phrases, read, playing, practice
- 1-a, 2-b, 3-c, 4-b, 5-c
- 4, 2, 5, 1, 3, 6
- (Possible answer) Nowadays anybody can publish information online, so we should check that the information is reliable.

## Worksheet 10

- (Possible answers) I think you should let me go to the trip because I will learn new things, for instance, the history of the city where we are going. In addition, I will become more independent.
- (Possible answers) a-The national park, you say? b-Are you sure we...? c-That's quite a good idea!
- T, F, T, F
- 4, 3, 5, 1, 2



# References

- Beatty, K. (2010). *Teaching and Researching Computer-Assisted Language Learning*, (2nd ed.). London: Pearson.
- Brown, H. D. & Abeywickrama, P. (2010). *Language Assessment: Principles and Classroom Practices*, (2nd ed.). White Plains, NY: Pearson.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*, (5th ed.). White Plains, NY: Pearson.
- Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (3rd ed.). White Plains, NY: Pearson.
- Burgess, S. & Head, K. (2007). *How to Teach for Exams*. Essex, UK: Pearson.
- Chapelle, C. & Jamieson, J. (2008). *Tips for Teaching with CALL*. White Plains, NY: Pearson.
- Christison, M. A. (2005). *Multiple Intelligences and Language Learning: A Guidebook of Theory, Activities, Inventories, and Resources* (2nd ed.). Burlingame, CA: Alta Book Center Publishers.
- Cohen, A. & Macaro, E. (2007). *Language Learner Strategies: Thirty Years of Research and Practice*. Oxford: Oxford University Press.
- Conrad, S. & Biber, D. (2009). *Real Grammar: A Corpus-Based Approach to English*. Upper Saddle River: Pearson Longman.
- Dudeny, G. (2007). *The Internet and the Language Classroom* (2nd ed.). Cambridge, UK: Cambridge University Press.
- Griffiths, C. (2008). *Lessons from Good Language Learners*. Cambridge: Cambridge University Press.
- Harmer, J. (2007). *The Practice of English Language Teaching*, (4th ed.). Essex, UK: Pearson Longman.
- Hughes, R. (2003). *Teaching and Researching Speaking*. New York: Pearson.
- Johnson, D. & Johnson, F. (2008). *Joining Together: Group Theory and Group Skills*, (10th ed.). Boston: Pearson.
- Kaufman, D. & Crandall, J. (Eds.) (2005). *Content-Based Instruction in Primary and Secondary School Settings*. Alexandria, VA: TESOL.
- Kealey, J. & Inness, D. (2002). *Shenanigames: Grammar-Focused Interactive ESL/EFL Activities and Games*. ProLingua Associates, Publishers.
- Kelly, G. (2000). *How to Teach Pronunciation*. London: Pearson.
- Lebauer, R. S. (2010). *Learn to Listen, Listen to Learn 1: Academic Listening and Note-Taking* (3rd ed.). Upper Saddle River: Pearson.
- McCafferty, S., Jacobs, G. & Iddings, C. D. (2006). *Cooperative Learning and Second Language Teaching*. Cambridge: Cambridge University Press.
- Richard-Amato, P. (2009). *Making It Happen: From Interactive to Participatory Language Teaching: Evolving Theory and Practice*, (4th ed.). New York: Pearson Longman.
- Richards, J. C. & Schmidt, R. (Eds.) (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*, (4th ed.). London: Pearson.
- Rost, M. (2002). *Teaching and Researching Listening*. Harlow: Pearson.
- Swan, M. (2005). *Practical English Usage* (3rd ed.). New York: Oxford University Press.
- Thornbury, S. (2000). *How to Teach Grammar*. White Plains, NY: Pearson Longman.
- Thornbury, S. (2002). *How to Teach Vocabulary*. White Plains, NY: Pearson.
- Tomlinson, C. A. (2003). *Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching*. Alexandria, VA: ASCD.
- Tomlinson, C. A. & Moon, T. (2013). *Assessment and Student Success in a Differentiated Classroom*. Alexandria, VA: ASCD.
- Wilson, J. J. (2008). *How to Teach Listening*. Harlow: Pearson Longman.

# Activity Book Answer Key

## Unit 1

- p. 9, act. 1-3 Answers may vary.
- p. 10, act. 4 e, d, f, c, a, j, b, g, h, i
- p. 10, act. 5 community service, benefits, experience, skills, involved, similar, satisfied, committed
- p. 10, act. 6 Possible answers: a in a classroom, because of the noises b They are classmates. c Ana, because she's asking lots of questions d by repeating it (You can benefit other people and yourselves.)
- p. 11, act. 7 Conversation 1: -, ✓, -, ✓; Conversation 2. ✓, -, ✓, -
- p. 11, act. 8 Possible answers: a The girl speaks loudly and the boy speaks in a low voice. b The girl is outgoing and the boy is shy.
- p. 11, act. 9 Ana is smiling and speaking with a younger boy whom she is helping to study. Pepe is silently planting a tree.
- p. 11, act. 10 Tutoring, Central Library, help primary students deal with Math, Mondays and Wednesdays, 3 to 4 pm, Mr. Gonzalez; Reforestation, Hidalgo Park, plant trees, Saturdays, 8 am, Luisa Paez
- p. 13, act. 1 Answers may vary.
- p. 13, act. 2 4, 2, 3, 5, 1
- p. 13, act. 3 community service programs
- p. 13, act. 4 trash, pollution, seniors who need help
- p. 14, act. 6 can, could, must, should
- p. 14, act. 7 **underline:** We have to think about the community needs; **circle:** don't you think?; **draw a square around:** You're right!
- p. 15, act. 8 What do you mean?
- p. 15, act. 9 c, a, b
- p. 15, act. 10 a iii, b ii, c i, d i, e iii
- p. 16, **Product** Possible answers: a How are you doing? Good morning. Hello! Hi! b See you later! Take care! Good-bye. Nice to see you.
- p. 17, act. 1 Possible answers: a Can we participate in two programs? b Should I work on weekends?
- p. 17, act. 2 cannot, must, and, may, because, should
- p. 17, act. 3 Mara: formal greetings and farewells, Katia: informal greetings and farewells, use of idiom

- p. 17, **Time to Shine!** It refers to someone who is good at many things, but is not an expert in any.
- p. 18, act. 4 a can, b should, c must, d may
- p. 18, act. 5 Possible answers: b You should contact Jose Torres. c Yes, you must use gloves. d Let me ask./No, you may not.
- p. 19, act. 7 Answers may vary.

## Unit 2

- p. 25, act. 1-3 Answers may vary.
- p. 26, act. 4 tale, characters, setting, sequence, conflict, climax, purpose, author, reader, theme
- p. 26, act. 6 neighbours, theatre, centre, humour, litres, favourite
- p. 27, act. 8 Trespassers will be prosecuted.
- p. 27, act. 9 a children b selfishness c that it is better to share than to be selfish
- p. 27, act. 10 **First event:** Children played happily in the Giant's garden while he was away. **Second event:** The giant returned to his castle and realized children were playing in his garden. **Third event:** He put up a notice board to forbid children to trespass.
- p. 29, act. 2 The main character is a king or emperor; the story may be humorous. / There are three paragraphs; the first one is on a different kind of paper.
- p. 30, act. 4 **Underline:** So, the two pretend weavers set up two looms. They worked very busily, though they did nothing at all. They asked for the finest silk and the purest gold thread. They put both into their own knapsacks. / ...the faithful old wise man went into the hall where the thieves were working... / He could not see anything on the looms... / ... he returned to tell the Emperor that his clothes were magnificent. / ... the Emperor sent some other men, and all of them returned to him saying that his clothes were splendid.
- p. 30, act. 5 Possible answers: a They stole the silk and gold thread that was given to them. b The Emperor sent a wise man to check his clothes, but he didn't see them. c The wise man returned with the Emperor and told him that his clothes were magnificent. d The Emperor sent some other men to check his clothes and no one admitted there were no clothes.
- p. 30, act. 6 Possible answers: The Emperor's hobby was to buy new clothes. / My hobby is listening to music.
- p. 31, act. 7 Answers may vary.
- p. 31, act. 8 Possible answers: a How often did the Emperor change his clothes? b Why did he order the clothes from the thieves? c Who was the first to say the Emperor had nothing at all on?
- p. 33, act. 2 Answers may vary.
- p. 34, act. 4 3, 5, 1, 4, 2
- p. 34, act. 5 asked, were, decided, made, singing, worked, playing, appeared, ran, hid
- p. 34, act. 6 First, the big bad wolf went to the house of straw and blew the house down. Next, the little pig that lived there ran to the house made of sticks. After that, the wolf went to the second house and blew it down too. Then, the two little pigs ran to the brick house. Finally, the wolf tried to blow the house down, but he could not, so he tried to enter through the chimney.
- p. 35, act. 7-9 Answers may vary.
- p. 35, **Time to Shine!** climax

## Unit 3

- p. 41, act. 1 c, f, d, a, b, e
- p. 41, act. 2 adjective, black; adverb, quickly; conjunction, and; interjection, wow; noun, dog; preposition, in; pronoun, it; verb, run
- p. 41, act. 3 Spanish-English
- p. 42, act. 4 a phonetic, b definition, c entry, d abbreviation, e part of speech, f signo, g sección, h tarea, i procedimiento, j pasos
- p. 42, act. 5 cut, cut along, cut through
- p. 42, act. 6 a ii, b ii, c iii, d iii, e i
- p. 43, act. 7 a bilingual, b monolingual, c etymological, d rhyming, e thesaurus.
- p. 43, act. 9 noun, verb, pronoun, adjective, adverb, preposition
- p. 45, act. 1 n. group, father; v. like, play; adj. old, yellow; pron. they,

- he; prep. under; up; conj. but, and; adv. well, carefully; interj. oops, ah
- p. 45, act. 2 a n., b pron., c v., d adv., e adj., f prep., g conj., h interj.
- p. 45, act. 3 a entry word, b phonetic symbols, c abbreviation, d definition, e subentry words or phrases, f example
- p. 45, Time to Shine! No, digital dictionaries have audio pronunciation of words, for example.
- p. 46, act. 4 2, 5, 1, 3, 4
- p. 46, act. 5 boil, hervir; add, agregar; pour, vaciar; serve, servir; enjoy, disfrutar
- p. 46, Time to Shine! All of them are in imperative form.
- p. 46, act. 6 Possible answers: a wiggle your nose. b kiss your elbow. c touch your nose with your tongue. d make circles to the left with your right arm and to the right with your left foot.
- p. 47, act. 8-10 Answers may vary.
- p. 49, act. 1-4 Answers may vary.
- pp. 50-51, act. 6, 7, 10 Answers may vary.

#### Unit 4

- p. 57, act. 1 basketball court or school gym
- p. 57, act. 2 7, 3, 8, 4, 1, 10, 5, 2, 6, 9
- p. 57, act. 3 Possible answers: a leisure activities students prefer, b to decide which activities will be included in the after-school program, c the school principal
- p. 58, act. 4 Possible answers: she will tell him the results of her interviews / after-school activities
- p. 58, act. 5 opening: first two lines, closing: last three lines, body: the rest of the conversation
- p. 58, act. 6 a The principal uses a formal greeting. b He also uses some formal expressions as: "I really appreciate..." "If you don't mind, I would..."
- p. 58, act. 7 b
- p. 59, act. 8 really likes, hates, likes, can't stand, really likes, loves, doesn't like
- p. 59, Time to Shine! because she may know them as she is conducting some interviews about that theme
- p. 59, act. 9 Answers may vary.
- p. 61, act. 1 just like, before, since, in order to
- p. 61, act. 2 Express Likes: Sara loves cycling. / George quite likes rugby. Express Dislikes: Sara hates onion. She can't stand liver. / George doesn't like broccoli. Express Compliments: She's the best! / He's an excellent player.
- p. 61, act. 3 British: The English team are the winners / American: The English team is the winner
- p. 62, act. 4 Possible answers: Expressions to ask questions: Do you like...? What about...? What is your favorite...? Who is your favorite...? / Words to answer: love, like, hate, really like
- p. 62, act. 5 Possible answers: music a What is your favorite music? b Do you like rock music? c What about pop music? d Who is our favorite singer/group? e What is your favorite song?
- p. 62, act. 6 Possible answer: Hi! Our names are Juan and Rosita, we are secondary school students and we are conducting an interview because we want to find out what music students prefer so we can play it during recess. Can you answer some questions for us?
- p. 63, act. 7 Possible answers: I love electronic music. / house and trance; I hate rock music. / It's too noisy; I really like pop music. / 90's pop music; My favorite singer is Titan. / He's from England; I like "Party Time." / It's great to dance to.
- p. 63, act. 8 Possible answers: a What type of electronic music? b Why do you hate it? c What kind of pop music? d Where is he from? e Why do you like it?
- p. 63, Time to Shine! the ability to understand other people's feelings and preferences, which enables us to show interest for what the other is saying or going through
- p. 63, act. 9 When Maria tells Pedro that she also feels free when she sings: "I know what you're talking about, it makes me feel just the same..."
- p. 63, act. 10 Possible answer: "I think the theme you chose is great!"
- p. 65, act. 1 because she started talking with the boy about his experience playing the guitar in a rock group
- p. 65, act. 2 That's an interesting question. They are used to make time before you answer a question.
- p. 65, act. 3 a don't you? b doesn't she? c won't you? d didn't you? e doesn't he? f do you? g can she? h will he? i did you? j does she?
- p. 66, act. 4 a in, b at, c about, d with
- p. 66, act. 5 In favor: "You play very well." / Against: "The singer is awful."
- p. 66, act. 7 Possible answer: She wanted to change the subject because she probably felt ashamed about criticizing the singer of his rock group. Maybe she wanted to return to the topic of the interview.
- p. 67, act. 8-9 Answers may vary.

#### Unit 5

- p. 73, act. 1, 3 Answers may vary.
- p. 74, act. 4 illustration, subtitle, bullet point, title, introduction, conclusion
- p. 74, act. 5 c, a, b
- p. 75, act. 7 Verbs in Past Tense: had, used, was; Verbs in Present Tense: are, is, have; Verbs in Future Tense: will use, are going to do, will not worry
- p. 75, Time to Shine! They used the telephone, wrote letters, and went to the library.
- p. 75, act. 8 Affirmative: Smart services will use artificial intelligence to help us., Automatic apps are going to do most of our daily tasks.; Negative: We will not worry about connectivity., We are not going to spend time doing things such as driving or household chores.; Interrogative: Is that really going to be good for us?, What precautions will you take?
- p. 75, act. 9 Possible answer: They describe future situations.
- p. 75, act. 10 Answers may vary.
- p. 77, act. 1 Cars: 2nd, Food: 1st; Communication: 2nd, Entertainment: 3rd
- p. 77, act. 2 a are going to drive, b are going to be, c will use, d will experience
- p. 77, act. 3 a i, b iv, c ii, d iii

- p. 78, act. 4 Save water: Only 3%...; Plant trees: They improve...; Save energy: Generating it causes...; Walk or bike: It reduces...
- p. 78, act. 5 Possible answers: a will happen, will help; b What will happen if we don't, will contribute to, c What will happen if we walk or bike? We will help reduce greenhouse gases.
- p. 79, act. 6 Possible answers: a I will turn off the lights when not using them. b I will reduce the use of paper by going more digital. c I will turn taps off when not using them.
- p. 79, act. 8 Answers may vary.
- p. 79, act. 9 Possible answers: He is incredibly respectful; he is always polite and nice to everybody.
- p. 81, act. 1-3 Answers may vary.
- p. 82, act. 4 Answers may vary.
- p. 82, act. 5 Speak out, Network, Spread the word, Join online campaigns, Use your creativity, Be an inspiration
- p. 82, act. 6 SH Words in the text: shy, shine; SH Other examples: short, shop, shower; LL Words in the text: will, locally, follow; LL Other examples: doll, tall, jelly
- p. 83, act. 7 Possible answers: If I cultivate friendships, I will always have support.; Unless I start exercising, my body won't be strong.; If I am respectful, people around me are going to be respectful to me.; Unless I stop wasting energy, I will contribute to global warming.; I will increase my vocabulary, as long as I read more.

## Unit 6

- p. 89, Time to Shine! The brain is more active at night. Fingernails grow nearly four times faster than toenails. The skin's outer layer sheds every 2-4 weeks. We spend 10% of the day blinking.
- p. 89, act. 2 Answers may vary.
- p. 90, act. 4 Human Skeleton. / the different bones in the human skeleton. / the name of each bone.
- p. 90, act. 5 Possible answers: a yes, b science, c to learn the names of the different bones in our body
- p. 90, act. 6 c
- p. 91, act. 7 neck, chest, biceps, abs, shoulders, forearms, thighs,

calves, back, triceps

- p. 91, act. 8 It may be useful for someone who does not need specialized information; someone who wants to learn about the muscles of the body and what exercises make them work.
- p. 91, act. 9 medical students, doctors, physiotherapists
- p. 93, act. 1 a ii, b i, c iii, d ii, e iii, f i
- p. 93, Time to Shine! veins in blue and arteries in red
- p. 93, act. 2 pumps the blood to the body; blood vessels / arteries; carry blood back to the heart; capillaries
- p. 93, act. 3 vein, heart, capillaries, artery
- p. 94, act. 4 5, 3, 1, 4, 2, 6
- p. 94, act. 5 a What is an artery? b What is a vein? c What is a capillary? d What are the lungs?
- p. 94, act. 6 a A thick blood vessel with muscular walls that carries blood away from the heart. b A blood vessel with valves that carries blood back to the heart. c A tiny blood vessel that connects arteries and veins. d Two organs in your chest that inhale oxygen and exhale carbon dioxide.
- p. 95, act. 8 smoking, junk food, stress, sedentarism (watching TV)
- p. 95, act. 10 Possible answers: a Is eating junk food worse than smoking? These two habits are bad for our health. b What is the healthiest habit we may have? The healthiest habit we may have is exercising. c What does the blood carried by the veins contain? That blood contains carbon dioxide. d What is the best way to control stress? The best way to control stress is meditating. e What does the blood carried by the capillaries contain? That blood may contain nutrients and oxygen or carbon dioxide.
- p. 97, act. 1 Possible answers: digestion, teeth, saliva, chew, esophagus, stomach, gastric acid, digestive juices, small intestine, enzymes, nutrients, waste products, colon, rectum
- p. 97, Time to Shine! The liver produces bile to break down fats and stores vitamins and minerals. The pancreas produces

enzymes that digest proteins, carbohydrates, and fats.

- p. 97, act. 2 Possible answers: teeth: saliva – chew, esophagus: move – food, stomach: gastric acid – digestive juices, small intestine: digestive juices – enzymes – nutrients, colon (rectum): waste products
- p. 97, act. 3 Possible answers: The stomach mixes food with gastric acid and digestive juices. Teeth and saliva break down food chewing it. The small intestine produces digestive juices and enzymes that separate nutrients. The colon pushes waste products out of the body. The esophagus moves food to the stomach.
- pp. 98-99, act. 4, 5, 10 Top left: 1 Teeth and saliva break down food chewing it. Middle left: 2 The esophagus moves food to the stomach. Bottom left: 4 The small intestine produces digestive juices and enzymes that separate nutrients. Middle right: 3 The stomach mixes food with gastric acid and digestive juices. Bottom right: 5 The colon pushes waste products out of the body.

## Unit 7

- p. 105, act. 2 Answers may vary.
- p. 106, act. 4 Possible answer: It was an industrial society. Science became very important. They had a lot of technological innovations and new forms of transportation. Artists began to experiment with new ways of expression, like silent films.
- p. 106, act. 5 3, 2, 1, 4
- p. 106, act. 6 Answers may vary.
- p. 106, Time to Shine! costumes, sets, music, body language, facial expressions
- p. 107, act. 7 Possible answers: amused, comical
- p. 107, act. 8 Possible answers: discovery and adventure, to tell a story, people who like these themes
- p. 107, Product Possible answers: characters, description of the location/set, time, sounds, actions, dialogues
- p. 109, act. 2 a At that same hour..., b "Ellen!"; c "A doctor, a doctor!";

- d "Hutter!"
- p. 109, act. 3 At that same hour, Ellen's name, a doctor, his name
- p. 109, act. 4 horror, vampire
- p. 110, act. 5 Possible answers: a i that Hutter discovers Orlok is a vampire, ii that Harding realizes Ellen is not in bed, iii where Orlok's castle is, iv what happens to Hutter when Orlok finds him; b writing dialogues and interventions on title cards
- p. 110, act. 6 Possible answers: a "Oh no! He is a vampire!" b "Where is she?" c In Transilvania..., d "You're lost!"
- p. 110, act. 7 Possible answer: it was difficult for me to understand the scene until the teacher explained it to us. I think that those sentences and phrases will make it easier for anybody to understand the action better.
- p. 110, Time to Shine! There are at least 45 films based on the book *Dracula* by Bram Stoker. Among them, we can mention: *Dracula* with Bela Lugosi, *Bram Stoker's Dracula* by Coppola, and *Dracula 2012*.
- p. 111, act. 9 Date: October 31st, Origin: Celtic, Belief: that the spirits of dead people come back to our world, Today's custom: trick or treating, Countries: almost every English-speaking country around the world
- p. 111, act. 10 Halloween: celebrated on October 31st, Celtic origin, trick or treating, house decorations. Halloween & Day of the Dead: Spirits of dead people come back to our world. Day of the Dead: celebrated on November 2nd, Prehispanic origin, *ofrendas*, decoration of graves
- p. 113, act. 1 b Charles Chaplin
- p. 113, act. 3 Characters: seller, tramp; Time: daytime; Action: awkwardly, carelessly, angrily, Finally; Music: piano
- p. 114, act. 4 3, 1, 6, 4, 2, 5
- p. 114, act. 5-6 Answers may vary.
- p. 115, act. 7-8 Answers may vary.

### Unit 8

- p. 121, act. 1-2 Answers may vary.
- p. 121, Time to Shine! newspapers
- p. 122, act. 4 a superstitions, b to

- amuse/entertain, c teenagers/ young people, d He is a policeman; he is wearing a police uniform.
- p. 122, act. 5 b, c, d, a
- p. 123, act. 7 Possible answers: Eastern cultures that follow religions such as Buddhism, Hinduism, or Jainism hold that nature is sacred and humans are not more significant than any other living thing. / that we should not kill any living thing
- p. 123, act. 8 Igor Zakowski (on the top)
- p. 123, act. 9 Possible answers: a Meanwhile... b Bzzz! c You nasty insect! d drawing of a skull
- p. 123, act. 10 Answers may vary.
- p. 125, act. 1 Possible answers: a Vroom: a car going very fast, b Kaboom: an explosion, c Smack: a kiss
- p. 125, act. 2 a speech bubbles b One day in Dogland.../Slam!
- p. 125, act. 3 Possible answers: a Why is the young dog angry? b What is he planning to do? c How does the old dog react?
- p. 126, act. 4 Possible answers: Explicit Information-The young dog says that he's leaving because he wants to have more adventures. / Personal Experience- Some teenagers want to have adventures but don't have the resources and freedom to do what they want. / Implicit information-The old dog is not worried because he knows the young dog is not leaving or is not going very far.
- p. 126, act. 5 Possible answer: the young dog in his room, playing video games
- p. 126, act. 6 Possible answers: Young dog – Panel 2: angry, Panel 3: proud, Panel 4: disappointed / Old dog – Panel 2: indifferent, Panel 4: calmed
- p. 126, act. 7 Answers may vary.
- p. 127, act. 8-10 Answers may vary.
- p. 129, act. 1 Possible answer: to show how a "black sheep" thinks and reacts
- p. 129, act. 2 Possible answers: a rebel, someone who behaves badly, someone who does not fit in with a group, an innovator
- p. 129, act. 3 Answers may vary.

- p. 130, act. 4 Circle: ...he failed his university entrance exam. / Underline: For me, being a black sheep is being different from the rest, so therefore you're more creative. Well, that's what I think. / Draw a square around: For instance, Einstein.
- p. 130, act. 5 expresses a point of view: Well, that's what I think. / acknowledges the interlocutor's answer: I'd love to understand what you mean. / questions a stand: Why do you say that? / clarifies confusion: For instance, / asks a question based on what the interlocutor said: Can you explain me that?
- p. 130, act. 6 Answers may vary.
- p. 131, act. 7-8 Answers may vary.

### Unit 9

- p. 137, act. 2 Name and nationality: Mahatma Gandhi, Indian / He is famous because... He was the leader of the Indian independence movement against the British rule. He was a peace activist who employed non-violent disobedience. / Thoughts about cultural diversity: We should respect differences and understand that beyond them we should be united.
- p. 137, act. 3 Possible answers: What was Gandhi's nationality? Why was he famous? What were his thoughts about cultural diversity? What were his principles?
- p. 137, Time to Shine! India's culture is heavily influenced by religion. Indian society is still divided into castes. Hindi is the most commonly spoken language; Gandhi spoke Gujarati, Hindi, and English.
- p. 138, act. 4 Research, topic, information, key words, databases, search engines, library, resources, evaluate, reliable
- p. 138, act. 5 Possible answers: Key Words- Gandhi, nationality, cultural diversity, principles / encyclopedia- We may find general information about his life. / books- We can read something he wrote to know more about his principles and thoughts. / Internet search engines- We may

- find articles that mention him or explain something about his life.
- p. 138, act. 6 Answers may vary.
- p. 139, act. 9 Possible answers: Mahatma Gandhi – Indian / Leader of Indian independence / Peace activist – non-violent disobedience / Thoughts: Respect differences and be united.
- p. 141, act. 1 Answers may vary.
- p. 141, act. 2 speech, spoken, speaking, language(s), family, families / My prediction: It will talk about families of languages.
- p. 141, act. 3 Possible answers: Languages of the World: more than 7,000 languages spoken / Semitic: around 3000 B.C. – from nomads of southern Arabia, language of early civilizations: Babylonians, Phoenicians / Indo-European: 3000 B.C. – from nomads of Eastern Europe / Western Asia, spread to Atlantic shores and Iranian plateau, ranges from Hindi to English, spoken by half of the world's population
- p. 142, act. 4 Answers may vary.
- p. 142, act. 5 Possible answers: Over the course of history, languages continually travel from place to place and influence each other... / ... romance languages that derived from Latin (such as Italian, French, Spanish, Portuguese, and Romanian) and Germanic languages (such as English, Dutch, German, Danish, and Norwegian)... / We also must consider that language is in constant evolution. A word will prevail according to its usefulness. / ...an invention may give origin to a new word...
- p. 142, act. 6 Possible answers: languages influence each other / romance languages: Spanish, French, Portuguese, Romanian / Germanic languages: English, Dutch, German, Norwegian / languages- constant evolution / word prevails- usefulness / inventions- new words
- p. 143, act. 7 Possible answer: people

- who speak different languages / communicating when they have a common goal (business, commerce, education, etc.).
- p. 143, act. 9 During colonialism, the British Empire spread English to its colonies. / The US became an economic giant during the 20th century. / English was spread through mass media. / English became a lingua franca.
- p. 143, act. 10 Answers may vary.
- p. 145, act. 1-3 Answers may vary.
- p. 146, Time to Shine! Prezi, Google Slides, Keynote for iCloud

#### Unit 10

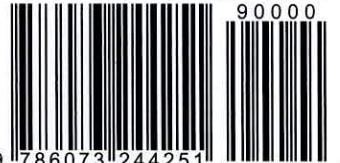
- p. 153, act. 1-2 Answers may vary.
- p. 154, act. 4 a Fine Arts Palace, b Coyoacan, c Xochimilco, d Chapultepec, e Zocalo
- p. 154, act. 5 Possible answers: Chiapas: to enjoy adventure, Oaxaca: to eat delicious food, Guanajuato: to learn history
- p. 154, act. 6 Possible answers: swim, snorkel, dive, sunbathe
- p. 155, act. 8 radio ads, travel agency brochures, websites or online travel magazines
- p. 155, act. 9 Answers may vary.
- p. 155, Time to Shine! Los Cabos, Puerto Vallarta, Zihuatanejo, Huatulco, Cancun
- p. 155, act. 10 Possible answers: a Which are the best dates to go?, b How can we get there?, c Where can we stay?, d How much are we going to spend?, e Do we need equipment? What kind of equipment?
- p. 157, Time to Shine! the tundra and the savanna
- p. 157, act. 2-3 Answers may vary.
- p. 158, act. 4 Answers may vary.
- p. 158, act. 5 Possible answers: a It is beautiful. b It is easy to get there. c I can do my favorite activities there. d The accommodations are cheap e I am sure we will meet interesting people there.
- p. 158, act. 6 Possible answers: I think the best place to go is Chiapas because it is beautiful.
- In addition, I can do my favorite activities there, for instance, kayaking. Moreover, the accommodations are cheap and it is easy to get there by bus. Finally, we will surely meet interesting people there. So, all in all, I believe that it is the best option.
- p. 159, act. 7 Are you sure we; I'm looking forward to; don't you agree?; That's a good idea, but; It sounds fantastic, but; Tulum, you say?; we really should go there.
- p. 159, act. 8 Possible answers. Negotiate ideas and proposals: Are you sure we...; It sounds fantastic, but... / Emphasize words to impact: Tulum, you say? / Get to an agreement: We really should go there.
- p. 159, act. 9 hyperbole (red): ...they say that place is out of this world! / opinion (orange): in my view, Mexico City is a place worth to be visited. / statistics (green): it was the No. 1 place to go in 2016. / rhetorical (yellow): ...who doesn't want to be resting on a white sand wonderful beach? / imperative (blue): Get on board and join us! / The volume is altered in the hyperbole.
- p. 159, act. 10 Possible answers: Girl: excited when explaining why she wants to go to Mexico City, annoyed when the boy insists he wants to go to the beach / Boy: calm and relaxed all throughout the dialogue
- p. 161, act. 1 the boy / He set expectations for the other, used images, told the truth, was an active listener, used prepared arguments, stayed calm and relaxed, and was confident.
- p. 161, act. 2-3 Answers may vary.
- p. 162, act. 7 Answers may vary.
- p. 162, Time to Shine! information about transportation, accommodations, tours and activities, costs, etc.
- p. 163, act. 9 Answers may vary.

Distribución gratuita  
Prohibida su venta



[www.pearsonenespañol.com](http://www.pearsonenespañol.com)

ISBN: 978-607-32-4425-1



9 786073 244251