

yes, we can!

Secondary

1

Teacher's Guide



Richmond



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

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

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**yes,
we
can!**

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1

Teacher's Guide



Av. Río Mixcoac No. 274, Col. Acacias,
Benito Juárez, C.P. 03240, Ciudad de México

Yes, We Can! Secondary Teacher's Guide Level 1

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WELCOME TO LEVEL 4 OF YOUR COURSE!

About the Program

In contrast to Cycles 1, 2 and 3 of the National English Program, in this level, the expectancy is that learners develop not only listening and reading comprehension, but that they can achieve oral and written production by using a repertoire of linguistic and metalinguistic strategies. From a communicative and sociolinguistic perspective, this interpretation and production of oral and written texts can only occur in socio-functional contexts.

The contents of the syllabus for Cycle 4 of the National English Program were selected and organized based on the Common European Framework of References for Languages (CEFR), which is an international standard for describing language ability. For this reason, the social practices of the language are the key reference in the content definition of the syllabus. By the end of this cycle, students are expected to have reached a B1 level (Threshold).





Social Practices of the Language

Social practices of the language are interaction modes that include a series of activities related to the comprehension and production of oral and written texts. Each of these practices has a communicative goal and is related to a very particular cultural situation. Learners are expected to participate in realistic or life-like social practices with native and non-native English speakers by means of specific competencies that define the curriculum contents of this subject in all the cycles of the national program.

These specific competencies occur in a number of common everyday situations, but since English is not present in many of the learners' social environments, the school is, more often than not, the only place where learners may have the necessary conditions to learn a non-native language. For this reason, it is of paramount importance that the school creates the necessary conditions to foster oral and written communicative situations where English is used for academic, social, literary and ludic purposes; the **learning environments** where the social practices occur.

In the **familiar and community environment**, English is approached through situations that are close, well-known and familiar to the learners. In the **literary and ludic environment**, learners are encouraged to appreciate and value other cultures in order to go beyond their immediate environment, to discover the creative power of the word and experience the enjoyment that literary fiction can bring. Last but not least, the **academic and educational environment** intends to help learners develop their learning strategies, which will allow them to adjust their comprehension and production processes to identify meanings and solve problems.

The various communicative acts included in the social practices and the learning environments will act as a springboard for the development of the specific communicative competencies; these will enable the comprehension and production of oral and written texts in order for learners to carry out a specific task. These performance evidences, also referred to as **achievements**, may help teachers formatively assess their learners' progress and performance in their competency in English.

Methodology

In order to understand the methodology behind the selection and organization of the materials and activities in *Yes, We Can!* it is important to mention the influence that the communicative competence and socio-constructivist theories have on the series.

As suggested in the National English Program, in Mexico, language learners' acquisition is limited by a lack of exposure to the target language. For this reason, it is necessary to look for opportunities to optimize the non-native speakers' learning process.

Yes, We Can! aims to provide the learner with traditional and electronic alternatives to increase interest in texts (through readers and websites), thus maximizing exposure to the target language.

The importance of helping learners develop communicative competencies is often repeated in the National English Program. In this series, learners are invited to develop these competencies by "doing" with the language, "knowing" about the language and "being" through the language. In other words, learners are not only expected to develop their linguistic competence,

but to learn about the sociolinguistic contexts in which language occurs, in order to participate more appropriately during communicative acts.

Another important aspect of language learning addressed in this series is the importance of promoting social interaction and collaborative work amongst learners in the language classroom. For this reason, opportunities to invite learners to do pair and collaborative work are often exploited. Furthermore, individual work, reflection and self-evaluation are also considered so as to give learners the opportunity to learn at their own pace.

Finally, assessment is seen as an on-going process so that importance is given to both language learning and the skill of learning itself. Continuous assessment is carried out by a series of self-assessments (diagnostic, mid-unit and final) and the creation of a portfolio of evidence. Every effort is made to provide the learner with ideas and materials for the construction of this formative assessment tool.



Student's Book

The Student's Book is the main component for students. It includes on-level, age-appropriate activities that guide students to progressively explore the work towards the unit objectives. The Student's Book has 10 units, designed for use over three terms.

Unit Structure

Each unit of the Student's Book is organized in the following way:

Unit Overview

In this first section, the unit is referenced to the National English Program in terms of the corresponding learning environment, social practice, communicative activities, achievements and final product. There is also a short activity that is intended to activate the students' prior knowledge as well as to help them anticipate the contents of the unit.

How Much Do I Know?

The purpose of this diagnostic section is to help learners reflect on how much they know regarding the social practice and also to relate to the learning environments in a reflective way or by means of a short discussion.

Unit Overview

Environment: Family and community

Social Practice	Communicative Activities	Achievements
Exchanges associated with specific purposes	Exchange opinions about a community service.	<ul style="list-style-type: none"> Listening and review dialogues about community services. Get the main idea. Exchange information about community services.

Final Product: Acting out a dialogue

Reader: *Just Garbage?*

How Much Do I Know?

How Much Do I Know?

Circle the answers.

- Was it easy to understand the dialogues? Yes. Partially. No.
- Did you get the main idea the first time? Yes. Partially. No.
- Could you have a dialogue like this in English? Yes. Partially. No.

Discuss the interactions involving community services that you could role-play for your friend's birthday.

How Am I Doing?

How Am I Doing?

What have you learned so far? Do you feel more confident about discussing services? Have you learnt more phrases for dialogues about services? What do you still need to learn?

Development

This section aims at covering the stages through which the social practice and the final products will be completed. The activities in this section, are organized to meet the achievements proposed for this learning cycle.

How Am I Doing?

Halfway through the unit, learners are invited to complete the suggested subproduct that will form part of the evidence portfolio (Mind Map, Collection of Evidence or Worksheet). Students are also invited to reflect on what they have learned so far in the unit.

Final Product

Here, learners put the different parts of their portfolios together before completing the final product of the social practice.

Reflection

Students will also carry out a final reflection on their team's collaboration.

Self-evaluation

This section of final self-evaluation encourages students to reflect on their learning throughout the unit.

Final Product

9 Act out a dialogue

10 Choose activities related to community services

11 Analyse and culture phrases and vocabulary for dialogues

12 Exchange information

13 Compare reflections

14 Choose the community service for your dialogue

15 Use role on the roles of each speaker

16 Practice acting out a dialogue

17 Use the ideas to write the dialogue

18 Produce the dialogue in pairs. Check if the sentences are understood when spoken and listened to

19 Act out the dialogue for the class

20 Finally, listen to your classmates' feedback

Reflection

1 Did you learn how to ask for and give information about community services?

2 Was it easy to choose the situation for the dialogue?

3 Was it easy or difficult to make up the dialogue for the role-play?

4 What was your role?

5 Did you like acting in front of your class?


6 What can you learn from watching your classmates act out their dialogues?

Self-evaluation

Reflect on the following aspects of your presentation

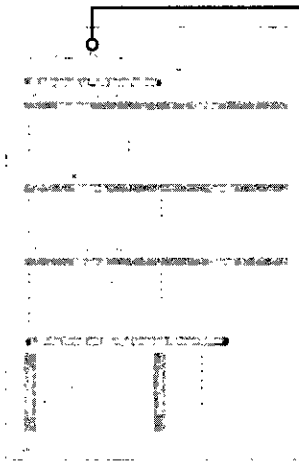
Aspect	Yes	A little	No
I can use 1 appropriate words and expressions for different situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write sentences to give and receive information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can act out a dialogue related to a service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can moderate the tone of voice to express emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

100%



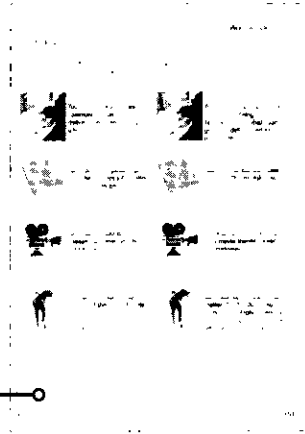
Student's Book

The Student's Book also includes the following resources at the back of the book:



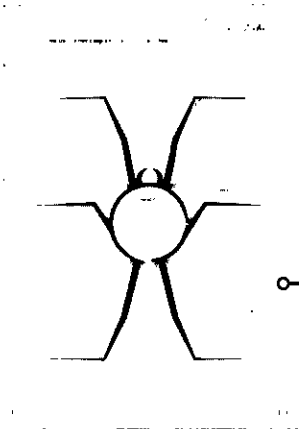
Language Reference

The aim of this section is to provide language models in context so that students can effectively put the language into practice. They are guided to use this section at appropriate points in the unit.



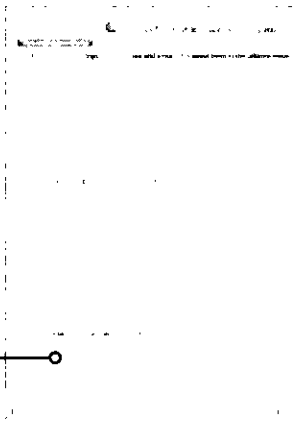
Worksheets

Students complete one worksheet per unit aiming at gathering more evidence towards the development of the final product.



Mind Maps

Students also complete one mind map per unit. The focus of the mind maps is on preparing students for the final product.



Collection of Evidence Templates

The templates help students collect useful information throughout each unit, such as vocabulary, functional language and other material they can use in preparation for their final product.

Digital Learning



Each unit includes references to useful websites and accompanying tasks that require students to develop their digital abilities.

Go online and watch a scene of the movie "The Pursuit of Happyness". Then reflect on the questions.

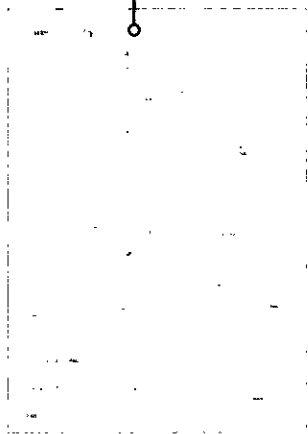
Do you know people who have no homes?
Is there a place in your community that helps them?

Portfolio

In *Yes, We Can!* students are encouraged to keep a collection of work created throughout the unit. They are guided to gather together the work and review it before working on the final product.

Bibliography

The bibliography at the end of the Student's Book provides a selection of suggested books and websites.



Glossary



A glossary includes a selection of words taken from the texts in each unit. The glossary is highlighted in activities throughout each unit and students are encouraged to develop autonomy when approaching new vocabulary.

Teacher's Guide

The Teacher's Guide includes specific suggestions for working with Student's Book activities at each stage of the unit, as well as notes and suggestions for working with the extra material provided for each unit.

Scope and Sequence

On pages xi to xv you will find a summary of unit contents. This includes the environment, social practice, communicative activities, achievements, final product and teaching guidelines for each unit. In this section you will also find the titles for each unit from the Reader.

Unit Structure

At the beginning of each unit there is a summary of the unit's **Environment, Social Practice, Communicative Activities, Evaluation Instrument and Final Product.**

- Environment:** Family and community
- Social Practice:** Exchanges associated with specific purposes
- Communicative Activities:** Exchange opinions about a community service.
- Achievements:**
Listen to and review dialogues about community services. Get the main idea. Exchange information about community services.
- Evaluation Instrument** page T13b (Assessment Rubric): Make one copy per student to evaluate this month. Suggested number of students: 5-7.
- Final Product:** Acting out a dialogue
- Reader:** *Just Garbage?*

Teaching guidelines are summarized on each page.

Teaching guidelines

- Listen to and review dialogues about community services.
- Recognize topic, purpose and intended audience.

Each unit includes a **digital poster** with content that reflects the social practice of the unit. Suggestions are provided for its use.

Wrap Up Poster 1

You may want to begin to focus students' attention on their Final Product. You can talk about the places in the poster: Are there services like these in your area? Why are they important? Students say if they would volunteer in any of these services and why.

In each unit there is a focus on a **value** related to the unit topic as well as **guidance** to help you discuss it with students.

Value—Kindness

You may want to reflect with students on how nowadays we sometimes tend to act defensively, being aggressive and rude. They can look for other ways of relating to each other. Through random acts of kindness, we can learn to build a respectful, confident, collaborative and joyful community. Being kind to ourselves and others boosts our physical and psychological well-being. And only when we are kind to ourselves, we can be kind to others.

Students are guided to read the unit reader.

Time to read! **Just Garbage?** pp 11–15

You may want to wrap up the class, talking about the service described in the Reader. You may ask students if they know how much garbage they produce and what they throw away. Does it help the community? Students read pages 11–15 of the Reader. As a class, discuss if there is a similar process for garbage in their community.

Each unit includes a task for students to do online.

- Go online and watch a scene of the movie "The Pursuit of Happiness." Then reflect on the questions.

Students are guided to complete the unit **worksheet** as part of their collection of evidence.

- Go to **Worksheet 1** on page 151 and practice acting out a dialogue for your Final Product.

As part of their collection of evidence, students can prepare the dialogues for each situation in Worksheet 1. They should work in pairs and follow the instructions.

Before preparing their final product, students are encouraged to complete their **Collection of Evidence Template** using the evidence (subproducts) they have gathered for their portfolio.

Continuous assessment is carried out through self-evaluation (diagnostic **How Much Do I Know?**, mid-unit **How Am I Doing?** and final **Self-evaluation**) and the creation of a portfolio of evidences to monitor students' progress.

Self-evaluation

As part of the continuous evaluation, it is time for students to think about what they have learned. It isn't necessary for students to share their reflections. It is an individual and personal evaluation to realize what they have to work on in the future.

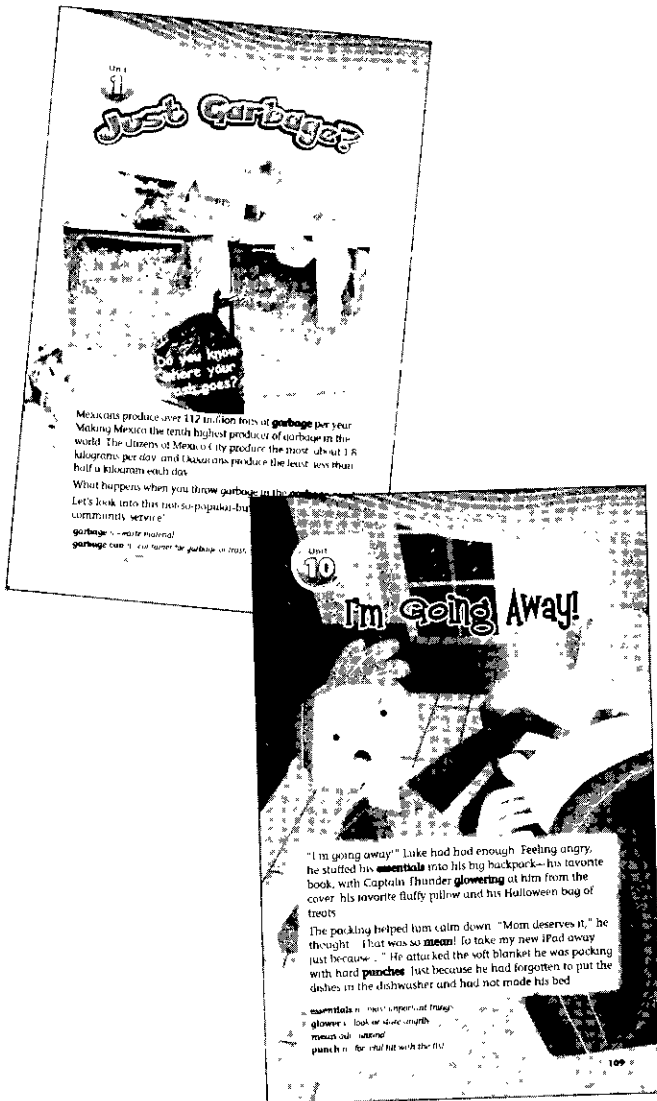


Readers and Digital Component

Time to Read (Readers)

"A person who won't read has no advantage over one who can't read." Mark Twain

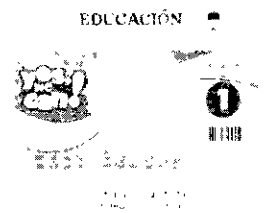
We are aware of the importance of reading as a part of everyday life, both inside and outside the classroom. At each level, *Yes We Can!* is accompanied by a reader that includes fiction and nonfiction texts to foster curiosity, language acquisition, reading skills, and, above all, the habit of reading. The final page of each reader includes questions and activities to develop communication skills and personal involvement in reading. The activities are linked to the social practices and, where appropriate, the final product for the unit. This page also includes suggested further reading. References are included so that students can verify facts and extend their learning.



Digital Component

Audio Program

Yes, We Can! includes an extensive listening program. The activities recorded on the Digital Component will help all students, and in particular auditory learners, to assimilate the language. All listening exercises are included here. The audioscript is on pages T148 to T155.



Posters

The Digital Component also includes a digital poster per unit, with content that reflects the social practice of the unit.



Scope and Sequence

Unit 1 Environment: Family and community

Social Practice	Communicative Activities	Achievements
Exchange opinions about a community service	Exchanges associated with specific purposes.	<ul style="list-style-type: none"> Listen to and review dialogues about community services. Get the main idea. Exchange information about community services.
Final Product: Acting out a dialogue		Reader: Just Garbage?

Teaching guidelines		
<p>Listen to and review dialogues about community services.</p> <p>Detect contextual clues (e.g. background noise, relationship between speakers, etc.).</p> <p>Identify form of communication (face-to-face or long-distance interaction).</p> <p>Participate confidently and accurately in brief dialogues.</p> <p>Distinguish intonation and attitude.</p> <p>Determine the structure of dialogues and the sequence of enunciation.</p> <p>Detect key words.</p> <p>Activate previous knowledge.</p> <p>Recognize topic, purpose and intended audience.</p> <p>Anticipate general sense.</p> <p>Distinguish the composition of expressions.</p> <p>Reflect on how the information is organized.</p>	<p>Notice language register.</p> <p>Determine language register according to intended audience.</p> <p>Select appropriate repertoires of words and expressions.</p> <p>Formulate and respond to questions to ask for and give information.</p> <p>Determine the structure of dialogues (opening, body and conclusion) and the sequence of enunciation (description, instruction, etc.).</p> <p>Recognize speakers' actions that support meaning (e.g. adjusting volume, paraphrasing, forming questions, etc.).</p> <p>Smoothly take turns speaking.</p> <p>Consult notes to remember information that is necessary to know.</p> <p>Make progress respective to initial competence.</p>	

Unit 2 Environment: Literary and ludic

Social Practice	Communicative Activities	Achievements
Literary expression	Read classic tales.	<ul style="list-style-type: none"> Select and review classic tales. Understand general sense and main ideas. Compare variants of pronunciation and writing. Express key events orally. Rewrite key events.
Final Product: Creating a storybook for lower-level students (big book)		Reader: <i>The Miser and His Gold</i>

Teaching guidelines		
<p>Propose realistic learning goals.</p> <p>Activate previous knowledge about narration elements.</p> <p>Recognize topic, purpose and intended audience.</p> <p>Anticipate content based on graphic and textual components.</p> <p>Recognize textual and graphic organization.</p> <p>Promote respect for others' opinions.</p> <p>Recognize the general idea and locate key events in a text.</p> <p>Consider differences between British and American spellings (-our / -or, -re / -er, etc.).</p> <p>Use different comprehension strategies.</p> <p>Express personal reactions and opinions about events.</p> <p>Recount events in the past.</p> <p>Identify author(s) and conflict.</p>	<p>Express progress actions.</p> <p>Make questions to locate specific information.</p> <p>Remember and use repertoires of words and expressions.</p> <p>Determine the number and order of key elements.</p> <p>Express actions in progress and past actions.</p> <p>Sequence events.</p> <p>Contribute observations and points of view.</p> <p>Recount events based on illustrations.</p> <p>Write sentences about key events.</p> <p>Form questions to locate specific information.</p> <p>Sequence events.</p> <p>Value reading as a leisure activity.</p> <p>Rewrite sentences and key events.</p>	

Unit 3

Environment: Academic and educational

Social Practice	Communicative Activities	Achievements
Interpretation and follow-up of instructions	Write instructions to use a bilingual dictionary.	<ul style="list-style-type: none"> • Select and review bilingual dictionaries. • Understand the sense of textual components of bilingual dictionaries. • Write instructions. • Edit instructions.

Final Product: Write an instruction manual to explain how to use a bilingual dictionary. **Reader:** Only Words?

Teaching guidelines

Examine bilingual dictionaries.
 Locate sections assigned to each language.
 Value the function of textual and graphic components: lists of words, typographic signs, Arabic and Roman numerals and abbreviations.
 Identify entries and subentries.
 Understand the use of numbers and special characters.
 Show curiosity about and interest in searching for and obtaining information.
 Locate words in English and in the mother tongue.
 Classify words.
 Read definitions of words in English and the mother tongue.

Determine types of words based on abbreviations.
 Understand instructions for using a bilingual dictionary.
 Classify types of words in a table.
 Write lists of textual components.
 Make a list of abbreviations.
 Review verb forms: imperative.
 Establish a numbered order for the steps in a set of instructions.
 Order sentences into sequences.
 Write instructions.
 Favor cooperation and integration in schoolwork.
 Value the use of punctuation marks and standard spelling.
 Write final versions.

Unit 4

Environment: Family and community

Social Practice	Communicative Activities	Achievements
Exchanges associated with media	Compose dialogues and interventions for a silent short film.	<ul style="list-style-type: none"> • Review silent short films. • Understand the general sense and main ideas. • Write lines and dialogues.

Final Product: Creating a storybook for lower-level students (big book) **Reader:** The Great Train Robbery

Teaching guidelines

Recognize topic, purpose and intended audience.
 Determine the nature of actions (*funny, tragic, etc.*).
 Differentiate characters.
 Identify nonverbal language used by characters.
 Order sentences into sequences to form a storyline.
 Briefly justify the choice of sentences for a dialogue.
 Describe motivations, hopes, desires and/or ambitions, using expressions to shade them (e.g. *You may..., It might..., etc.*).
 Identify the relation between scenarios, actions and sound resources.
 Clarify the names of objects, actions and concepts.
 Establish genre.

Propose sentences to complete lines and dialogues.
 Include examples, appropriate details and interesting information, using adverbs.
 Adjust verbal and nonverbal language according to a specific audience.
 Recognize and modulate appropriate volume and speed.
 Register lines and dialogues in a script format.
 Perform dialogues.

Unit 5

Environment: Literary and ludic

Social Practice	Communicative Activities	Achievements
Recreational expression	Produces constructive forecast for others.	<ul style="list-style-type: none"> Review samples of written forecasts. Listen and identify ways to express future actions. Ask and answer questions to understand future forecasts. Write sentences that express future to create forecasts.

Final Product: Write a prediction for others. **Reader:** What Will Become of Our Future?

Teaching guidelines

Analyze topic, purpose and intended audience.
 Understand sentences that describe future situations (*will, be + going to*).
 Contrast types of sentences used to express forecasts (affirmative, negative, interrogative, etc.).
 Value the use of graphic and textual components.
 Compare sentences with future, past and/or present verb forms.
 Listen to forecasts and discover future verb forms.

Form and respond to questions to make forecasts based on present situations.
 Distinguish future tense uses (e.g. making predictions, expressing intentions, etc.) in forecasts.
 Extend repertoire of words for expressing the future.
 Write questions and sentences that describe future actions.
 Write sentences that describe future actions.
 Promote feedback between classmates.
 Check spelling and punctuation.

Unit 6

Environment: Academic and educational

Social Practice	Communicative Activities	Achievements
Search and selection of information	Write notes to elaborate human body schemes.	<ul style="list-style-type: none"> Review and understand information about the human body systems. Propose and answer questions about the human body systems. Write notes to describe human body systems. Edit diagrams in teams and with a guidance of a teacher.

Final Product: Make a chart of a human body system **Reader:** Every Breath You Take

Teaching guidelines

Use verb forms (present) and nouns (with/without determiner, compound, countable/uncountable) in taking notes.
 Organize terms and descriptions in tables.
 Define topic, purpose and intended audience.
 Use verb forms (passives, participles).
 Identify new words.
 Analyze graphic and textual components.
 Extend repertoire of words and expressions.
 Use adjectives (comparative and superlative) in questions and answers.
 Form and answer questions to describe components.

Establish a number of descriptions based on illustrations.
 Reflect and act for one's own and others' physical benefit.
 Establish the relation between illustrations and text.
 Value the use of punctuation marks and standard spelling.
 Order sentences to compose notes and relate them to pictures.
 Delete or add information to improve notes.
 Write and/or rewrite sentence to describe components, summarizing information from sources.
 Use verb forms (present) and comparative and superlative adjectives in the writing of notes.
 Promote respect and collaboration in schoolwork.

Unit 7

Environment: Family and community

Social Practice	Communicative Activities	Achievements
Exchanges associated with information of oneself and of others	Exchange compliments, likes and dislikes in an interview.	<ul style="list-style-type: none"> • Listen to and review 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.

Final Product: Carry out an interview about leisure activities. **Reader:** Tell Us About Yourself

Teaching guidelines

Notice contextual clues in leisure situations.
 Recognize behavior adopted by speakers to clarify and confirm comprehension.
 Detect syntactic differences between British and American English: agreement with collective nouns (e.g. *My favorite team is / are*).
 Compose sentences that include like (e.g. *I like...*) to express likes and dislikes.
 Identify language register.
 Anticipate general sense and main ideas.
 Identify words used to connect ideas.
 Order sentences into a sequence using connectors.
 Recognize the structure of dialogues (opening, body and conclusion) to determine the function of lines (e.g. interruption, confirmation, etc.).
 Recognize the types of sentences used to express likes and dislikes.
 Compare ways of expressing likes, compliments and dislikes.
 Determine language register and compose sentences.

Identify topic, purpose and intended audience.
 Include details in main ideas.
 Express points of view in favor and against.
 Determine sequence of enunciation.
 Form and respond to questions to clarify confusion.
 Take roles as interviewer and interviewee, with and without the help of a script.
 Use question tags to request confirmation (e.g. *You used to be... didn't you?*).
 Practice and follow rhythm, speed and pronunciation.
 Value dialogue and language as a means to exchange experiences.
 Consider repertoires of words and expressions.
 Use expressions to make time to articulate spontaneous answers (e.g. *Hmm, that is an interesting question, etc.*).
 Use nonverbal language to reinforce what is being said.
 Recognize appropriate moments to interrupt interlocutors.
 Adjust questions and answers depending on the interlocutor's reactions.

Unit 8

Environment: Academic and Educational

Social Practice	Communicative Activities	Achievements
Understanding oneself and others	Read comics to discuss cultural expressions.	<ul style="list-style-type: none"> • Select and revise comic strips in English. • Interpret content in comic strips. • Exchange opinions about cultural expressions in a discussion.

Final Product: Hold a discussion **Reader:** The Toothpick Warriors

Teaching guidelines

Identify different comic strip genres and topics.
 Identify topic and intended audience.
 Recognize graphic and textual components.
 Recognize author(s).
 Use different comprehension strategies.
 Identify comic panels, speech bubbles and onomatopoeia.
 Recognize values expressed in comic strips.
 Compare own ideas and beliefs with those represented in comic strip panels and texts.
 Exchange opinions about cultural differences expressed in a comic strip.

Value cultural diversity.
 Express points of view and acknowledge the interlocutor's answers.
 Recognize behaviors in comic panels.
 Use examples to clear up confusion.
 Make charts of expressions for giving opinions and examples.
 Use expressions to discuss ideas or beliefs in comic strips.
 Question positions based on commonsense opinions.
 Monitor progress from starting point.

Unit 9

Environment: Academic and educational

Social Practice	Communicative Activities	Achievements
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Exchanges associated with specific purpose

Present information about linguistic diversity.

- Select information.
- Read information.
- Rehearse giving a presentation.
- Give a presentation.

Final Product: Giving oral presentations. **Reader:** Fun Facts About World Languages

Teaching guidelines

Use strategies to find information (titles, pictures, etc.).
 Evaluate the function of text components (e.g. headings, footnotes, glossary).
 Relate previous knowledge to the text.
 Detect frequently used words to anticipate general sense.
 Use reading strategies: infer implicit information.
 Define purposes of reading.
 Reread information.
 Locate information that helps in responding to questions.
 Formulate questions to guide students' search for information.
 Define criteria for selecting sources of information.
 Combine oral interaction with graphic resources and the use of notes to aid students' memory.
 Classify and compare prosodic resources (e.g. volume, rhythm, clarity).

Make explicit references to the topic and questions of the investigation (e.g. *I would like to add...*). Summarize or extend information to clarify ideas.
 Invite the audience to ask questions or make comments. (e.g. Any questions?).
 Confirm or clarify ideas (e.g. Are you saying...?, Do you mean that...?).
 Review and practice nonverbal language (e.g. facial expressions, body posture, eye contact, gestures, etc.).
 Prepare notes and graphic resources that support the presentation.
 Rehearse the presentation.
 Give the presentation.
 Define language register.
 Monitor progress from a starting point.

Unit 10

Environment: Family and community

Social Practice	Communicative Activities	Achievements
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Exchanges associated with the environment

Agree with others a travel itinerary.

- Seek and consult information.
- Compare pros and cons of ideas and proposals.
- Build arguments to defend ideas and proposals.
- Listen and express pros and cons to come to an agreement.

Final Product: Design a travel itinerary **Reader:** I'm Going Away

Teaching guidelines

Emphasize words or alter volume to get an effect of impact (e.g. *The lake, definitely, The national park, you say?*).
 Reflect on ways to negotiate ideas and proposals.
 Use connectors to link reasons and data to build arguments.
 Add data to viable proposals and ideas.
 Talk clearly and loud enough.
 Interpret gestures and body language to detect emotions.
 Recognize emotions in persuasive language.
 Discard proposals based on consulted information.

Contrast advantages and disadvantages of using graphic material.
 Analyze expressions and strategies of persuasion (e.g. *Are you sure we...? That's quite a good idea, We really should go there, etc.*).
 Analyze reasons of proposals and ideas.
 Enlist proposals of destinations and ideas about travel.
 Define sources of information to find out about destinations.
 Take notes on data that support viable proposals and ideas.

Term 1: Unit 1

Talking about Services

Environment: Family and community

Social Practice: Exchanges associated with specific purposes

Communicative Activities: Exchange opinions about a community service.

Achievements:

Listen to and review dialogues about community services. Get the main idea. Exchange information about community services.

Evaluation Instrument page T13b (Assessment Rubric): Make one copy per student to evaluate this month. Suggested number of students: 5-7.

Final Product: Acting out a dialogue

Reader: *Just Garbage?*

Teaching guidelines

Listen to and review dialogues about community services.

Recognize topic, purpose and intended audience.



You can explain to students the topic and purpose of this unit. They read the chart and identify what they will achieve. You may say that their Final Product will be a dialogue related to a community service. Students brainstorm services in their area and discuss the benefits they offer to the community.

1 Listen and number the places. Then discuss.

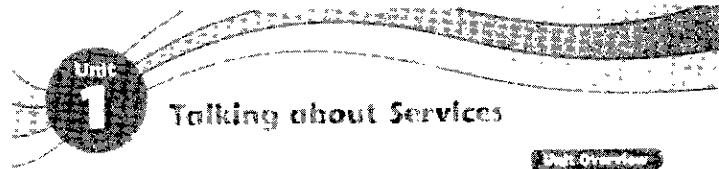
1

Students look at the pictures and describe what they show, either in pairs or as a class. Play Track 1 for students to decide the order and number them. Students may share their ideas about the questions, and say what these services have in common: You need money in all of them to get something.

► Listen again and discuss the questions.

1

Students can work in pairs. They read the questions first to know what information to listen for. Play Track 1, pausing after the first dialogue to elicit the setting: Where is this conversation taking place? Why? Students identify words that helped them before continuing with the other dialogues. Students listen to Track 1 again and discuss the answers.



Unit 1

Talking about Services

Environment: Family and community

Exchanges associated with specific purposes

Exchange opportunity about a community service

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

Listen and number the places. Then discuss

Listen again and discuss the questions

1 Listen and number the places. Then discuss

1. Are there places in these areas of your community?

2. Which one do you pay for?



At a fast-food restaurant



At a store



At a sports center

► Listen again and discuss the questions.

1. What is the girl's profession in Dialogue 1?
2. Is the boy's profession a doctor or a teacher?
3. What is the person in Dialogue 3 asking for?
4. How will the cashier help the client in Dialogue 4?

The above are examples of services you pay for. Go online and read about public services: these are free services the government provides.



At a drugstore

Discuss the kind of services that are provided in your community. Who provides them? What are they there for?

Circle the answers.

1. Was it easy to get a ticket to the stadium? Yes Partly No
2. Did a stranger help you when the first time? Yes Partly No
3. Could you find a good job quickly in your country? Yes Partly No

Discuss the interactions involving community services that you could role-play for your

4. Listen



The above are examples of services you pay for. Go online and read about public services, these are free services the government provides.

Students can recognize services they pay for. It's harder to point out the ones that are free but vital for the community. Students can browse the site and discuss the questions in the same pairs. You might ask them to share their ideas with the class.



This is a good time for students to have their diagnostic evaluation. You may explain it is important to see how much they know about a topic at the beginning so that they can evaluate their progress. They do this activity individually and be honest about how they felt.

Wrap Up Poster 1

You may want to begin to focus students' attention on their Final Product. You can talk about the places in the poster: Are there services like these in your area? Why are they important? Students say if they would volunteer in any of these services and why.



Development

1 Listen to an extract of a conversation and discuss the questions

- 1 Where are the people?
- 2 What do people say to each other?

2 Listen to the whole dialogue and discuss.

- 1 What are the boy and girl looking for?
- 2 Do they find it?
- 3 Are the people talking face-to-face or on the phone? How do you know?

3 Listen again and write R (Rob), L (Lisa) or C (clerk).

- ___ Good afternoon. Welcome to Music Castle.
- ___ Hello, thank you.
- ___ May I help you?
- ___ Yes, please. We're looking for the pop music section. I'd like to listen to the *big four* album.
- ___ That's over there.



Unit 1

4 Write which of the above expressions are used in the situations below.

- 1 Greeting someone
- 2 Offering assistance
- 3 Expressing what you need
- 4 Indicating where something is

5 Complete the dialogue with the expressions above.



A: Good afternoon.
 B: Hello, Lisa.
 A: Yes, please. I'm looking for the pop music section.
 B: That's over there.
 A: Thank you.
 B: You're welcome.
 A: I'd like to listen to the *big four* album.
 B: That's over there.
 A: Thank you.
 B: You're welcome.

Unit 1 5

paying special attention to the sound effects, before discussing the questions and sharing their ideas with the class.

2 Listen to the whole dialogue and discuss.

3

Students may work in the same pairs or switch partners. Students take notes as they listen to Track 3 before volunteers discuss the questions with the help of their notes. Do they agree on the answers? If there are any doubts, you may play the track again.

3 Listen again and write R (Rob), L (Lisa) or C (clerk).

Students can work individually on the following two activities. They should read the phrases that are shaded blue and decide who says what on the recording. If necessary, play Track 3 again. Finally, three volunteers (Rob, Lisa and clerk) read the corresponding phrases aloud.

4 Write which of the above expressions are used in the situations below.

You may want to explain what a greeting is as it might be confusing to some students (false cognate- "gitar"). Students read the first one—*Good afternoon. Welcome to Music Castle*—and identify the situation it belongs to: *Greeting someone*. Students complete the activity. Students may suggest other expressions that refer to the same situations when they give the answers.

5 Complete the dialogue with the expressions above.

You may allow students to work in pairs. They complete the dialogue from memory first. After they have tried, they can look at the expressions. Students could practice their dialogue in pairs, pretending they are in a music store. Volunteers read it out for the rest of the class. If necessary, help students with intonation so that their conversation sounds more natural.

Wrap up

You may want to ask students what places in their community they visit most often. What services do they seek. Do they still rent videos and buy music? If so, what are their favorite places? If not, how do they get them? You may want to go further and discuss how technology has caused certain businesses to disappear.

Teaching guidelines

- Detect contextual clues (e.g. background noise, relationship between speakers, etc.).
- Identify form of communication (face-to-face or long-distance interaction).
- Select appropriate repertoires of words and expressions.
- Participate confidently and accurately in brief dialogues.

Warm Up

You may begin this class by forming six teams and showing Poster 1 again. Teams can work together to find a repertoire of words that would be useful in the dialogues for each place. At the end, volunteers from different teams can write their words on the board. Students could copy them into their notebooks.



1 Listen to an extract of a conversation and discuss the questions.

2

You may want students to work in pairs. Students read the questions to the class. Students listen to Track 2,



Teaching guidelines

Distinguish intonation and attitude.
Determine the structure of dialogues and the sequence of enunciation.
Detect key words.
Participate confidently and accurately in brief dialogues.

Warm Up

You may begin by asking students what they think will be important to take into consideration when they prepare the Final Product. You may suggest to think about a place, age of the participants, etc. They may want to give you some examples of places where formal language is required and some where they can speak more informally.

3 Listen and circle the correct options. 4

You may want students to work in pairs and listen to a dialogue to recognize the relationship between the participants and the attitude of the woman. Students listen to Track 4 and circle the options and share their ideas with the class.

- **Number the lines to form a dialogue. Then listen again and check.** 4

Students may stay in the same pairs or change partners. They skim the lines quickly and say where the dialogue takes place: *At a movie theater*. They should say the key words that gave them the answer. Then students read the lines carefully and number them to form a dialogue. Students check their answers by listening to Track 4. They can practice reading out the dialogue, imitating the tone of voice of the speakers on the recording.

- **Number the underlined expressions in Activity 3 according to their purpose.**

You can read or a volunteer may read one of the underlined expressions from the conversation and elicit which of the situations it belongs to: *Enjoy the movie!* – *Show a friendly attitude*. Students work individually to number the underlined sentences according to their purpose in the dialogues. You may check by saying a number and having volunteers read the corresponding sentence.

- **Use the vocabulary and phrases above to write a similar dialogue about the information below.**

Students work in pairs and describe the posters to each other. They should point out the names of the movie genres: *horror, romantic*. Some students may want to say

3 Listen and circle the correct options. 4

- The speakers are: a) friends b) colleagues at work c) a clerk and a client
- The woman is: a) friendly b) indifferent c) rude

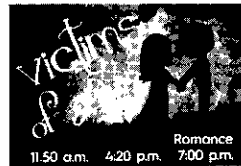
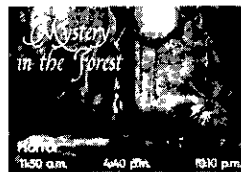
- **Number the lines to form a dialogue. Then listen again and check.** 4

W: Hi, Sam. What time?
B: 20 dollars... how many are
W: Yes. Good afternoon. Welcome to X-pansy Cinema.
S: Good afternoon. Can I have four tickets to see Swarming in the Ocean, please?
S: Thanks.
W: Yes. Thank you. Enjoy the movie!
B: The 6:15 show, please.
W: Yes. OK, four tickets to see Swarming in the Ocean at 6:15. That's 20 dollars, please.

- **Number the underlined expressions in Activity 3 according to their purpose.**

- say what you want to buy
- say how much something is
- show a friendly attitude
- say the time you want tickets for
- pay for something

- **Use the vocabulary and phrases above to write a similar dialogue about the information below.**



6 Unit 1

why they would or wouldn't like to see these movies. Students then write two dialogues using the one in Activity 3 as a model. To guide them, you may ask what they need to change: *the title of the movie, the cost, the time, number of tickets*. When they are done, you may ask three different pairs to read it out using three different attitudes. This will help them feel more relaxed and confident to prepare their Final Product.

Wrap Up

Value—Kindness

You may want to reflect with students on how nowadays we sometimes tend to act defensively, being aggressive and rude. They can look for other ways of relating to each other. Through random acts of kindness, we can learn to build a respectful, confident, collaborative and joyful community. Being kind to ourselves and others boosts our physical and psychological well-being. And only when we are kind to ourselves, we can be kind to others.

4 Listen and mark (✓) the store where the dialogue takes place.



► Listen again and answer the questions.

1. What is the client looking for?
2. What size?
3. Does she buy it?

► Match the phrases from the dialogue with their meanings.

- | | |
|--------------------------------|---|
| 1. I'm looking for a sweater. | • This is too close to the body. |
| 2. Can I try it on? | • She's trying to find a piece of clothing. |
| 3. Does it fit you? | • She wants to know if the size is right. |
| 4. No, I think it's too tight. | • She wants to put it on to see if it fits. |

► In pairs, write a similar dialogue using the items of clothing in the Glossary 1 on page 138. Go to Language Reference 1.1 on page 126 if needed.

5 Read and discuss the questions.

Don't throw away old clothes! You can donate clothes for victims of disasters, poor people or orphanages. Ask or go online to find the right places. Just remember! The clothes you donate have to be clean and in good condition.



1. What do you do with clothes you don't use?
2. Do you know places in your community where you can donate them?
3. Would you like to hold them in a place like that? Why?

► Discuss the community services that could be the setting for the dialogue for your Final Product. Choose three and complete the Collection of Evidence Template to help you plan your Final Product.

Unit 1 7

Teaching guidelines

Activate previous knowledge.
Recognize topic, purpose and intended audience.

Warm Up

You may begin by starting a dialogue in a movie theater, a music store or a video store and have volunteers join you. Students who participate less or feel less confident can be helped throughout the unit.

4 Listen and mark (✓) the store where the dialogue takes place. 5

You may want students to work in pairs for the next two activities. First, they listen to a dialogue and decide where it takes place, in a department store or the toy store? How do they now? Students listen to Track 5 and mark the place.

► Listen again and answer the questions.

5

A volunteer reads the questions aloud. You may explain the word *size* if needed. Play the track again.

Students discuss the questions in pairs before writing the answers. They may check their answers with another pair.

► Match the phrases from the dialogue with their meanings.

Students repeat the phrases and volunteers mime the meaning. Then they read the definitions and ask about any doubts. Now students should be able to do the matching individually. You might want to play Track 5 again if needed.

► In pairs, write a similar dialogue using the items of clothing in the Glossary 1 on page 138. Go to Language Reference 1.1 on page 126 if needed.

Students can work in pairs for this activity. You may want to use Track 5 again or just have students use their Language Reference 1.1 on page 126 (p.T13d) if they need more expressions to write their dialogue. Students should replace the clothing items for others from the Glossary (p.T104). In this way, they are building up the repertoire of words and expressions towards the Final Product. You might ask some pairs to read their dialogues out for the class.

5 Read and discuss the questions.

This is a good time to talk some more about community services that help the ones in need. You may start by forming small teams and asking them to look at the photo. Who are these clothing items for? Then they can read the text and discuss the questions. Students should explore the values of gratitude and empathy during this activity. You may tell them a place like this is called a *collection center*.

Wrap Up

► Discuss the community services that could be the setting for the dialogue for your Final Product. Choose three and complete the Collection of Evidence Template to help you plan your Final Product.

You may want students to hold this discussion in the same pairs in which they will prepare their Final Product. They talk about and choose three services that are free for people in different communities and complete the Collection of Evidence Template. You might want to have them interchange the templates with another pair and give feedback.



Teaching guidelines

- Anticipate general sense.
- Distinguish the composition of expressions.
- Participate confidently and accurately in brief dialogues.
- Reflect on how the information is organized.
- Modal verbs (*may, can, would*).

Warm Up

You may want to start the class by asking students what their favorite food is, whether they eat at home and whether they sometimes eat out. Gearing students towards the Final Product, you may want to brainstorm some phrases to start an imaginary conversation at their favorite place to eat out.

6 Read and underline the place where you would find this kind of text.

Students look at the menu and say what it is and where they could find it: *At a restaurant*. Students can use the Glossary on page 138 to find the meaning of words highlighted in yellow. What would they choose?

- ▶ Listen to the conversation and write **B (Boy)** or **G (Girl)** according to what they order. Then answer the questions. 6

We suggest you form pairs and then play Track 6. Students listen to a conversation in a restaurant and write *B* or *G* in the boxes in the menu, next to the dishes, according to what the boy and girl order. Students discuss the questions in pairs. You may ask whether they make similar dialogues when they eat out. If not, how are they different?

- 7 Write **W (Waiter)** or **C (Client)** on the lines. Underline the words in each phrase that you can replace.

If you wish, form different pairs from the ones in the previous activity. Students read the sentences and discuss who says each, the waiter or one of the clients. Students write the initials on the lines. You may ask students which parts of each phrase can be replaced so that they can produce a new dialogue. Students should underline these parts.

- ▶ Go online and watch the clip.

Students might do this at schools or at home. They may check the meaning of *soup kitchen* in the Glossary on

- ▶ Read and underline the place where you would find this kind of text.

At the movies At a restaurant At a cafe

- ▶ Listen to the conversation and write **B (Boy)** or **G (Girl)** according to what they order. Then answer the questions.

What are they having? Breakfast, lunch or dinner? How do you know?

- 7 Write **W (Waiter)** or **C (Client)** on the lines. Underline the words in each phrase that you can replace.

I'd like to have the mizzarella steaks. I'd like the soup of the day.
 Can I have the steaks in a wrap, please? I have a tray of lemonade.
 Would you like anything to drink? May I take your order?

- ▶ Go online and watch the clip.

Discuss with your class and write what a soup kitchen is, if your community has a service like this and the kind of dialogues that might take place there.

How Am I Doing?

What have you learned so far? Do you feel more confident about discussing services? Have you learnt more phrases for dialogues about services? What do you still need to learn?

8 Unit 1

page 138. Then pairs discuss the questions. Some pairs might share their ideas with the class.

How Am I Doing?

As part of formative evaluation, the mid-unit reflection is advisable for the students not only to see how much they have progressed so far, but also to proactively think what else they need to know to be ready for their Final Product.

It is important they look forward and brainstorm ideas about what they are still missing in order to excel while acting out their dialogue.

Wrap Up

To wrap up, you might want volunteers to share with the class how they feel after having done their mid-unit evaluation. Can they predict what else they will be learning?



8 Look at the words and mark (✓) the place that relates to all three of them.

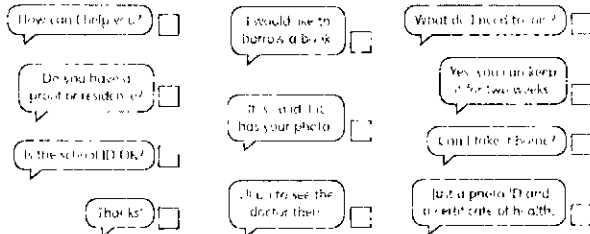
books borrow ID



▶ Listen and answer the questions.

1. Where do the dialogues take place?
2. How do you know?
3. What does the person need?

▶ Read the phrases below and mark (✓) which ones you could use to join a sports center.



▶ Discuss as a class.

1. Where do you need your ID?
2. What ID is valid in Mexico?
3. What is the price of residence you can get in Mexico?

▶ Review the places, expressions and vocabulary that you have seen in this unit. Complete on page 173. This will help you prepare for your

▶ With your classmate, reread your and choose the community service for your . Then reread your and choose the expressions and vocabulary you can use in your dialogue

Teaching guidelines

Detect key words.
Distinguish the composition of expressions.
Participate confidently and accurately in brief dialogues.

Warm Up

Students display their school IDs and explain what they are for. Then they should name other places where we need an ID.

8 Look at the words and mark (✓) the place that relates to all three of them.

Students look at the pictures and identify the places. They can describe what is happening in each picture. The words in the box relate to one of the places. Students have to mark the correct picture. You may ask them whether they go to a public library in their community. What books do they borrow?

▶ Listen and answer the questions.

Students read the questions on their own before listening to Track 7 and writing the answers on the lines. Finally, students compare their answers with a classmate.

9 Read the phrases below and mark (✓) which ones you could use to join a sports center.

In this activity, students distinguish the phrases they can use in a community sports center, though not all of them can be used there. Students mark the corresponding phrases. At the end, they can say where they can use the remaining phrases: *At a library.*

10 Discuss as a class.

You may start the discussion by saying where you have to show your ID. Invite students to share their ideas.

▶ Review the places, expressions and vocabulary that you have seen in this unit. Complete Mind Map 1 on page 173. This will help you prepare for your Final Product.

It is a good time to review what they have learned and put their ideas on the mind map. Graphic organizers are a good way to arrange notes in preparation for the Final Product. Students may do it in pairs in which they will work at the end of the unit.

Wrap Up

▶ With your classmate, reread your Collection of Evidence Template and choose the community service for your Final Product. Then reread your Mind Map and choose the expressions and vocabulary you can use in your Final Product dialogue.

To wrap up the class, students can review the evidence they have collected so far and take decisions about their Final Product. Which place will they choose? Why? How do they imagine a conversation in a place like this? Who will be the participants? Do they have enough information? Students may share some of their ideas with the class.

Time to read! **Just Garbage?** pp. 9–10

Students name the different services in their community. They can say who is in charge of collecting their garbage: *the garbageman*. Ask: *How often does the garbageman collect your garbage? How much garbage do you think you and your family produce in one day?*

Students read pages 9–10 in the reader.

Students can imagine what a week without garbagemen would be like. They should reflect on the importance of this service.



Teaching guidelines

Notice language register.

Determine language register according to intended audience.

Select appropriate repertoires of words and expressions.

Formulate and respond to questions to ask for and give information.

Warm Up

In pairs, students have three minutes to write a dialogue set in any place they want. The only condition is that they have to use all these words: *book, lost, new, money, help*. When the time is up, volunteers read their dialogue aloud.

11 Listen to the dialogues and discuss the questions. 8

Students look at the community shelter and the animal shelter on Poster 1 and say what the importance of these places is. In pairs, they listen to Track 8, focusing their attention on the information they need to discuss the questions. Volunteers identify key words that helped them find the answers. Then they listen to the track again and then write key words for each place: *Dialogue 1: spend a night; Dialogue 2: puppy, black, take care*.

► Listen again and mark (✓) the chart. 8

Students may work in the same pairs. They read the phrases in the first column. Then they listen to Track 8 again and mark in which dialogue each of the first four phrases appears. Finally, they should mark which dialogue is formal and which is informal.

► Match the expressions from the dialogues with their purpose.

Students can work individually in this matching activity. They should report the answers by giving a purpose and the corresponding phrase. As a reflection, you may ask students how they feel about a man who has no home. Do they know people like these? How can the community help them?

► With your classmate, review the community service that will be the setting for your Final Product. Decide who will play each role in the dialogue.

You may ask students to work in their Final Product pairs. They choose the community center where their

12 Listen to the dialogues and discuss the questions. 8

1. What does the man in Dialogue 1 need? 2. What does the boy in Dialogue 2 want?

► Listen again and mark (✓) the chart. 8

	Dialogue 1	Dialogue 2
Hi.		
Good evening, Sir.		
Can I have your full name, please?		
What's your name?		
Formal		
Informal		

► Match the expressions from the dialogues with their purpose.

1. Can I have your full name?	✓	Greet someone informally
2. Good evening, Sir.		Show a friendly attitude
3. Hi.		Ask for personal information
4. Can I see and a night here?		Ask for help
5. I'm looking for a puppy.		Greet someone formally
6. Have a good night.		Express what you need

► With your classmate, review the community service that will be the setting for your Final Product. Decide who will play each role in the dialogue.

12 Say an appropriate phrase according to each situation. Go to page 126 if needed. 8

- | | |
|--|---|
| 1. You are at school and see a friend. | 2. You are a bus driver and arrive at your destination. Say something friendly to the passengers. |
| 3. You are at an animal shelter. You want to adopt a dog. | 4. You are a camera being dropped. You have to tell them to get out. |
| 5. You are volunteering at a soup kitchen. Offer soup to a person. | |

► Go online and explore the polite words and phrases.

Discuss if you could use them in the situation above.

10 Unit 8

dialogue will take place and assign roles. Students may share the reason for their choices with the class.

12 Say an appropriate phrase according to each situation. Go to Language Reference 1.2 on page 126 if needed.

You may want to form pairs and refer students to the situations. Students read them in pairs and discuss what they could say. They might want to refer to the Language Reference on page 126 (p.T13d) for more ideas. Students can share their phrases with the class. If they agree that they are correct, they should write them on a separate sheet of paper and keep in their portfolios.

Wrap Up

► Go online and explore the polite words and phrases.

You may want to ask students what a thesaurus is: *a book that contains lists of words that have similar meanings*. This activity can be done at school or at home, anywhere with Internet. Students look up more expressions that are polite and choose some they could use in the places in Activity 12 or the one they chose for their Final Product.



11 Number the lines to form a dialogue.

- 1. G: We have chicken wings.
- 2. G: Here it is. Enjoy your food!
- 3. M: Good evening.
- 4. G: Good evening, Sir.
- 5. M: What could I eat tonight?
- 6. M: Menu, please.
- 7. M: Thanks.
- 8. M: Yes, I would like a scoop of chocolate ice cream, please.
- 9. G: Would you like some cream for dessert?



▶ Listen and check your answers. Then practice saying the dialogue.

14 Listen to the phrases and write where you would hear them. Write **A** (Animal shelter), **C** (Community dining room) or **B** (Both places).

- 1. May I help you?
- 2. Would you like ice cream for dessert?
- 3. I'd like to adopt a cat, please.
- 4. Can I use your bread?
- 5. Thank you very much.
- 6. Good evening.

▶ Listen again and write **A** (Angry), **E** (Enthusiastic) or **P** (Polite). Then say the phrases aloud.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

▶ Read the phrases aloud using different tones of voice.

- 1. Good morning. Welcome to the animal shelter.
- 2. I'd like two scoops, please.
- 3. Please fill out this form first.
- 4. I'd like to donate these books.
- 5. May I offer you some soup?



▶ Go to _____ on page 151 and practice acting out a dialogue for your _____.

▶ Go online and watch a scene of the movie "The Pursuit of Happiness." Then reflect on the questions.

- 1. Do you know people who have no homes?
- 2. Is there a place in your community that helps them?
- 3. Would you like to volunteer in a place like that?

Unit 1 11

Teaching guidelines

Determine the structure of dialogues (opening, body and conclusion) and the sequence of enunciation (description, instruction, etc.).

Recognize speakers' actions that support meaning (e.g. adjusting volume, paraphrasing, forming questions, etc.).

Determine language register according to intended audience.

Smoothly take turns speaking.

Warm Up

You may want to reflect with students on the fate of homeless people. They should recall the man that stays in a shelter at night and say where they think he can eat and whether there are places like these in their community.

13 Number the lines to form a dialogue.

Students look at the photo. They should learn that a place where people can eat for free is called *community dining room* or a *soup kitchen*. Are there any where they live? Form pairs and invite them to read the lines of the dialogue.

▶ Listen and check your answers. Then practice saying the dialogue. 9

Students listen to Track 9 and check their answers. Then they listen again, imitating the correct intonation of each phrase before practicing the dialogue in pairs.

14 Listen to the phrases and write where you would hear them. Write **A** (Animal shelter), **C** (Community dining room) or **B** (Both places). 10

Students listen to Track 10, more than once if necessary, and write the corresponding letters.

▶ Listen again and write **A** (Angry), **E** (Enthusiastic) or **P** (Polite). Then say the phrases aloud. 10

You may want to remind students of the importance of being kind. Students should know that tone of voice can reveal emotions. Several volunteers read the first phrase aloud in an angry way. Students listen to Track 10 again and repeat the sentences, imitating the tones of voice as closely as possible.

▶ Read the phrases aloud using different tones of voice.

In groups of four, students turns reading the phrases aloud using different tones of voice. The remaining groups should identify the emotion.

▶ Go to Worksheet 1 on page 151 and practice acting out a dialogue for your Final Product. 11

As part of their collection of evidence, students can prepare the dialogues for each situation in Worksheet 1. They should work in pairs and follow the instructions. Volunteers act out the dialogues for the class before everyone puts their worksheets in their portfolios.

▶ Go online and watch a scene of the movie "The Pursuit of Happiness." Then reflect on the questions.

Students can watch the scene at home if possible or in a place with Internet. They can prepare their ideas to discuss the questions at the beginning of next class.

Wrap Up

Time to read! Just Garbage? pp. 11–15

You may want to wrap up the class, talking about the service described in the Reader. You may ask students if they know how much garbage they produce and what they throw away. Does it help the community? Students read pages 11–15 of the Reader. As a class, discuss if there is a similar process for garbage in their community.

Teaching guidelines

- Consult notes to remember information that is necessary to know.
- Make progress respective to initial competence.
- Formulate and respond to questions to ask for and give information.
- Participate confidently and accurately in brief dialogues.
- Smoothly take turns speaking.

Warm Up

- Students discuss the scene from the movie "The Pursuit of Happyness." Did they like it? What can they add to reflections on the homeless?
- Then you may want to reflect with students on the fate of some victims of natural disasters, such as earthquakes, floods and hurricanes. What happens if they lose their homes? What do they need? How does the community help? Have they ever been in this situation?

15 Complete the dialogue using the words in the box.

Students can share their ideas about the content of the dialogue by looking at the picture and the words in the box. Then they can work individually to complete the dialogue.

► Listen and check your answers. 11

Students listen to Track 11 to check their answers. They listen again for how fast the people are speaking, whether they are speaking loudly or quietly, etc.

16 Imagine you want to volunteer at an animal shelter. Talk to the person in charge. Complete the dialogue using the one in Activity 15 as a model.

In pairs, students imagine the situation and brainstorm ideas on what question the person in charge may make: *Why do you want to work here? What can you do?* Then students read the incomplete dialogue. After that, pairs complete it with their ideas. Pairs to practice saying their dialogue before volunteers act it out for the class.

15 Complete the dialogue using the words in the box.

donate inventory help Thanks water

W: Hi. Good afternoon. May I _____ you?
 M: I'd like to _____ some things for the earthquake victims.
 W: Sure. Great! What are they?
 M: These some bottles of _____ clothes and blankets.
 W: Oh. Thank you.
 M: What else can I do to help?
 W: Sure. Could you help us packing?
 M: Sure. I can pack it and make an _____
 W: Yes. _____ for volunteers too. Here's my stamp.

► Listen and check your answers. 11

16 Imagine you want to volunteer at an animal shelter. Talk to the person in charge. Complete the dialogue using the one in Activity 15 as a model.

A: Good _____
 M: Hi. I'd like to _____

A: Great! Why _____?

B: Because I _____

A: What _____?

B: I could _____

A: Could you _____?

B: Sure. I can _____

A: Thanks for volunteering.

- Work with your classmate to review your _____ and the dialogues that you have seen in this unit. Work together to write the dialogue for your _____ 5. Check the spelling and punctuation. Discuss the intonation you will use.

12 Unit 1

- Work with your classmate to review your Collection of Evidence, Mind Map and the dialogues that you have seen in this unit. Work together to write the dialogue for your Final Product. Check the spelling and punctuation. Discuss the intonation you will use.

This is a good moment for each pair to review the material they have collected as their evidence and to write the dialogue they will act out as their Final Product. They should assign each other a role in their dialogue and rehearse it taking under consideration clear pronunciation, tone of voice and intonation.

Wrap Up

Now is a good time to ask students how they feel before acting out the dialogue for their Final Product. You may want to encourage them to feel comfortable in front of the class as all classmates should be respectful of each other's learning process. It is a good moment to praise their effort during the month and motivate them to enjoy being able to prepare a dialogue in English.



1 Act out a dialogue

1. Choose situations related to community services.
2. Analyze and elaborate phrases and vocabulary for dialogues.
3. Choose the community service for your dialogue.
4. Decide on the roles of each speaker.
5. Start practicing on the dialogue.
6. Give the ideas to write the dialogue.
7. Practice and memorize your script. Check that the verbs are used and understood when spoken and "staged".
8. Act out the dialog at the class. You may also record it and upload to a social media of your choice.
9. Finally, listen to your classmates' feedback.

Reflection

1. Did you learn how to ask for and give information about community services?
2. Was it easy to choose the situation for the dialogue?
3. Was it easy or difficult to make up the dialogue for the situation?
4. What was your role?
5. Did you like acting in front of your class?
6. What can you learn from watching your classmates act out their dialogues?



Reflect on the following aspects of your presentation

- I can select appropriate words and expressions for different situations.
- I can write messages to give and receive information.
- I can act out a dialogue related to a service.
- I can moderately try to use of voice to express emotions.

presentation					
Yes	<input type="checkbox"/>	A little	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	A little	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	A little	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	A little	<input type="checkbox"/>	No	<input type="checkbox"/>

Unit 1 13

Reflection

Pairs get together with other pairs to make groups of four or six students. Volunteers read the questions aloud and have them discuss the answers. The class discusses how to evaluate how they worked and what they would like to focus on and improve in the future.

Self-evaluation

As part of the continuous evaluation, it is time for students to think about what they have learned. It isn't necessary for students to share their reflections, it is an individual and personal evaluation to realize what they have to work on in the future.

Wrap Up

Time to read! **Just Garbage?** pp. 16–20

To wrap up, students discuss the text so far:

Does your community / school have a recycling program? How do you think you could contribute to reducing the amount of garbage produced in your community / school?

Students read pages 16–20 of the reading and mention three ideas from the text that they remember and consider useful. After that, students do the comprehension activities on page 16 in pairs. Check answers as a class.

Teaching guidelines

Make progress respective to initial competence.

Participate confidently and accurately in brief dialogues.

Formulate and respond to questions to ask for and give information.

Warm Up

You could ask some students to share their reflections about their progress respective to initial competence in making dialogues. They can say how they feel, what they have learned and what else they would like to work on during the year.



1 Act out a dialogue.

Now that they are ready to perform their dialogue, you might want to ask them to review the process they followed throughout the unit to get to this point. They can also practice for a few minutes and then you can ask pairs to come to the front. Other classmates listen in silence and give feedback.



Collection of Evidence Template

Talking about Services

1 Complete the chart about three community services.

Type of community service	Service offered	Questions and answers used to ask for and give information about it
1. _____	_____ _____ _____	_____ _____ _____ _____ _____
2. _____	_____ _____ _____	_____ _____ _____ _____ _____
3. _____	_____ _____ _____	_____ _____ _____ _____ _____

Evaluation Instrument

Unit 1

Assessment Rubric

1 Mark (✓) the boxes according to your student's performance.

Name: _____

Date: _____

The student can...	Able to do it easily and correctly	Able to do it correctly with minor difficulties	Generally able to do it correctly but with some difficulties	Sometimes able to do it correctly but with noticeable difficulties	Rarely able to do it correctly and has lots of difficulty
recognize topic, purpose and intended audience in dialogues about community services					
notice language register					
distinguish the structure and expression of dialogues					
select appropriate repertoire of words and expression when producing dialogues					
include relevant details and interesting information					
formulate and respond to questions to ask for and give information					
confidently and appropriately participate in brief dialogues					

Worksheet 1

1 Make up a dialogue. 🌟

1. With a classmate, choose one of the situations. Cut the cards out.
2. Write the first draft of your dialogue.
3. Practice the dialogue.
4. Perform it in front of your class.



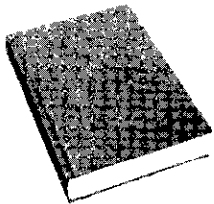
Student A

You want to know if the community dining room delivers meals to people who are sick.



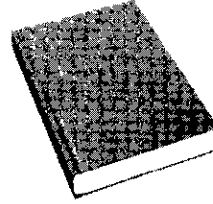
Student B

You are a volunteer at the community dining room. Tell the person what food you can deliver and in how much time.



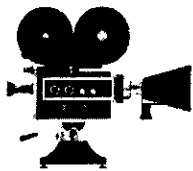
Student A

You work at a public library. Give the student information about how to get his or her IDs.



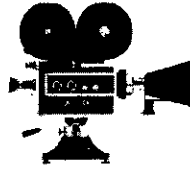
Student B

You want to borrow books from the library. Ask how to get your ID.



Student A

You want to see a movie. Choose the show and buy your ticket.



Student B

You work at the box office of a movie theater. Assist the customers.



Student A

You found a dog in the park. Call the animal shelter and ask if they know someone who wants to adopt a dog.

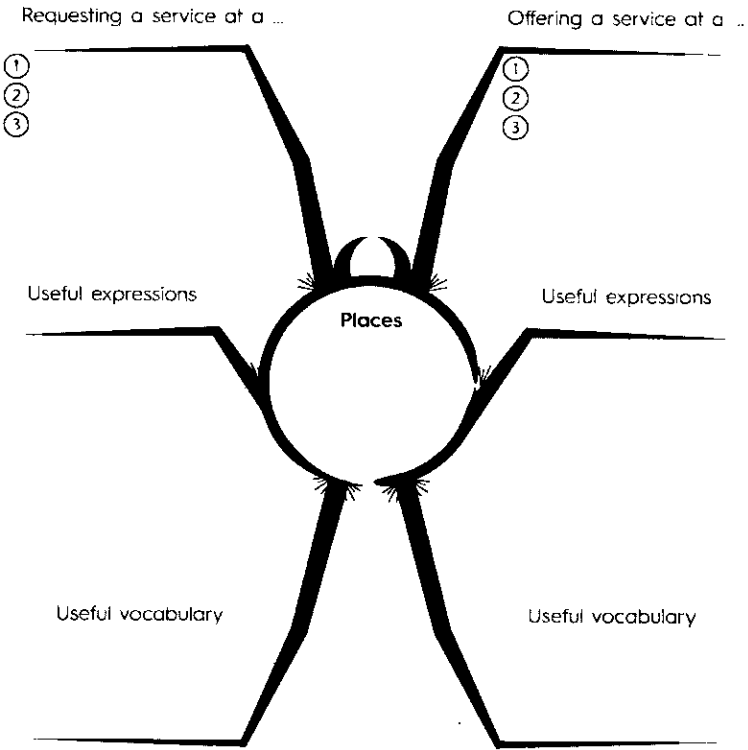


Student B

You volunteer at the animal shelter. Ask for the person's name and telephone number. Tell him or her that someone will contact him or her soon.

Mind Map 1

1 Complete the spider map to organize your ideas.



Language Reference

Unit 1 Talking about Services

1.1 Expressions to Make Conversations

Phrases to start a conversation

Salesperson	Customer
<ul style="list-style-type: none"> • May I help you? (formal) • (How) can I help you? • Are you looking for something in particular? • Is someone looking after you? 	<p>To politely ask something, start your question with "Excuse me, ..."</p> <ul style="list-style-type: none"> • I am looking for a sweater? • I'd like to buy a sandwich. • Can I have four tickets to see <i>Surviving in the Ocean</i>, please? • I need a new pair of jeans, where can I find them?

Phrases to continue with the conversation

Salesperson	Customer
<ul style="list-style-type: none"> • What size are you? • Sorry, we are out of .. • Does it fit you? • Here you are. • The fitting rooms are over there. 	<ul style="list-style-type: none"> • I'm size 6 • It's too small / big / wide / tight / expensive. • Thanks, can I try it / them on? / May I try it on? (formal) • I'll take it.

Phrases to finish the conversation

Salesperson	Customer
<ul style="list-style-type: none"> • Here you are / Here you go. • Did you find everything you needed? • Is that everything? • That's 20 dollars, please. • Would you like me to giftwrap it? • Here's your change. • You're welcome. 	<ul style="list-style-type: none"> • Where is the check-out? • Do you accept credit cards? • Can I pay in cash? • Could I have a receipt, please? • Could I have a (plastic) bag, please?

1.2 Using Formal and Informal Language in Conversations

Informal Phrases	Formal Phrases
<ul style="list-style-type: none"> Greeting someone <ul style="list-style-type: none"> • Hi! • Hello! • Morning! Making requests <ul style="list-style-type: none"> • Can I have more bread? • Can I have your full name? Making offers <ul style="list-style-type: none"> • Do you want me to help you with that? • What would you like to eat? Thanking <ul style="list-style-type: none"> • Thanks • Thank you. 	<ul style="list-style-type: none"> Greeting someone <ul style="list-style-type: none"> • Good morning, Sir. • Good evening, Madam • Welcome to the Animal Shelter. Making requests <ul style="list-style-type: none"> • Could you help us packing? • May I take your order? Making offers <ul style="list-style-type: none"> • Would you like some soup? Thanking <ul style="list-style-type: none"> • Thank you very much • I really appreciate your help.

Term 1: Unit 2

Creating a Storybook

Environment: Literary and ludic
Social Practice: Literary expression
Communicative Activities: Read classic fairytales.
Achievements:
 Select and review classic tales. Understand general sense and main ideas. Compare variants of pronunciation and writing. Express key events orally. Rewrite key events.

Evaluation Instrument page T23b (Descriptive Evaluation Scale): Make one copy per student you choose to evaluate this month. Suggested number of students: 5-7.

Final Product: Creating a storybook for lower-level students (big book)

Reader: *Miser and His Gold*

Teaching guidelines

- Propose realistic learning goals.
- Activate previous knowledge about narration elements.
- Recognize topic, purpose and intended audience.
- Anticipate content based on graphic and textual components.

Unit Overview

We suggest you explain to students what they are going to learn about in this unit and with what purpose. Students analyze the chart and suggest what they will achieve at the end of the unit. You may ask whether they are excited about making a big book for students at elementary school.

1 Discuss which fairytale each image comes from.

Students form teams. They look at the pictures and identify the images that represent the fairytales the boy is reading. Can they relate the objects to fairytales? You may ask some students to name the fairytales, and help them with the titles in English: *Cinderella*, *Snow White*, *Aladdin* and *Little Red Riding Hood*.

► Number the descriptions according to the pictures.

Students read the descriptions and number them according to the pictures. To check, a volunteer may mime a character for another one to read the corresponding description aloud.

Unit 2

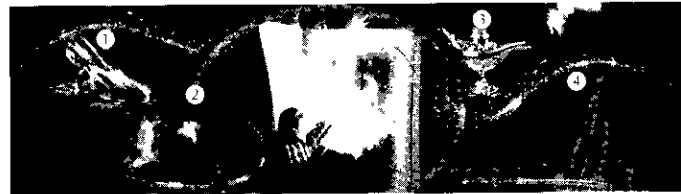
Creating a Storybook

Unit Overview

Environment: Literary and ludic

Social Practice	Communicative Activities	Achievements
Literary expression	Read classic tales	<ul style="list-style-type: none"> Select and review classic tales Understand general sense and main ideas Compare variants of pronunciation and writing Express key events orally Rewrite key events
Final Product	Creating a storybook for lower-level students (big book)	Reader: <i>The Miser and His Gold</i>

1 Discuss which fairytale each image comes from.



► Number the descriptions according to the pictures.

- This story is about a girl who eats a poisoned apple and falls asleep.
- This fairytale is about a boy whose wish came true.
- This fairytale is about a girl who visits her sick grandmother.
- This story is about a servant girl who goes to a dance.

► Discuss in groups.

What fairytales and classic stories do you remember?
Which ones do you still have?

► Choose one tale that you could use for your storybook.

How Much Do I Know?

Discuss with a classmate.

- Which of these fairytales do you know?
- Which was your favorite one as a child?
- Can you write the title of a fairytale in English?

► Discuss in groups.

You might write some titles on the board and have students vote for their favorite one.

► Choose one tale that you could use for your Final Product.

Form teams that will work together on preparing the big book. They can discuss which fairytale they would like to work on. Some teams might want to share their ideas. You might want to say that they can still change their minds when they learn about more tales.

How Much Do I Know?

We suggest you use this part of the class as a diagnostic evaluation. Students can see here how much they know about the topic by reflecting on their previous knowledge. In this case, students may work in pairs and discuss the questions.

Wrap Up

If time permits, you might want to ask students to look at the image on page 14 again. They can think of objects that could relate to other fairytales, such as Hansel and Gretel, Beauty and the Beast, etc.

Development

1 Label the parts of the story using the words in the box.

authors illustration text subtitle title

► Do the tasks in pairs.

- 1 Which part of the text above is the largest type and why?
- 2 Underline the dialogues in the story. How do you recognize them? Is it the same in Spanish?
- 3 How much can you infer from the picture?
- 4 Why are illustrations important in stories for younger learners?

☐ Watch the story online if possible. Discuss as a class.

- 1 What happens at the end?
- 2 What value is this fairytale teaching?
- 3 How can you be grateful in your life?

Unit 2 15

Teaching guidelines

Recognize textual and graphic organization.

Identify author(s).

Recognize topic, purpose and intended audience.

Anticipate content based on graphic and textual components.

Use different comprehension strategies.

Promote respect for others' opinions.

Warm Up

You may want to open the class by asking whether students remember the titles of the fairytales that they learned about in the previous class. Volunteers share opinions about them: *Did you like fairytales when you were a child? Do you read fairytales to your brothers, sisters or cousins?*

Development

1 Label the parts of the story using the words in the box.

You may want students to work on this activity in pairs. First, they can talk about the picture and see

whether they know the fairytale. They read the words in the box aloud and answer any questions. Pairs label the parts of the fairytale. To check, students may volunteer to read a word from the box for others to read the corresponding part.

► Do the tasks in pairs.

Students may work in the same pairs or change partners. You may guide them to come up with ideas for the first question. Then they can work for a few minutes before discussing their ideas with another pair or as a class. Students should recall the importance of respecting others' opinions while discussing. Finally, you may ask some questions about the story or students may ask each other the questions they come up with: *What problem did the town have? Who came to help?*, etc.



Watch the story online if possible.

Discuss as a class.

You may want to invite students to watch the recommended video online. They may also do it at home or go with some classmates to a place with Internet. They can look at the questions and prepare themselves to discuss them at the beginning of the next class.

Time to read! The Miser and His Gold
pp. 21–24

Students are going to read a fable by Aesop. They should say what they know about Aesop and if they can name any of his fables. (Aesop was a Greek fabulist and storyteller who is said to have been born in 620 BCE. Many of his tales are characterized by animals that speak and solve problems.)

Students read pages 21–24 of the story. Then students describe the Miser, the old tree, the Miser's wife and the house. You could then ask students what they think will happen the next day when the Miser goes back to the tree again.

Wrap Up

Value—Keeping promises

This is an opportunity to talk with students about making and keeping promises. In this tale, the mayor promises to give the Pied Piper whatever he wants. The mayor breaks his promise and this has terrible consequences for the town. It's important to take promises seriously and there maybe negative consequences if promises are not kept. (This theme will come up again in Rumpelstiltskin later in the unit, so this topic may be discussed again at that point.)

Teaching guidelines

Anticipate content based on graphic and textual components.

Use different comprehension strategies.

Recognize the general idea and locate key events in a text.

Consider differences between British and American spellings (-our / -or, -re / -er, etc.).

Warm Up

Students say whether they saw the video and discuss the questions from the previous page as a class: *The piper gets upset because the mayor doesn't want to pay him because he is ungrateful. The piper plays a tune on his flute to take all the children away from the town. The fairytale teaches the value of being grateful and keeping promises.*

Students make suggestions about how we can all be grateful in our lives.

2 Unscramble the title and guess what the fairytale is about. Then skim the story and check.

You may want to write the jumbled title of the fairytale on the board before students open their books, and elicit the unscrambled version from the class. Then they may open their books to read the title and identify the names of the authors. Students guess what the fairytale is about by looking at the picture of the goldfish. You may ask what powers goldfish normally have in fairytales. Students share their ideas with the class. Then they skim the story to check whether their ideas were correct. You may want to explain that skimming means to read the story quickly, just to get an idea of what it is about.

► Listen and follow the story. Then number the events in order.

We suggest forming pairs for this activity. Students listen to Track 12 while they follow the story in their books. To check comprehension, students could identify who said particular lines in the story: *"Please let me live." – the fish.*

Then students read the events and number them in order. They may check their answers with another pair and ask you if they find any discrepancies.

► Discuss.

Students may discuss in the same pairs or change partners. It is important that they listen to their classmate's ideas and not judge them.

2 Unscramble the title and guess what the fairytale is about. Then skim the story and check.

The Fisherman, His Wife and

There upon came a fisherman and his wife lived in a hut all that day stuck in the sea. One day while he was out fishing, the fisherman caught a big fish. It was a beautiful color and much more long. The fish said to him, "Please let me live. I am an enchanted prince. Put me back in the water and let me go."

When the fisherman arrived home, it was asked, "Did you catch anything today?" Mrs. said to him, "I caught a big fish, but he told me that he was an enchanted prince, so I apologized and let him go." And she said to her husband, "And what did you ask for in return?" and the answer, "Nothing," said the fisherman. "Nothing," said the fish's wife angrily. "Go back to the sea at once!" But what should I ask for? said the fisherman.

► Listen and follow the story. Then number the events in order.

The fisherman let the fish go The fisherman caught a big fish The wife got angry

He told his wife about the fish The fish asked him a favor

► Discuss.

Do you think the fisherman did the right thing? What would you do? Why?

► Find the following words with British English spellings in the story. Then compare the American and British spellings of these words.

American English	British English
apologize	apologise
color	colour
gray	grey
meter	metre

► Go online and read some more examples of American and British English.

Discuss which ones you have seen before and which ones are new for you. Think about the kind of English you will use for your Final Product and why.

16 Unit 2

► Find the following words with British English spellings in the story. Then compare the American and British spellings of these words.

Students read the words in the table with American English spellings and then go through the story and find the same words with British English spellings. They should explain the differences: -s- instead of -z- in *apologize*, -ou- instead of -o- in *color*, -e- instead of -a- in *gray*; and -re- instead of -er- in *meter*. You may want to tell students that in British English there are several words that are spelled differently and give them some examples (*centre, favour, etc.*) or they could use a dictionary or a website at home to bring more examples for the next class.

Wrap Up

► Go online and read some more examples of American and British English.

You may want to close the session by inviting students to find out more about the differences between American and British English. It might be a good idea for them to work in the teams they formed to do their Final Product. They should work in a place with Internet and make decisions about the type of English they would use for their big book.

1 Guess what the fisherman is going to ask for. Then scan the text and check.

You sleep in a roomy house," said a wife. "Go back and find the fish!" So the fisherman went back to the beach, he called out to the fish. "I caught a fish for you today. It's a big one. Now my wife wants a new carriage. We live in a small one today. Please, give us a carriage." The fish said he would give him a carriage. You will have to catch the fish and scan it.

When the fishermen returned home, he found his wife in a carriage. The wife and the fisherman exchanged. This carriage is so small. Go and catch a fish for me. The fisherman went back to the ocean and caught a fish. Now my wife wants to live in a palace. She will give me a palace. And when the fisherman returned home he found a carriage. The fisherman said to the fish, "I caught a big fish. I want to live in a palace. I have a big garden and numerous servants. Please, give me a palace and a queen." The fish said he would give him a palace and a queen.

The fisherman returned to the ocean and said to the fish, "Now my wife wants to be a queen." The fish said, "You will have to catch a fish for me. You will have to catch a fish for me. You will have to catch a fish for me." The fish said he would give him a queen.

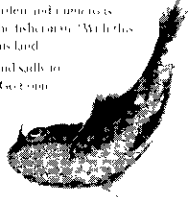


Illustration by [unreadable]

going to ask for. Students have two minutes to find the information before they report back to the class—did anyone in the class guess correctly?

► Find and underline the most important events in the whole story (the key events).

In pairs, students read the whole story and find the most important things that happened at the beginning, in the middle and at the end of the story. You may want to help them by giving an example: *The fisherman caught a big fish.*

► Complete the chart using the key events in the story.

In the same pairs, students complete the chart. You may tell them that it is very important to learn to extract the key events and classify them because when doing their Final Product—a big book—they will include only the most important events.

You may want students to read their sentences aloud for the class to check.

► Discuss as a class.

You can organize it as a debate in two teams. Half the class discusses the questions and makes notes of the most important ideas. The other half does the same. When they are ready, they take turns sharing their ideas with the class. While people are speaking, no one from the other team should interrupt. Some ideas might be: *Be happy with what you have. / Measure your ambitions.*

► Discuss the events in the classic tale you will write about for your big book. You can also go online to make the final decision. Then complete the Collection of Evidence Template to help you plan your Final Product.

You can tell teams that now is the time to make their final decision about the fairytale they will do their Final Product about. In the Collection of Evidence Template there is a link to a website with fairytales they can research. If they want to change their original idea, they can do it now and complete the template accordingly. You may suggest they do the research after school. Have them complete Collection of Evidence Template in their teams.

Wrap Up

You may want to ask students what they have researched about the differences between American and British English. Have they decided what type of English they will use in their big book? Students may share their findings and decision with the class.

- Find and underline the most important events in the whole story (the key events).
- Complete the chart using the key events in the story.

Beginning	Middle	End
-----------	--------	-----

- Discuss as a class.
- 1. How do you think the characters felt at the end of the story?
- 2. Greed is selfish and excessive desire for more of something (such as money) than is needed. Why do you think people are greedy?
- 3. What is the lesson of the story?
- Discuss the events in the classic tale you will write about for your big book. You can also go online to make the final decision. Then complete the to help you plan your Final Product.

Teaching guidelines

- Anticipate content based on textual components.
- Use different comprehension strategies.
- Recognize the general idea and locate key events in a text.
- Promote respecting others' opinions.

Warm Up

Students copy the following sentences as a dictation or from the board: *A prince went fishing. The fisherman's wife caught a big fish. The fisherman knew exactly what to ask for.* Students say whether these sentences are correct according to the fairytale they read on the previous page. Volunteers write the correct sentences on the board.

3 Guess what the fisherman is going to ask for. Then scan the text and check.

Volunteers mime or draw what they think the fisherman is going to ask for the rest of the class to guess. You could explain that "to scan" means to read through the text quickly, but looking for the specific information—in this case they want to find out what the fisherman is

Teaching guidelines

Contribute observations and points of view.
Express personal reactions and opinions about events.
Recount events in the past.
Remember and use repertoires of words and expressions.

Warm Up

You may begin by asking students what they need to make a cup of coffee: *hot water, coffee, sugar, a cup, milk*, etc. Stories are like cups of coffee because you need several ingredients to be able to make them well. This metaphor is true for fairytales. If one element is missing, it will affect the whole story.

4 Complete the mind map about the stories you have read so far. Use the definitions in the boxes to help you.

You may want to present the parts of the story by giving examples: The fisherman is a character from which story? Where does the story of the piper take place?, What is the setting of the story?, etc. If students still have problems understanding, they should read the definitions. We suggest that students continue this activity in pairs and complete the mind map. map on the board or read their answers aloud.

- ▶ Go to Mind Map 2 on page 175 and complete it in your teams to plan the key events in your Final Product and how you will illustrate them.

You may want to ask a volunteer to read the instructions. Students use this opportunity to plan their big book. It is a team activity of which results they should share with another team to see whether their idea is clear for others. You might remind them that the big book will be read to small children so everything has to be very simple and clear, but also very interesting to keep their attention. You can find Mind Map 2 on page T23d.

- ▶ Go to Language Reference 2.1 on page 127 to find tips on how to retell stories. Then retell one of the fairytales in the past.

You may want to tell students that to create their big book, they will need to retell the story. This means that they will only talk about the key events using the past tense. To review how to make sentences in the past, students can refer to Language Reference 2.1 and read the examples (p. T23d). Students may work in their teams to retell a fairytale. Volunteers may share it with the class.

- 4 Complete the mind map about the stories you have read so far. Use the definitions in the boxes to help you.

A character is a person in the story.

The setting is where the story takes place.

The resolution is how the problem is solved.

A conflict is a problem for a character in the story.

Characters

Resolution

Setting

Conflict

Characters

Resolution

Setting

Conflict

- ▶ Go to Mind Map 2 on page 175 and complete it in your teams to plan the key events in your Final Product and how you will illustrate them.

Compare your mind map with other teams and tell each other about the fairytale you chose. With respect, point out the parts of the mind map that are not clear for you. Listen to what your classmates have to say about your mind map.

- ▶ Go to Language Reference 2.1 on page 127 to find tips on how to retell stories. Then retell one of the fairytales in the past.

How Am I Doing?

What have you learned about the structure of fairytales so far?
What do you still need to learn? Can you use past tenses to retell stories? Do you know what illustrations you could include?

18 Unit 2

How Am I Doing?

This is a good time to do the mid-unit evaluation. Here students can see how much they have learned about the structure of a fairytale, which they will need for the preparation of their big book at the end of the unit. Most importantly, they look ahead and see what they still need to learn or investigate in order to make their big books. Students reflect and make notes. They can check every class how much progress they make.

Wrap Up

Time to read! The Miser and His Gold
pp. 25–27

To wrap up the class, consider asking students what a fable is. Explain that fables are short stories that teach a moral, or lesson. You could ask students to summarize the story on pages 21–24 and say what they think the moral could be.

Students read pages 25–27 of the story. Consider pointing out the lines on page 27: "We have always been the poorest people in the town, with or without your gold." Ask students what they think the Miser's wife means by this.

3 Complete the sentence about fairytales.

1. Fairytales usually begin with this line

▶ Read an extract from a fairytale and identify the conflict.

Rumpelstiltskin

by Jacob and Wilhelm Grimm

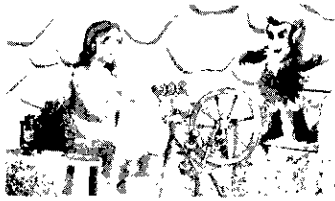


Illustration: © 2010

Once upon a time there was a poor miller who had a little daughter. One day the miller said to the king, 'My daughter can spin straw into gold.' The king replied, 'Bring her some gold tomorrow.'

When the miller's daughter awoke the king took her into a room where a spinning wheel had stood. 'Now get to work, your girl,' said the king, 'and spin out of this straw some more gold. The miller's daughter cried and cried because she did not know how to spin straw into gold.

While she was crying a little man appeared in the room. He said to her, 'Go to sleep, while I am working.' The miller's daughter answered, 'Oh! I have never seen a man like you, and I don't know you.'

'What do you mean?' asked the little man. 'I do not know you.' 'My name here is Rumpelstiltskin,' said the miller's daughter. 'The little man took the miller's daughter to the wheel and showed spinning. In a short time all the straw had been spun gold.'

▶ In pairs, write questions about this part of the fairytale. Follow the model.

1. What was the problem?
2. What was the goal?
3. What was the main obstacle?

▶ Take turns asking and answering the questions you wrote.

▶ Go to _____ **on page 127.** Then find in the text above an example of an action in progress.

a story. Students read this part of the fairytale on their own and identify the conflict. Students refer to page 139 of the Glossary (p.T105) so they can read the definitions of the highlighted words from this fairytale.

▶ In pairs, write questions about this part of the fairytale. Follow the model.

It is important to know how to make questions about stories we read to make sure we understand them correctly. You may want students to work in pairs and prepare their questions following the models. They should write the questions on a separate sheet of paper keep them in their portfolios as evidence. These will help them come to agreements while choosing the most important things to include in the big book.

▶ Take turns asking and answering the questions you wrote.

Students may work in the same pairs and ask each other the questions they wrote to elicit answers. You may want to ask some pairs to model the questions and answers for the class.

▶ Go to Language Reference 2.2 on page 127. Then find in the text above an example of an action in progress.

You may explain to students that when we retell a story in the past we need to differentiate between the actions that happened at one moment (began and finished) and actions that were in progress for some time. They can find some examples of sentences like those in the Language Reference 2.2 on page 127 (p.T23d) if they are unsure of the structure. Then they can find and underline an example of an action in progress in the text about Rumpelstiltskin.

Teaching guidelines

Identify author(s) and conflict. Recognize general sense and locate key events. Express progress actions. Make questions to locate specific information. Remember and use repertoires of words and expressions.

Warm Up

You may want to remind students of the importance of keeping promises (discussed in the Value box on page 15). They can tell a classmate about a time when they made a promise: *What happened? Did you keep your promise? What about a time when someone else made you a promise? What happened then?* Volunteers may share their experiences with the class.

5 Complete the sentence about fairytales.

Students can work individually to complete the sentence about fairytales. A volunteer may read the phrase aloud imitating a narrator in a fairytale.

▶ Read an extract from a fairytale and identify the conflict.

You may want a volunteer to remind the rest of the class what *conflict* means when we are talking about

Wrap Up

You may want to share with the class this interesting fact about the authors, brothers Jacob and Wilhelm Grimm. They are well-known as authors of fairytales, but in reality they didn't write any of them. The stories existed long before the two men were born in Germany in the mid 1780s. The fairytales were passed down from generation to generation, often by women seeking to pass the time during household chores. Jacob and Wilhelm Grimm interviewed relatives and friends, collecting tales. In 1812, Jacob and Wilhelm published the stories as part of a collection titled *Nursery and Household Tales*, or what is now referred to as *Grimm's Fairy Tales*. You may ask students whether they know Mexican stories that have been passed down from generation to generation long before anyone published them in a book.

Teaching guidelines

Determine the number and order of key elements.
Express actions in progress and past actions (*They were watching... They sat and watched...*, etc.).
Sequence events.

Warm Up

You may want to begin this class by retelling the first part of *Rumpelstiltskin*. Some students may join you. In the second part of the story, the king will make a promise and the girl will make a promise. Students guess what each of these promises might be. Add that one promise was kept, and the other promise was not.

6 Read the sentences and answer the questions.

Students may work in pairs so that they can reflect on the language together. Before they read the examples, you can tell them to imagine an event described in each sentence—they can even draw it! It is important again to see which actions began and ended at the same time and which were in progress when a sudden action interrupted them. You may ask a volunteer to share his or her ideas. We suggest you do not confirm their answers at this stage.

- ▶ Go to Language Reference 2.3 on page 127. Then circle the correct verbs to complete the next part of the fairytale.

If you feel that your students could benefit from looking at more examples of the past forms needed to describe an action in progress interrupted by another action, ask them to read the examples in Language Reference 2.3 on page 127 (p.T23d). They can then confirm their answers to the previous activity. Then each student individually reads and circles the verbs that complete the text correctly. To check, you may want students to act out each sentence to show the action in progress or the past action.

- ▶ Number the paragraphs in order to discover the ending. Then listen and check.

Students can read the paragraphs individually. They may want to look up the highlighted words in the Glossary on page 139 (p.T105). They should imagine each scene before they number them in order. When they finish, they could listen to Track 13 to check their work and also to listen to a model of how to tell a fairytale. They will need the right intonation and tone of voice to read the fairytale they will create for younger students at the end of the unit.

- Read the sentences and answer the questions.

Write the words in the brackets in the correct form.
The king was sitting on his throne when the queen said,

- 1 When a sentence describes an interrupted action in the past?
 - 2 What sentence describes an interrupted action in the past?
- Go to Language Reference 2.3 on page 127. Then circle the correct verbs to complete the next part of the fairytale.

The king was sitting on his throne and talking to the queen when she said, "I will do anything you wish if you promise to stay the king's son-in-law." "I will do anything you wish if you promise to give me half of your kingdom," she said. "I will do anything you wish if you promise to give me half of your kingdom," she said. "I will do anything you wish if you promise to give me half of your kingdom," she said. "I will do anything you wish if you promise to give me half of your kingdom," she said.



- Number the paragraphs in order to discover the ending. Then listen and check.

1 The queen said to the king, "I will do anything you wish if you promise to give me half of your kingdom." But the king said, "I will do anything you wish if you promise to give me half of your kingdom."

2 The king said to the queen, "I will do anything you wish if you promise to give me half of your kingdom." But the queen said, "I will do anything you wish if you promise to give me half of your kingdom."

3 On the third day the little boy appeared again and demanded to be the queen's son. No one would take him because he knew a magic name. The little boy disappeared and disappeared forever.

4 That night a servant was talking in the forest when he saw the little boy dancing around a fire and singing. The little boy had a magic name and that name was Rumpelstiltskin. The servant quickly returned and told the queen.

- Go online and watch a classic story. Discuss in your teams if you would like to use these techniques in your Final Product.

Notice the different intonations for each section. Pay attention to how the narrator uses different voices to differentiate the different characters.

20 Unit 2



Go online and watch a classic story. Discuss in your teams if you would like to use these techniques in your Final Product.

You might want students to do the research individually as homework. In the next class, you can sit them in their teams and discuss which techniques they would use in their Final Product.

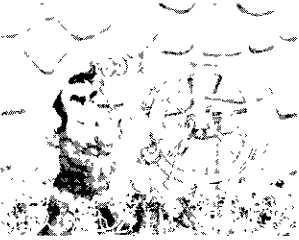
Wrap Up

Refer back to the guesses the students made at the beginning of the class, about the promises that would be made in this part of the story. Elicit the correct responses: *The king promised to make the girl his queen, and he kept his promise. The girl promised to give her baby to Rumpelstiltskin, but in the end, she did not have to keep her promise.* You may ask students why the queen did not have to keep her promise.

4 Ask and discuss the questions.

1. What do you think about the fairy tale?
2. What did you do to solve it?
3. What would be a moral about the story? Why?
4. Can you make up an alternative ending for the story?

• Look at the pictures and use the words to retell the fairytale orally



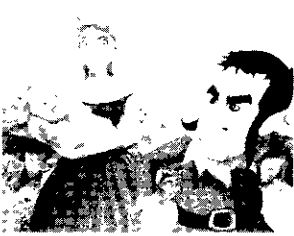
1. Purple silk skirt, straw, gold



2. Brown, basket, table



3. A sword, feet, a fairytale, silk skirt's name



4. Blue, purple silk skirt, armor, disappear

• Write sentences to retell the fairytale

► Look at the pictures and use the words to retell the fairytale orally.

In further preparation for the Final Product, you may want students to work in pairs or stay in their teams. They look at the pictures and take turns retelling parts of the fairytale using the words and the past tenses. Encourage them to help each other formulate their sentences. When they are ready, volunteers can retell the fairytale for the class.

► Write sentences to retell the fairytale.

Students may continue working in pairs for the first part of the activity. They help each other write the sentences they formulated orally in the previous activity. The pictures and the words can help them. You may want to refer them back Language Reference 2 on page 127 (p.T23d) to confirm the structure of their sentences.

Students can give any answer that reflects the content of the picture and is grammatically correct. Once responses have been checked and any mistakes dealt with, students make a final draft of their sentences on a fresh sheet of paper and include their work in their portfolios.

Wrap Up

Time to read! The Miser and His Gold
pp. 28–30

Students sum up the story so far and then choose one of the following endings for the story:

1. The tree tells the Miser where his gold is.
2. The miser's wife teaches him a lesson.
3. The neighbors help the Miser and his wife.

Students read pages 28–29 of the story and check their predictions. Students discuss if they would give the story a different ending. Finally, pairs ask and answer the discussion questions on page 30 before comparing their answers with other pairs.

Note: You may want to ask each team to bring the materials needed to create the big book for the next class. The materials are mentioned in on Worksheet 2 on page 175. (You can find Worksheet 2 on page T23c.) If students prefer to use different materials, we suggest you allow them to be creative.

Teaching guidelines

- Contribute observations and points of view.
- Express personal reactions and opinions about events.
- Recount events based on illustrations.
- Write sentences about key events.

Warm Up

You may want to review with students all that they have done so far to be ready to create and read their final product. Students might mention all the evidence they have gathered so far in their portfolio, as well as the activities they did to retell the stories. You may want to ask them about the research they did for homework. Students might take few minutes to discuss the techniques in their teams.

7 Ask and discuss the questions.

If possible, students can work in their teams to discuss the questions. You may write some phrases on the board to help them give opinions: *I think...*, *I would...*, *I agree*, *I disagree*. Promote respect for other students' opinions.

Teaching guidelines

Form questions to locate specific information.
 Recount events based on illustrations.
 Sequence events.
 Contribute observations and points of view.
 Express personal reactions and opinions about events.
 Value reading as a leisure activity.

Warm Up

You may want to remind students that, so far, they have read three fairytales. Students recall the names of all three and write them on the board. Students may wish to refer to them later in the class.

8 Unscramble these questions about the fairytales in the unit. Then answer them in pairs.

You may want students to unscramble the questions individually and then check them in pairs, or work in pairs from the beginning. Students unscramble the questions, which relate to the fairytales they read in the unit. You may want to check the questions as a class before inviting pairs to discuss the answers. They may go back to the fairytales to check their answers. Check as a class.

9 Look at the images and write the titles of the stories to which each one relates. Then take turns retelling the story of your choice.

Students observe each image and try to relate it to a fairytale from the unit. Each image contains objects that appear in one fairytale. Students write the titles in the boxes. Then pairs retell the events in a fairytale of their choice.

- In your team, review the information about the fairytale you decided to retell for your Final Product. Review your Collection of Evidence Template and your Mind Map. Then follow the steps in Worksheet 2 to create your big book. 2

Students use the material they brought to create their big book. They should work in their teams and use the notes from their portfolio of evidence. You may want to monitor the teams and help as necessary. If they don't finish, they can do it after school and rehearse retelling their story to younger kids to see their reactions. They should decide which six events they want to illustrate. When they finish, they use the

8 Unscramble these questions about the fairytales in the unit. Then answer them in pairs.

1. Were the characters very greedy? In which two?
2. His daughter? What did the mother say? Could save from straw?
3. Where did find his wife when he returned home? the man
4. his flame? the man played? What happened when?
5. appeared? the mother's daughter crying? Why was? when the little girl?
6. What type of the town? awarded? on plaque

9 Look at the images and write the titles of the stories to which each one relates. Then take turns retelling the story of your choice.



- In your team, review the information about the fairytale you decided to retell for your and your . Then follow the steps in to create your big book. 2
- Discuss. Which fairytale did you like the best? Why? What books do you like to read? Why is reading for pleasure important?

22 Unit 2

model to have a dialogue about each scene to confirm comprehension.

Note: You can find the template on page T23a.

► Discuss.

You may want to let the same teams discuss the final questions. We suggest that you emphasize the importance of reading for pleasure in every class.

Wrap Up Poster 2

As further practice and preparation for the Final Product, you can encourage students to create a short story using the pictures on the poster. It is important that students activate their creativity to make up a new story. They can use the model dialogues from the Collection of Evidence to check their comprehension of the story.

Final Product

1 Create a big book for lower-grade students.

1. Choose a classic story to retell.
2. Make a draft of the illustrations for your story and check your comprehension of the events.
3. Practice useful language for retelling stories.
4. Order the key events and describe the illustrations.
5. Create and illustrate a big book based on a classic story.
6. Now, rehearse reading the fairytale out loud and practice pronunciation.
7. Read the fairytale to students from the lower grades and then donate the big book for the school library. You can also go to an orphanage and share your story with the children.

Language Reference

Language Reference

Language Reference

UNIT 2



Reflection

1. How did you feel working with your team members?
2. Was it easy to decide how to divide up the work?
3. What do you find difficult about working in a team?
4. Do you find it easier to work as a team or alone?
5. Did you prefer writing or illustrating the big book?
6. Do the younger students like the big book?

During my presentation, I...

- read and understood a classic tale
- identified the key events in the story
- contributed to rewriting a story
- created illustrations
- read aloud



can ask teams to show their big books and retell their tale to the class. At this point, the class can give some feedback.

You can vote on the most interesting fairytale, on the best illustrations, etc. If possible, allow teams time to visit students in lower grades and read their books to them. They could also go, as a part of a community service, to read their books in an orphanage. At the end, they can donate their books to the school library.

Reflection

At the end of the project, or at the beginning of the next class, consider using the questions in the box to help students reflect on their experience of team work.

Self-evaluation

As part of their continuous evaluation, it is time for students to think about what they have learned. It isn't necessary for students to share their reflections, it is an individual and personal evaluation to raise their awareness of what they have to work on in the future.

Wrap Up

To close the unit on literature, it can be a good idea to ask students how they feel about reading for pleasure. You can ask them to brainstorm, the advantages of reading. Do they do it often? If not, why not? What other things distract them from reading? You may tell them that reading allows you not only to learn about other cultures, but also allows you to become more creative, have more topics of conversation and, most importantly, escape from daily routine and become someone else for a while.

Teaching guidelines

- Select and retell classic fairytales.
- Recognize the general idea and locate key events in a text.
- Determine the number and order of key elements.
- Rewrite sentences and key events.
- Sequence events.

Warm Up

If time permits, you may want to have a quick brainstorming session with the class about the fairytales they chose for their Final Product. You might want to ask about their experience making a big book and whether they got feedback from younger learners.

Final Product

1 Create a big book for lower-grade students.

Now that they are ready to retell their fairytales, you might want to ask them to review the process they followed throughout the unit to get to this point. They can also rehearse for a few minutes and then you



Collection of Evidence Template

Dialogues about the Comprehension of a Fairytale

1 Choose the fairytale you will use as your Final Product. Draw six scenes that show the events in the story.

 You can use this website for some ideas:

2 Use the examples to have a dialogue about the comprehension of the fairytale you illustrated above. Add three more questions.

Where does the story take place?

What are the key events?

What happens first?

How many characters are there?

What happens at the end?

What is the conflict?

Who is the main character?

Evaluation Instrument

Unit 2

Descriptive Evaluation Scale

1 Use the following descriptive evaluation scale to evaluate your students' performance. Mark (✓) the boxes accordingly.

ASPECT TO BE OBSERVED:
Student's ability to:

Able to do it easily and correctly

Able to do it correctly with minor difficulties

Generally able to do it correctly but with some difficulties

Sometimes able to do it correctly but with noticeable difficulties

Rarely able to do it correctly and has lots of difficulty

Recognize the different elements of a classic fairytale (author's name and graphic and textual components).

Recognize general sense and locate key events.

Express key events in fairytales orally.

Express personal opinions about events.

Formulate and respond to questions to ask for and give specific information.

Rewrite key events in a fairytale.

Worksheet 2

1 Follow the instructions to create your big book.

- Sheets of cardboard or construction paper
- A ruler
- A hole punch
- Yarn
- Pencils, colored pencils, pens or crayons



Once

Write one key event at the bottom of each page in large letters.



Illustrate the key events, first in pencil and then color them in.

The Castle
on the

Create a cover for your big book.



Mark four dots along the left-hand side of the paper using a ruler. Punch holes where the dots are.

The Castle
on the

Tie all the pages of the big book together with yarn.

Choose a fairytale and complete the network tree.

description of illustrations
(see p 107)

description of illustrations

notes based on
key events

sentences
to illustrate

notes based on
key events

sentences
to illustrate

⋮

Mind Map 2

Title of the fairytale

key event 1

key event 2

Language Reference

Unit 2 Creating A Storybook

2.1 The Simple Past Tense

- Look at the following example of how to retell a story using the Simple Past.

The Pied Piper of Hamelin (page 15)

Retelling the story

Suddenly, a tall thin man appeared with a hat and a gold flute. "I can help," he said, "but you it will cost you." "Whatever the price, we will pay," replied the mayor.

A tall thin man **showed** suddenly, he **wore** a hat and had a gold flute in his hand. He **said** he **could** help if they **paid** him. The mayor **agreed** to pay him whatever price he **asked** for.

There are regular and irregular verbs.

- To form the affirmative past tense of regular verbs we add **-ed** to the base form.
A tall thin man **appeared** with a hat and a flute.
- Verbs ending in consonant + vowel + consonant double the consonant and add **-ed**.
The fish **stopped** helping the fisherman.
- Verbs ending in **e** add **-d**.
When the miller's daughter **arrived**, the king ...
- In verbs ending in **y** after a consonant, the **y** becomes **-ied**.
The miller's daughter **cried** and **cried**.
- Verbs which do not add **-ed** to form their past tense form are called irregular.
The king **took** her into a room full of straw.



Go to the following link:
irregular verbs to help you retell stories.

to find a list of

2.2 The Past Continuous

- We use the Past Continuous to talk about events in stories which were in progress.
The kids **were following** the Piper hypnotized by the music of his flute.
- In stories we use the Past Continuous to establish the scene / context.
That night a servant **was walking** in the forest when he saw the little man dancing and singing around a fire.

2.3 Past Simple & Continuous

- When we tell a story we might need to indicate that an action interrupted another action that was in progress.
- We use the Past Continuous to show which action was in progress and the Past Simple to show which action interrupted.
 - While she was crying, a little man appeared** in the room.
(action in progress) (action which interrupted the previous action)
 - One day **while he was out fishing, the fisherman caught** a big fish.
(action in progress) (action which interrupted the previous action)
- Note that it is possible to change the order of the sentences, but the meaning is the same.
 - A little man appeared** in the room **while she was crying**.

Term 1: Unit 3

Using Bilingual Dictionaries

Environment: Academic and educational

Social Practice: Interpretation and following of instructions

Communicative Activities: Write instructions for using a bilingual dictionary.

Achievements:

Select and review bilingual dictionaries.

Understand the sense of textual components of bilingual dictionaries.

Write instructions.

Edit instructions.

Evaluation Instrument page T33b (Questionnaire): Make one copy per student you choose to evaluate this month. Suggested number of students: 5-7.

Final Product: Writing an instruction manual to explain how to use a bilingual dictionary

Reader: *Only words?*

Teaching guidelines

Examine bilingual dictionaries.

Locate sections assigned to each language.

Show curiosity about and interest in searching for and obtaining information.

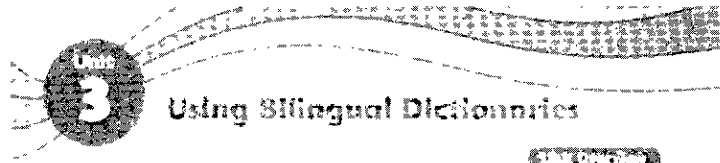
Students look at the chart and say what they will achieve and what their Final Product will be: *Are manuals important? Who might need to read instructions on how to use a dictionary?*

1 Read the definitions. Then mark (✓) the picture of the bilingual dictionary.

Students read the two definitions and match them with the types of dictionaries: *English-Spanish, English-English*. Then they mark (✓) the bilingual one.

► Write the number of the appropriate dictionary next to each statement.

Students read the speech bubbles and infer what these texts are: *Problems related to meaning of words*. Then they mark the dictionary where they could find each answer.



Unit 3

Using Bilingual Dictionaries

Use & context: Academic and educational

Interpretation and following of instructions

Write instructions to use a bilingual dictionary

- Select and review bilingual dictionaries
- Understand the sense of textual components of bilingual dictionaries
- Write instructions
- Edit instructions

Final Product: Writing an instruction manual to explain how to use a bilingual dictionary

Reader: *Only words?*

1 Read the definitions. Then mark (✓) the picture of the bilingual dictionary

A bilingual dictionary translates words from one language to another.

A monolingual dictionary uses the same language for the word and its definition.

2 Write the number of the appropriate dictionary next to each statement.

1. How do you find the meaning of a word? 1 2 3

2. How do you find the meaning of a word? 1 2 3

3. How do you find the meaning of a word? 1 2 3

Reflect and mark (✓).

1. How do you find the meaning of a word? Often Sometimes Never

2. How do you find the meaning of a word? Yes No

Do the following tasks in teams.

Select several definitions of words from the dictionary you have chosen. Explore each one in your team. Compare the differences between each one. Find the one that you like best to use.

24

This activity is for students to assess their experience of instruction manuals and dictionaries. They could keep their ideas to themselves or share them with the class.

Time to read! *Only Words?* pp. 31–32

Students discuss: *When do you think the first dictionary appeared? What did it look like?*

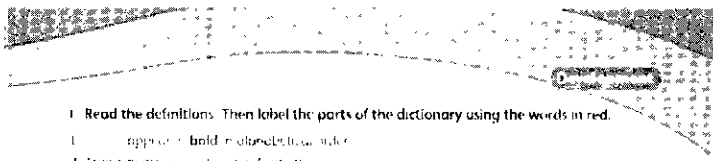
Students read pages 31–32 of the Reader and then revisit the questions using their new knowledge.

► Do the following tasks in teams.

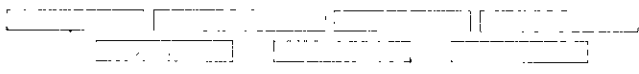
Students should form or be assigned in teams of three or four for the Final Product. They should examine several dictionaries and notice differences before choosing one to write their manual for.

Wrap Up

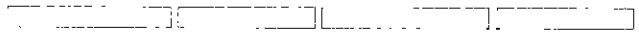
Students play a game with their chosen dictionary and in their teams. They take turns reading a definition for others to guess the word.



1. Read the definitions. Then label the parts of the dictionary using the words in red.
1. appear **to hold** mathematical rules
2. Many people use **it** **to** **indicate** the
3. Roman numerals **of** **II**, **III**, **decade** **of** **with** **an** **entry**
4. One **is** **separated** **between** **of** **some** **of**
5. The **abbreviations** **are** **shown** **in** **standard**
6. One **is** **indicated** **the** **first** **of** **a** **list** **of** **words** **on** **each** **page**
7. The **symbol** **is** **a** **pronounced** **for** **the** **meaning** **of**
8. The **entry** **is** **shown** **in** **the** **dictionary**
9. The **words** **of** **phrases** **to** **search** **for** **are** **shown** **in** **the** **entry**
10. The **word** **and** **between** **is** **shown** **in** **the** **entry** **of** **the** **dictionary**
11. The **entry** **of** **the** **word** **appears** **in** **a** **dictionary** **to** **guide** **the** **entry** **of** **the**



▶ pull pumpkin
 ▶ pull **pull** (v) 1. to draw or hold something towards you
 2. [force] to cause a machine, object, etc. to move
 He **pulls** the cart. The engine **pulls** the train.
 It **pulls** the car. The car **pulls** the trailer.
 She **pulls** the rope. The horse **pulls** the cart.
 ▶ pulp (n) 1. the soft part of a fruit
 2. a substance used for making paper
 3. the soft part of a tooth
 The pulp of the fruit is eaten. The pulp of the tooth is removed.



Go online and do the tasks on a separate sheet of paper

1. Search the word 'pull'.
2. Click on the entry and read the definition and examples of the word.
3. Copy and write the definition and two examples of the word in your notebook.
4. Write a short paragraph using the word 'pull' in your own sentences.

Teaching guidelines

- Value the function of textual and graphic components: lists of words, typographic signs, Arabic and Roman numerals and abbreviations. Locate sections assigned to each language. Identify entries and subentries. Understand the use of numbers and special characters. Show curiosity about and interest in searching for and obtaining information.

Suggested Materials: index cards (1 per student)
Preparation: Write the following words on the index cards (one word per card): [Set 1:] *guide, guillotine, guilty, guinea, guitar, gulf, gum, gun, guru, guy* / [Set 2:] *word, work, world, worm, worry, worse, worth, would, wound, wow*. There should be a set of ten cards for each team of ten students.

Warm Up

You might want to do this activity in teams of ten. Students line up, and each member of each team receives a word (see Preparation). Students have to arrange their words in alphabetical order. To do so, they will have to move around until they are in the right place according to the word they have. The first team to arrange its words correctly wins the game. Afterwards, elicit the meanings of some of the words.



1 Read the definitions. Then label the parts of the dictionary using the words in red.

Dictionaries can provide a lot of information about a word, such as how to spell it, how to pronounce it, whether it is capitalized, etc. Students look at the example. All dictionaries have guidewords at the top of each page. They help us save time when looking for a word.

Volunteers read the definitions and the class asks any questions they may have. Then students label the parts of the dictionary on their own.

Go online and do the tasks on a separate sheet of paper.

Students might do this activity at home or in a place with Internet. They do the task and then copy the instructions with the answers to the tasks on a separate sheet of paper. Students can then get together with their Final Product teams to choose words to use in their manual. They could choose words with more than one part of speech and more than one meaning so that their instruction manual covers all features of their chosen dictionary.

Wrap Up

Value—Collaborative work

Working in groups or pairs is a way to integrate everybody in the class. You may tell students how important it is to discover their classmate's talents and skills. Students can benefit a lot from listening to other people's ideas and opinions.

Teaching guidelines

Show curiosity about and interest in searching for and obtaining information.
Locate words in English and in the mother tongue.
Classify words.

Warm Up

You may want to start by familiarizing students with the idea of instructions: *Find letter b on the page. Search for the word seagull. Say the word repetition out loud.* Verbs such as *search, find, say, etc.* will be used a lot in their Final Product. Can they think of any other verb that might be related to the use of a dictionary?

2 Listen, repeat and complete the English alphabet. 14

You may want to explain to students how important it is to know the English alphabet and especially the pronunciation of the letters, which is so different from Spanish. The spelling of English words is complicated and that many times we need to ask people to spell words for us to be able to write them or look them up in a dictionary.

Students listen to Track 14, repeat the letters and complete the alphabet. Then students compare the English and Spanish alphabets: *How many letters do they have? Which letters are different?* etc.

3 Listen to the words on the recording and write them under the appropriate guidewords. 15

Students recall what guidewords are for when using a dictionary. Students then look at the different guidewords and identify the ones in Spanish and the ones in English. Students listen to Track 15 and write the words they hear under the appropriate guidewords.

4 Take turns spelling the following English words. Then number them in alphabetical order. 16

You may ask students to form pairs and do the activity. As easy as it may seem, this is a complex task as students have to discover how to decide on the order of words when several first letters are the same. Students check with another pair.

3 Listen, repeat and complete the English alphabet. 14



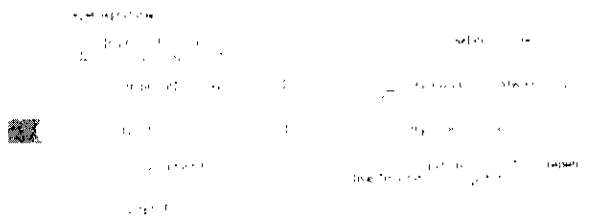
3 Listen to the words on the recording and write them under the appropriate guidewords. 15

- | | | | |
|--------------------|----------------------|--------------------|--------------|
| 1. r sen rob | 3. robber raverblade | 5. seagull swal | 7. seam sent |
| 2. popcorn pomemnt | 4. porte-puseer | 6. lhrat liceboard | 8. licoa-ija |

4 Take turns spelling the following English words. Then number them in alphabetical order. 16

- | | | | | |
|------------------------------------|-------------------------------------|-------------------------------------|------------------------------------|-------------------------------------|
| repelous <input type="checkbox"/> | repetition <input type="checkbox"/> | repentance <input type="checkbox"/> | repentous <input type="checkbox"/> | repertoire <input type="checkbox"/> |
| repellent <input type="checkbox"/> | repentant <input type="checkbox"/> | repel <input type="checkbox"/> | repeat <input type="checkbox"/> | |

4 Complete the dictionary page with the numbers of entries above. Then discuss the questions. 17



1. Was it an easy task? Why?
2. What do you do when the first letter of the word is the same as the other?
3. What do you do when the second letter is the same?
4. What type of dictionary is it? How do you know?

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► Complete the dictionary page with the numbers of entries above. Then discuss the questions. 17

Now students should put the words in order in the extract from the dictionary. They read the translations and try to pronounce the words following the phonetic transcription. They may give a sentence using each word. What other information about the word can they find? Then pairs discuss the questions, before reporting the answers to the class.

Wrap Up

Students could race to locate words in a dictionary using the skills they learned in the previous activity. They could play in pairs or if there aren't enough dictionaries, in groups with each member taking a turn to race.

5 Match each part of speech with its definition. Then listen and check. (10)

Part of speech	Definition
1. adjective	a. names a person, place, thing or state
2. adverb	b. replaces a noun or noun phrase
3. article	c. describes a verb, adjective or noun
4. conjunction	d. describes a noun
5. noun	e. describes an action or existence
6. preposition	f. joins words, phrases or clauses with each other
7. pronoun	g. is used before a noun. It can be definite or indefinite
8. verb	h. describes the relationship between a noun and another noun, verb or adverb

6 Find and circle the abbreviations for the parts of speech. Go to the on page 128 if needed. You will need this information for your Final Product.

- below *below* 1. debajo de 2. [less than] inferior a
 but *but* 1. pero 2. [emph. neg. statement] sino
 fast *fast* 1. [speedy] rápido, rapido 2. [watch - clock] adelantado 3. adv. 1. [quickly] rápidamente 2. [time - none] III. - fasts, fasting, fasted - ayunar
 lock *lock* 1. 1. cerradura 2. mechar 3. - locks, locking, locked - cerrar
 mine *mine* 1. mina 2. mina, mas, mas II. mina III. - mines, mining, mined - excavar
 the *the* art. el, la, los, las

► Write the abbreviation for the part of speech of each word in bold.

- The diamond **mine** is no longer in use.
- I **locked** the door and went to work.
- Tigers run **fast**.
- The **lock** of my safe **is** broken.
- This is **not** your bank. It's **mine**.
- Some people **fast** for 40 days before Easter.

Go online and do the test on parts of speech. Report your results to the class.

Go to on page 155. Then decide in your team how you will include pronunciation in the instruction manual for your

Unit 3 27

Teaching guidelines

Read definitions of words in English and the mother tongue.

Determine types of words based on abbreviations.

Understand instructions for using a bilingual dictionary.

Make a list of abbreviations.

Write lists of textual components.

Warm Up

Materials: a ball

Students take turns saying a word and tossing the ball to another student. This student must stand up and spell the word. If correct, he or she may say another word and toss the ball again. If not, he or she should return the ball and sit down.

5 Match each part of speech with its definition.

Then listen and check. (16)

Parts of speech indicate how a word functions in a sentence. In a dictionary, we can find what part of speech a word is—noun, verb, adjective, etc.

Volunteers read the definitions and the class asks any questions they may have. Then students match each

part of speech with its definition. When everybody is ready, students listen to Track 16 to check their answers. After that, they should look at the parts of speech and notice the letters in bold. In a dictionary, these letters are used to abbreviate the parts of speech.

6 Find and circle the abbreviations for the parts of speech. Go to Language Reference 3.1 on page 128 if needed. You will need this information for your Final Product.

You may ask volunteers to find and read entries in the dictionary excerpt. Students might need some time to circle the abbreviations. You might want to refer them to the Language Reference on page 128 (p.T33d) to check their work and learn more abbreviations.

► Write the abbreviation for the part of speech of each word in bold.

Students read the sentences and decide how the words function in each sentence: *as a verb*, *as a noun*, etc. In English the same word can function in a sentence as different parts of speech. Volunteers give their answers and justify them.



Go online and do the test on parts of speech. Report your results to the class.

This activity will give students more idea of which parts of speech they still need to master and will also enrich their vocabulary. They can access the URL at home or a place with Internet. You might want to begin the next lesson by asking some students to share their results with the class.

7 Go to Worksheet 3 on page 155. Then decide in your team how you will include pronunciation in the instruction manual for your Final Product. (3)

Students turn to page 155 (p.T33c) and examine the table. There is a *Pronunciation table* in every dictionary. It shows the phonetic symbols that represent sounds. Once you know how to read these symbols, it helps you pronounce every new word. Students can do the activity at home or in a place with Internet. They should number the instructions as they do the activity.

Wrap Up

When they finish the Worksheet activity, students can discuss in their Final Product teams how they'd like to deal with pronunciation of words in the instruction manual for their chosen dictionary.

Teaching guidelines

Read definitions of words in English and the mother tongue.
Determine types of words based on abbreviations.

Warm Up

You may want to start by asking students to report on the results of the quiz they took online on parts of speech. How well did they do? What did they learn?

Ask why it is useful to know parts of speech when using a dictionary. You may want to accept students ideas and check at the end of the class whether they want to change or adapt their answers.

8 Read the words and their definitions. Discuss their meaning in Spanish.

You may want students to work in pairs for this activity. They read the word, the part of speech and the definition. They may come up with examples of use in English: *I learn English and French*. When they have read the definitions in English, they should discuss the meaning of each word in Spanish. The part of speech has to be the same in both languages.

- Read the text and decide which word in Activity 8 completes each blank. Then write the parts of speech on the lines using abbreviations.

Students will now have an opportunity to apply what they have learned about the importance of knowing what part of speech each new word is. They may work in the same pairs and read the text together, deciding what information is missing. They should be allowed some time to figure out which word from the activity above completes the text. First, students discuss the example: *It has to be a word that answers the question with What, so it has to be a noun*. Once they decide, they write the corresponding abbreviations on the lines. They may check with another pair or as a class.

- Go to Mind Map 3 on page 177 and complete it individually. Then compare your Mind Map in your team. Decide which of the steps from the Mind Map you want to include in your Final Product. Write a draft version of your instructions.

Students go to page 177 (p.T33d) and complete the Mind Map for one of the words that they chose in their Final Product team. They then compare their information and choose information to include in their

- 8 Read the words and their definitions. Discuss their meaning in Spanish.

and they connects words and phrases
backwards adv. in the direction that is behind you
in prep. inside or within a place
interesting adj. engaging, fascinating
lay v. to put, set down
live adj. having life

lungs n. organs that help creatures breathe
mammals n. animals that are born from the mother's body
them pron. a word used for referring to a group mentioned before
until adv. up to a particular place or time

- Read the text and decide which word in Activity 8 completes each blank. Then write the parts of speech on the lines using abbreviations.

1. animal



- * No two zebras have the same pattern of stripes.
- * The trunk of an elephant is made up of eight lines of water.
- * Kangaroos are unable to walk off.
- * There isn't a man (18) there about two years old.
- * Rabbits cannot swim.
- * Male lions have long tails.

What are the ... How does ... that ... animals
is a mammal. Here are some tips: all female animals
have mammary glands. In females, all female animals
have sweat glands. ... from chest behind hearts.
Most mammals ... to ... animals that
are ... for species ... animals that ...
Mammals can live on land in the water ...
... Be ... of ... in the ...
... through ...
Here are some ... animals. If you
you, like ... about ... there ...
... to ... on the Internet.



- Go to ... on page 177 and complete it individually. Then compare your ... in your team. Decide which of the steps from the ... you want to include in your ... Write a draft version of your instructions.

While you complete the mind map, make sure you choose three main steps to use in bilingual dictionary. How do you look for an entry? Can you choose the first definition in your final? Is the part of speech important?

How Am I Doing?

What have you learned about the use of dictionaries so far? To prepare your manual, it's important to clarify and understand what you still need to know about bilingual dictionaries and writing manuals. In your team, reflect on your ideas, then go to ... to research if you can't find it.

28 Unit 3

manual. They should come up with a series of clear instructions to first locate a word in a dictionary and then interpret the information given about it.

How Am I Doing?

As you are now halfway through the unit, it is important for students to stop and check how they are doing. They should recall what they have seen so far: *parts of a dictionary, putting words in order, putting instructions on order, parts of speech and their importance for the context of a text*, etc. They can work in their Final Product teams to look at the URLs (at home or a place with Internet) and see if there are any other aspects of their chosen type of dictionary that they still don't understand.

Wrap Up

Time to read! **Only Words?** pp. 33–35

Students read pages 33–35 of the Reader. In groups, students decide which of the games described in the Reader they would like to play, and play the game if time permits.

9 Read the definitions. Then classify the words accordingly.

country, man, mountain, Mount Everest, Nader, queen,
Pakistan, Simon, Uruguay, woman

- a. Common nouns refer to a category of things. We write them using lower case letters.
- b. Proper nouns are the names of specific things. We write them using capital letters.



WRAP UP

Now students can classify the words using the definitions and previous knowledge. Students can check their work with a person next to them.

10 Circle the parts of the manual using the color key.

Students read the manual and do the task individually. They should explain the use of capital letters and the punctuation.

- ▶ On a separate sheet of paper, copy the chart below. Then classify all the words from the manual in alphabetical order according to their parts of speech.

Students copy the chart at the bottom of the page onto a separate sheet of paper. Then they classify the words from the headlines in alphabetical order according to their part of speech. Students include their work in their portfolios.

- ▶ Imagine you don't understand the meaning of some words in the manual above. Number the instructions to search for the meaning of words you don't understand.

You may want students to work in pairs for this activity and the next one. They read the manual and circle words they don't understand. Then they number the instructions in order. They can use these ideas for the Final Product.




- ▶ Search for the meaning of the words in the dictionary of your choice. Follow the instructions.

Students follow the instructions in order to find the meaning of the words they didn't understand in the previous activity.

Wrap Up

Students continue the activity by practicing the instructions to look up the meaning of other words of their choosing. They could share the words they found with the class at the end.

10 Circle the parts of the manual using the color key.

 capital letters at the beginnings of sentences	 punctuation marks	 capital letters for proper nouns
--	---	---

Do a little research. For example,
compare the Collins, Oxford and
Macquarie dictionaries.

Browse through
the dictionary
and record any...

Start by asking yourself
"What kind of dictionary
do I need?"

- ▶ On a separate sheet of paper, copy the chart below. Then classify all the words from the manual in alphabetical order according to their parts of speech.

- ▶ Imagine you don't understand the meaning of some words in the manual above. Number the instructions to search for the meaning of words you don't understand.

- Decide which instruction applies to each of the headlines
- Find the entry in the dictionary using the guide words
- Read all the meanings of the word
- Decide on which words in the dictionary you don't understand

- ▶ Search for the meaning of the words in the dictionary of your choice. Follow the instructions.

Teaching guidelines

- Classify types of words in a table.
- Write lists of textual components.
- Value the use of punctuation marks and standard spelling.

Warm Up

Students will need to edit their final product once they are ready to write the final version. Editing means checking the punctuation and capitalization of their work. Students could explore what they know about editing:

- What words are always written with capital letters?
- What sentences finish with an exclamation mark?
- What is a question mark?

Some students can give examples and write them on the board.

9 Read the definitions. Then classify the words accordingly.

Students say what a noun is: *A noun names a person, place, thing or state.* Nouns are divided into two categories, common and proper.

Teaching guidelines

Identify entries and subentries.
Read definitions of words in English and the mother tongue.

Warm Up

Suggested Materials: 10 English-Spanish dictionaries

Preparation: A list of words that students don't know so that they can guess the words' meanings: *embarrassed, sensible, etc.*

In pairs, students have to write what they think each word means on a slip of paper. Each pair's guess must be anonymous. Read the translations from the English-Spanish dictionary aloud. The pair whose guess is most similar wins.

11 Look at the situations below. Discuss the meaning of the word "time" in each scene.

Students work in pairs to look at the different situations where the word *time* appears. They should define the use of the word *time* in each situation. They don't need to know if their answers are correct yet.

► Number the definitions according to the pictures above.

Students read the translations of the word *time* and number each according to its use in the photos above.

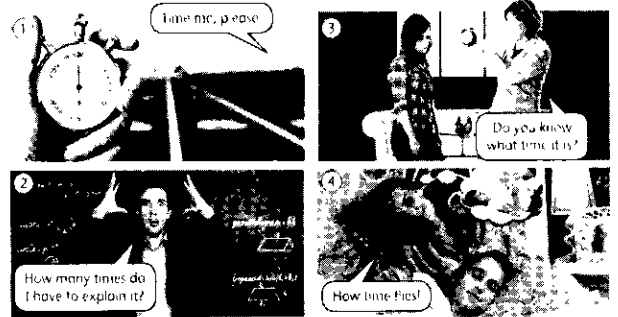
► Complete the instructions on how to find the right definition for an entry with many meanings.

As students have seen before, some words have several meanings and they may be different parts of speech. In this activity, students will complete instructions on how to decide which definition is the one they are looking for if a word has many meanings. Some volunteers may read the instructions for the class to check.

12 Read the definitions of "play" and write an example for each.

Students may work in the same pairs as previously or change partners. They read the dictionary entry for the word *play*. Then they write an example for each definition.

11 Look at the situations below. Discuss the meaning of the word "time" in each scene.



► Number the definitions according to the pictures above. 1: time (time) hora 2: (clock) hora 3: (occasions) vez 4: (onomatopoeia)

► Complete the instructions on how to find the right definition for an entry with many meanings. 1: Look up Decide Search Do Check Try

1. to deduce the meaning of the unknown word from the situation (context)
2. what part of speech the word is in this situation
3. the word and identify the appropriate part of speech in the dictionary for the meaning that fits the situation.
4. whether your deduction was correct
5. the same for the other situations.

12 Read the definitions of "play" and write an example for each.

play (play) 1. a theatrical performance, e.g. _____

It is 1. to take part in a game, e.g. _____

2. to make music with an instrument, e.g. _____

3. to take part in a dramatic presentation, e.g. _____

► Go online to explore the components of an instruction manual. 4: _____

Discuss in your team which components you want to include in your instruction manual.

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Go online to explore the components of an instruction manual.

Students access the URL at home or a place with Internet. This time they are going to learn about instruction manuals rather than dictionaries. They should note any observations relevant to their Final Product.

Wrap Up

Discuss in your team which components you want to include in your Final Product.

In class, students share their observations with their Final Product team and suggest features they would like to include in their instruction manual.

13 List the bilingual dictionary features from the box in alphabetical order. Write an example for each. Go to **Language Reference 3.1 and 3.2 on page 128** if needed.

abbreviations phonetic transcription Arabic numerals examples keywords
 1. *phonetic transcription* *Arabic numerals*
 2. *examples*
 3. *keywords*
 4. *abbreviations*
 5. *phonetic transcription*

► Discuss how we use each dictionary feature.

14 Read and match parts of sentences and put them in the right order. Then write them on the lines.

Examples the part of speech of the word. Keywords
 Phonetic transcriptions Roman numerals help us pronounce
 show us the different meanings the entry faster. The abbreviations
 help us identify of the same word for the use of the word.
 establish a context the word. help us locate Arabic numerals
 of the word. show us the different parts of speech

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

► Look at the instructions you drafted on page 28. Put them in the order you will write them in your Final Product.

► Go to the **Final Product** on page 109. Choose nine instructions for your Final Product and write them in the Template. Then follow the instructions.

1. Make sure all sentences begin with a verb (imperative form) with the first letter in uppercase.
2. Check that sentences finish with a period.
3. Check the spelling of all words.

Teaching guidelines

- Identify entries and subentries.
- Understand the use of numbers and special characters.
- Make a list of abbreviations.
- Write lists of textual components.

Warm Up Poster 3

You may want to work with the poster to review what students have learned so far. Students could suggest instructions related to each type of dictionary: *Go to a picture dictionary when you want to see an image. Look it up in the bilingual dictionary.* Then you can point out the extract from a dictionary and read the multiple meanings of the word *record*. Students may come up with example sentences.

13 List the bilingual dictionary features from the box in alphabetical order. Write an example for each. Go to **Language Reference 3.1 and 3.2 on page 128** if needed.

Students look at the box with the dictionary features. First, they write the features in alphabetical order. Next, students write an example for each feature.

If they need to remember what each feature is, they can refer to **Language Reference 3.1 and 3.2 on page 128**.

You can find **Language Reference** on page T33d.

► Discuss how we use each dictionary feature.

In pairs, students discuss how to use each dictionary feature. The answer will be confirmed in the next activity.

14 Read and match parts of sentences and put them in the right order. Then write them on the lines.

Students look at the parts of sentences. They have to describe how to use the features from the previous activity. Students do the activity in pairs.

► Look at the instructions you drafted on page 28. Put them in order as you will write them in your Final Product.

Students work in their Final Product teams to review their instructions. They can change, correct or add the instructions and then they should choose a definitive order.

► Go to the **Collection of Evidence Template on page 109**. Choose nine instructions for your Final Product and write them in the Template. Then follow the instructions.

Students follow the instructions on this page and on the template on page 109 (p.T33a) to choose their nine instructions. They should work individually to complete their templates and then swap with another member of the team to correct.

Wrap Up

Time to read! Only Words? pp. 36–40

Students call out words they know in English (*sandwich, hot dog, taxi, restaurant, CD, etc.*). This is an opportunity to make them aware of all the vocabulary they already know. They could discuss: *What do you do when you don't know a word in Spanish? What steps do you follow when using a Spanish-Spanish dictionary to look up a word? Have you ever seen a dictionary in another language such as French or Japanese?* Students read pages 36–40 and find at least two good reasons to use dictionaries. They should also be able to report strategies for using dictionaries. Finally, students do the activities on page 40 of the Reader on their own.

Teaching guidelines

Write instructions.

Review verb forms: imperative.

Establish a numbered order for the steps in a set of instructions.

Order sentences into sequences.

Value the use of punctuation signs and standard spelling.

15 Listen and underline Ron's problem

- a Ron doesn't understand the English word
- b Ron is looking for the translation of a Spanish word

- Listen and mark (✓) the things you need to do to look up a word.



15

When you want to look up a word in a dictionary:

- | | |
|-----------------------|-----------------------|
| turn to right section | guess meaning |
| know appropriate | establish context |
| flip pages | find appropriate |
| use guide words | check pronunciation |
| read all the meanings | decide part of speech |

- Number the steps you marked above in the order in which you do them.

- Write the complete sentences. Go to on page 128 if needed

-
-
-
-
-
-

- Refer back to the words you decided to include, your instructions from the and . Review the decisions you made about including and pronunciation in and the components of your instruction manual on page 25. Create your Instruction Manual in your team for your .

32 Think

Warm Up

Preparation One copy per group of the following sentences (which intentionally include mistakes) on a sheet of paper:

- A Bilingual Dictionary – translates words from one language to another.
- Roman numerals (i, ii, iii) indicate a different part of speech
- The abbreviation EG introduces an example.
- Some people fast for 40 days before easter.
- Proper Nouns are the names of specific items.
- Phonetic transcriptions help us pronounce the Word.
- In groups, students read the sentences, find the spelling and punctuation mistakes and rewrite them correctly.
- This is good editing practice for when they have to edit their final product.

15 Listen and underline Ron's problem. 17

This is a short listening for students to listen to very specific information. They should first identify what they need to understand, and then listen to Track 17 to underline the answer. Check as a class.

- ▶ Listen and mark (✓) the things you need to do to look up a word. 18

Students read the list of options and ask any questions they may have. Students listen to Track 18 and mark (✓) the red box next to each thing they need to do to look up a word in a bilingual dictionary.

- ▶ Number the steps you marked above in the order in which you do them.

Students may work in small groups for this activity. They number the things they marked in the previous activity in the order in which they do them when they look up a word in a dictionary. To do this, they should think about their own experience when using a bilingual dictionary.

- ▶ Write the complete sentences. Go to Language Reference 3.3 on page 128 if needed.

Students work individually to write complete sentences with the ideas above. They may want to refer to Language Reference 3.3 on page 128 (p.T33d). While students work, monitor and help them if necessary. Check as a class.

- ▶ Refer back to the words you decided to include, your instructions from the Mind Map and Collection of Evidence Template. Review the decisions you made about including pronunciation in Worksheet 3 and the components of your instruction manual on page 25. Create your Instruction Manual in your team for your Final Product.

Teams should review all the work they've done so far and create their instruction manuals. They should include examples for each instruction.

Wrap Up

Students should review their work thoroughly and make any amendments they wish to their instruction manuals. This is their last chance!

1 Present your instruction manual to explain how to use a bilingual dictionary.

1. Select and create dictionaries.
2. Choose words, definitions and grammar rules from both of your instruction manuals.
3. Develop a flow to address grammar rules in your instruction manual.
4. Practice and draft instructions.
5. Explore their impressions of the instruction manual.
6. Participate in the instruction.
7. Draft and edit your instruction manual.
8. Display your manuals at a school assembly or event. Answer any questions and expand your list of vocabulary.



Reflection

1. How did you feel working with your team members?
2. Was it easy to decide how to divide up the work?
3. What do you find difficult about working in a team?
4. What did you learn from the members of your team?

Reflect on the following aspects of your work

- I can confidently use bilingual dictionaries.
- I can clearly explain how to use bilingual dictionaries.
- I can draft and order instructions.
- I know and can use the grammar rules of an instruction manual.

Unit 3 33

and invite other classes to come and see.

You could ask some students to share their reflections about their progress respective to initial competence with dictionaries. They can say how they feel, what they have learned and what else they would like to work on during the year.

Reflection

Students work in the same teams as before to discuss the questions. Students should evaluate how they worked and what they would like to focus on and improve in the future.

Self-evaluation

As a part of continuous evaluation, it is time for students to think about what they have learned. It isn't necessary for students to share their reflections. It is an individual and personal evaluation to reflect on what they have to work on in the future.

Wrap Up

Students examine the Final Products of with their team members with an eye to critiquing their own. Did other teams include more information? Did they miss anything? Students should offer other teams praise and constructive criticism.

Teaching guidelines

Write instructions.

Favor cooperation and integration in schoolwork.

Value the use of punctuation marks and standard spelling.

Write final versions.

Warm Up

Students discuss: *How did you feel working with dictionaries? What type of dictionaries do you prefer? Do you feel more or less confident when using a dictionary? Do you think you could teach other students to use a dictionary?*



1 Present your instruction manual to explain how to use a bilingual dictionary.

Students work in their teams to review the steps they took to make their Final Product and comment on what they learned in the process. If possible, they could display their work at a school event or assembly, or they could just display it in the classroom



Collection of Evidence Template

Sentences

1 Write nine sentences to include in your manual on how to use a bilingual dictionary.

Manual on how to use a bilingual dictionary

► Edit your work using the instructions on page 31 and the symbols in the box.

☰ Capitalize

⊙ Insert a period

Ⓢ Check spelling

/ Change to lower case

^ Insert a comma

⤴ Insert a question mark

↑ Insert an exclamation mark

► Rewrite your instructions correcting the mistakes.

Evaluation Instrument

Unit 3

Questionnaire

1 Mark the rubric according to your student's performance.

Name: _____

Date: _____

How well can the student ...	Very well	Well, but with minor difficulties	Shows noticeable difficulties	Can rarely do it
1 locate the sections assigned to each language in a bilingual dictionary?				
2 identify entries and subentries?				
3 understand the use of numbers and special characters?				
4 read and understand the different meanings of a word?				
5 determine types of words based on abbreviations?				
6 write instructions for using bilingual dictionaries?				

Pronunciation Table

Phonetic symbols for vowels	Examples	Phonetic symbols for consonants	Examples
/i/	see, <u>ea</u> t	/p/	pen, happy
/ɪ/	fish, ci <u>t</u> y	/b/	<u>b</u> ack, tu <u>b</u>
/eɪ/	da <u>y</u> , ei <u>gh</u> t	/t/	co <u>t</u> , <u>tw</u> o
/ɛ/	bed, dress	/d/	ba <u>d</u> , <u>do</u>
/æ/	<u>a</u> pple, ca <u>t</u>	/k/	ca <u>m</u> e, mon <u>ke</u> y
/ɑ/	bo <u>x</u> , fa <u>th</u> er	/g/	ba <u>g</u> , ga <u>m</u> e
/ɔ/	bo <u>u</u> ght, do <u>g</u>	/tʃ/	<u>ch</u> air, wa <u>ch</u>
/oo/	go <u>o</u> , bo <u>wl</u>	/dʒ/	br <u>id</u> ge, Ju <u>l</u> y
/ʊ/	bo <u>o</u> k, pu <u>ll</u>	/f/	<u>f</u> or, pho <u>t</u> ograph
/u/	fo <u>o</u> d, stu <u>d</u> ent	/v/	ha <u>v</u> e, <u>v</u> ery
/ʌ/	bu <u>t</u> , mo <u>th</u> er	/θ/	ba <u>th</u> , <u>th</u> ing
/ə/	ba <u>na</u> na <u>g</u> , comp <u>u</u> ter <u>u</u>	/ð/	fa <u>th</u> er, <u>th</u> is
/ɚ/	sh <u>ir</u> t, h <u>er</u>	/s/	ci <u>t</u> y, s <u>ee</u>
/aɪ/	ey <u>e</u> , m <u>y</u>	/z/	go <u>es</u> , ple <u>as</u> e
/aʊ/	h <u>ow</u> , <u>ou</u> t	/ʃ/	sh <u>ir</u> t, sta <u>ti</u> on
/ɔɪ/	bo <u>y</u> , no <u>is</u> e	/ʒ/	cas <u>u</u> al, ple <u>as</u> ure
/ɪr/	ne <u>ar</u> , h <u>er</u> e	/h/	h <u>at</u> , w <u>ho</u>
/ɛr/	h <u>air</u> , th <u>er</u> e	/m/	<u>m</u> an, s <u>om</u> e
/ʌr/	ba <u>r</u>	/n/	<u>n</u> ot, su <u>n</u>
/ɔr/	do <u>or</u>	/ŋ/	si <u>ng</u>
/ɔr/	to <u>ur</u>	/l/	li <u>k</u> e, w <u>ill</u>
		/w/	to <u>w</u> er, <u>w</u> hite
		/r/	ber <u>r</u> y, r <u>un</u>
		/j/	pl <u>a</u> yer, <u>y</u> es

Read and number the instructions in order.

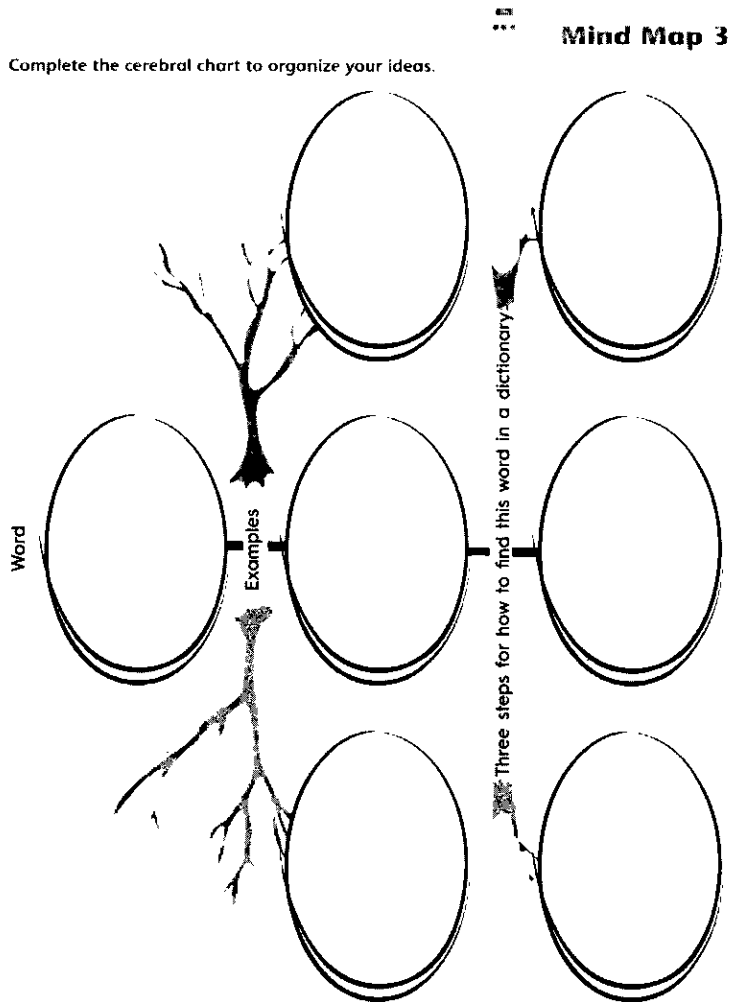


It can be hard at the beginning to understand the phonetic representation of words. If you have access to Internet, you can start by going to an online dictionary. Follow these instructions to learn the pronunciation of words and to understand how the phonetic representation of words works.

- Next, locate a speaker icon next to the word.
- Go to
- First, write the word on the search bar: *near*
- Then find the phonetic representation of the word between slashes \ 'nɪr' \ .
- Finally, listen to the pronunciation again and compare it against the phonetic representation of the word.
- Click on the speaker to listen to how the word is pronounced.

If you often listen to the words and associate them with their phonetic representation, you will soon be able to know how a word is pronounced without the audio. It will also be easier for you to understand the phonetic representation in your print dictionary.

1 Complete the cerebral chart to organize your ideas.



Language Reference

Unit 3 Using Bilingual Dictionaries

3.1 Abbreviations in Dictionaries

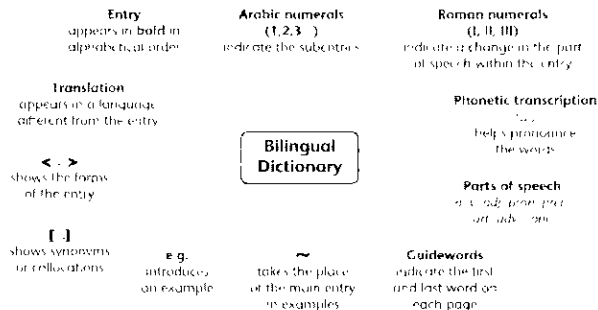
1) Parts of speech

n. noun	adv. adverb
pron pronoun	prep. preposition
adj. adjective	conj. conjunction
v. verb	excl. exclamation
aux. auxiliary	art. article

2) Other abbreviations

contr. contraction	fig. figurative meaning	pref. prefix
etc. etcetera	forml. formal	suf. suffix
f. feminine	neg. negative	US. American English
m. masculine	pl. plural	GB British English

3.2 Using Bilingual Dictionaries



3.3 The Imperative

You can use the imperative form to give instructions and orders.

- **Look up** the meaning of new words.
- **Make sure** you spell words correctly.
- **Don't use** the wrong part of speech.
- **Don't mispronounce** words. Use the phonemic transcription to help you.

You can use the imperative to write instructions in manuals, recipes or processes. There are often sequencing words to show the steps in the process:

First, ...	After that, ...	Finally, ...
First of all, ...	Then, ...	At the end, ...
To begin with, ...	Later, ...	To finish, ...

Term 1: Unit 4

Analyzing Silent Movies

Environment: Family and community
Social Practice: Exchanges associated with media
Communicative Activities: Compose dialogues and interventions for a short silent film.

Achievements:

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

Evaluation Instrument page T43b (Anecdotal notes):
 Make one copy per student you choose to evaluate this month. Suggested number of students: 5–7.

Final Product: Writing a script for a short silent film
Reader: *The Great Train Robbery*

Teaching guidelines

Recognize topic, purpose and intended audience.
 Identify nonverbal language used by characters.

Unit Overview

We suggest you explain to students what they are going to learn about in this unit and with what purpose. They should examine the chart and suggest ideas about what they will achieve at the end of the unit. As you do so, you may wish to elicit or explain what a silent movie and scripts are.

1 Look at the scenes and answer the questions.

In small groups, students look at the scenes and discuss and answer the questions below. They then share their answers with the class.

 **Go online and watch fragments of some silent movies. Discuss with a classmate.**

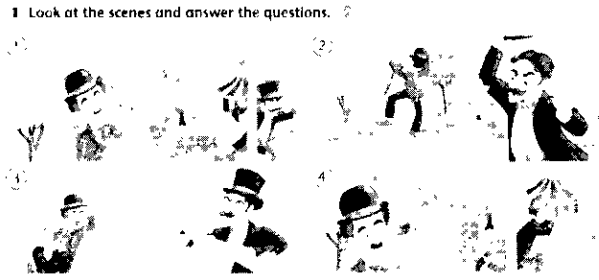
If possible, students should access the URL with a partner so that they can discuss the questions as they watch. Otherwise, they can watch separately and take notes before discussing in the next class. Students should give their initial impressions of silent movies.


Unit 4 Analyzing Silent Movies

Unit Overview

Environment: Family and community

Social Practice	Communicative Activities	Achievements
Exchanges associated with media	Compose dialogues and interventions for a silent short film	<ul style="list-style-type: none"> Review short silent films Understand the general sense and main ideas Write lines and dialogues
Final Product: Writing a script for a short silent film		Reader: <i>The Great Train Robbery</i>



1. Do you know who Charlie Chaplin was?
 2. Have you ever seen one of his silent films? Did you like it?
-  **Go online and watch fragments of some silent movies. Discuss with a classmate.**

1. Do you think silent movies stimulate the imagination?
2. Can you imagine the possible dialogues?

How Much Do I Know?

Mark (✓) the options.

1. How often do you go to the movies?	Often	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Never	<input type="checkbox"/>
2. Is it easy for you to understand dialogues in English movies?	Often	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3. Could you write a dialogue for the scenes above?	Yes	<input type="checkbox"/>	Maybe	<input type="checkbox"/>	No	<input type="checkbox"/>

How Much Do I Know?

We suggest you use this part of the class as a diagnostic evaluation. Students can see here how much they know about the topic by reflecting on their previous knowledge. In this case, students may work in pairs and discuss the questions before checking the boxes.

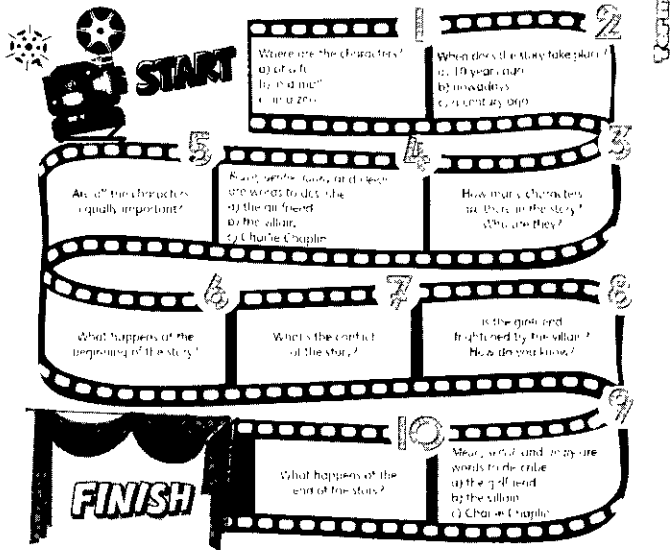
Wrap Up

You may want students to work in four groups, each group imagines what the characters are saying in one of the scenes. They then pool their ideas and see if they have created a coherent story.

Development

4 Look back at the scenes on page 34. Play a game!

1. Get into pairs.
2. Put a counter on the space marked **Start**.
3. Toss a coin. If you get heads, move one space. If you get tails, move two spaces.
4. Read the question or sentence in each space and complete the task.
5. If you complete the task correctly, remain in that box and wait for your next turn.
6. If you don't complete the task correctly, you miss a turn.
7. Continue taking turns until one player gets to the **Finish**.



Get in the team that you will work with to create your Final Product. Go online and watch short silent films. Together, choose one that you can write a script for.

Teaching guidelines

- Differentiate characters.
- Identify nonverbal language used by characters.

Warm Up

You may want to open the class by having the class recall the scenes from the movie shown on page 34. Four boxes on the board can be used to represent the scenes. Students explain what happened in each scene and volunteers either write or draw the details in the relevant boxes. Finally, students copy the completed information into their notebooks.

Development

1 Look back at the scenes on page 34.

Play a game!

Before they start the activity, students could paraphrase each item in the instructions to show their understanding. Students can make counters out of paper, and each pair needs a coin that shows heads and tails. Next, students play the game. They

could share their results at the end for the class to congratulate the winner in each pair. Finally, you could ask some of the questions at random around the class.

Get in a team that you will work with to create your Final Product. Go online and watch short silent films. Together, choose one that you can write a script for.

Students should form or be assigned teams at this stage for the Final Product. Teams can be any size from three to eight students according to how best students work. Teams should access the URLs together at school if possible, or if not team members could watch one each outside school before reconvening in class to discuss and choose one to write a script for.

Students can also investigate aspects of Mexican silent cinema here: <https://thebioscope.net/2010/11/20/three-mexican-silents/>.

For the next class, they could think of answers to the questions:

1. Do you think silent movies stimulate the imagination?
2. Can you imagine the possible dialogues?
3. Are the themes in Mexican silent movies similar to those in American movies?

Wrap Up

Time to read! The Great Train Robbery pp. 41–46

Students start off by brainstorming western movies. They should then read the title of the story and answer the following questions: *What do you think the story is about? Who do you think the characters of the story are? Who are the people who work on a train?* Students read pages 41–46 of the story and check their predictions. Then they say who the main characters are, justifying their answers.

Teaching guidelines

Determine the nature of actions (*funny, tragic, etc.*).
Clarify the names of objects, actions and concepts.

Warm Up

We suggest you open the class by asking students whether they watched some fragments of silent movies. Then students should discuss the questions you gave for homework. Mexican Films were as dramatic and thought-provoking as any silent film from the U.S. Each country's national cinema reflects universal themes, as well as the history and culture of the country it comes from.

2 Mark (✓) the emotions that the mime is expressing. Use the Glossary on page 141.

Before carrying out this activity, you could discuss with students how in the fragments they saw, movie characters expressed many emotions through their facial expressions. You might encourage one or two students to give examples of this. Then students should look at the pictures of the mime.

Students read the list of emotions and check any unknown words on page 141 (p.T107) of the Glossary section. When the vocabulary is clear, students mark the appropriate emotion for each picture.

► Play a game!


In teams of eight, students go through the instructions, looking up any unknown words in the Glossary. Next, students play the game. They should mime the emotions dramatically, as they saw in the film fragments.

3 Match each scene with the corresponding word.

We suggest students work on their own for this activity. They should look at the scenes and match each one with the corresponding emotion. You could check answers by naming an emotion and having volunteers describe the corresponding scene.

You may want to start preparing students for writing lines and dialogues in the Final Product of this unit. In pairs, students imagine what is happening in each black and white scene in Activity 3, and how each character feels. Then they draw a speech bubble coming from each character and write inside what they think the character is saying. You could ask students to practice their dialogues before asking one or two pairs to act them out for the class.

2 Mark (✓) the emotions that the mime is expressing. Use the Glossary on page 141.



anger
 fear
 frustration
 happiness

sadness
 envy
 surprise
 fear

anger
 sadness
 surprise
 pride

curiosity
 sadness
 fear
 happiness

► Play a game!

shame

envy

curiosity

worry

love

suffering

pride

frustration

3 Match each scene with the corresponding word.

melodramatic



36 Unit 4

Wrap Up

Value—Empathy

This is an opportunity to talk with students about feelings and emotions so that they become aware of people's possible reactions in certain situations. We all react differently and we should respect what other people feel or think about something.

- Read the words and predict what the movie is about.

brood / to be / in / to / to / to / to

- Number the descriptions according to the scenes.



SCENES

- The man and woman are talking. The man is standing, while the woman is sitting.
- The man wonders why it is taking so long to get up the hill.
- A young man wants to meet the man. He hopes the man will be waiting for him to get some bread.
- The man and woman are talking. The man is sitting and the woman is standing.
- The man asks the woman if she is going out for bread. It is the store across the street.
- The man is talking to the woman, but he is so nervous that he can't remember what he is saying.

- Discuss the questions about the movie in pairs.
 - Who wants some bread? What happens to the man? Does he get what he wants? How does he feel about that?
- Go to page 157 and complete the activities. This will prepare you to write a script for your...

Unit 4 37

Teaching guidelines

Differentiate characters.
Identify nonverbal language used by characters.
Order sentences into sequences to form a storyline.

Warm Up

Preparation: (optional) Five key words or phrases to represent five movies that students have probably seen on separate strips of paper. For example, *Coco* could be represented by the following five key words and phrases: *Mexico / altar / guitar / Day of the Dead / great grandmother*.

You may want to start today's class by forming five or six groups and giving each a set of strips of paper (see Preparation). Groups race to guess the title of their movie. As each group finishes, one of its members writes their key words on the board. When all the key words are on the board, groups guess the other titles.

Once all the movies have been successfully identified, volunteers recount the plot of each movie.

4 Read the words and predict what the movie is about.

Before asking students to open their books, you could read the words in the box aloud several times for students to imagine what a movie that includes these elements might be about. Volunteers share their ideas with the class. When students open their books, they should look at the pictures and confirm or change their predictions.

- Number the descriptions according to the scenes.

In pairs, students look at the scenes and the descriptions below. They should number the descriptions according to the scenes. When they are finished, volunteers say whether their predictions were right.

- Discuss the questions about the movie in pairs.

Students are going to use visual information in the movie scenes and textual information in the scene descriptions to answer some questions. Volunteers read the questions aloud. Then students ask and answer the questions in pairs.

- Go to Worksheet 4 on page 157 and complete the activities. This will prepare you to write a script for your Final Product. 4

Students should work with a partner from their Final Product team. They can work in groups of three if there is an odd number in each team, or even collaborate with their whole team. Students turn to page 157 (p.T43c), read the instructions for Activity 1 aloud and look at the code. They then read the script and underline the parts according to the code, using colored pencils or markers.

Wrap Up

Students work in groups to choose a movie they have seen and write five key words or phrases to represent the movie. Then groups read out their words or phrases for the class to guess the movie.



Teaching guidelines

Propose sentences to complete lines and dialogues. Briefly justify the choice of sentences for a dialogue. Describe motivations, hopes, desires and/or ambitions, using expressions to shade them (e.g. *You may..., It might..., etc.*).

Warm Up

To begin this class, you could draw three boxes on the board to represent frames of a movie scene. The class suggests the title of a well-known movie. Volunteers come and draw three pictures to represent a scene from that movie. Next, students think of an exciting or important scene from a movie they like and represent that scene in three pictures.

5 Number the dialogues according to the scenes.

To prepare further for the Final Product, students describe the scenes in this cowboy movie to a classmate before reading and numbering the lines of dialogue.

- ▶ Look and match the questions with the answers. Go to Language Reference 4.1 on page 129 if needed.

Students discuss: *Why does the man kidnap the woman?* Students should accept that we may not really know from just looking at a few scenes, but we can make a guess or speculate. Students discuss the other two questions in the same way before matching the questions and answers in their books. They can refer to Language Reference 4.1 on page 129 (T43d) to review ways to talk about possibility.

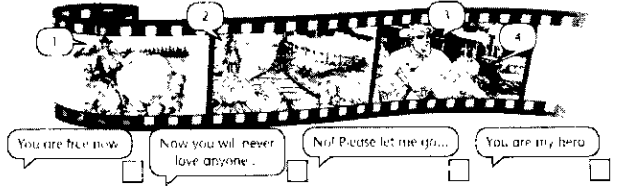
- ▶ On a separate sheet of paper, write dialogues for these scenes.

In pairs, students describe the pictures and then explore possible dialogues: *Who are the people on camels? Why are they at the pyramids? How do you think they feel when they see the pyramids? Then: What do they see when they go inside the pyramid? How do they feel when they see the tomb? And finally: What happens to the tomb? How do the archeologists feel now? What do you think will happen next? At the end, students keep the sheet of paper with the dialogues in their portfolios.*

6 Make questions for each answer using the words.

One of the archeologists manages to escape from the mummy and is interviewed by a newspaper. Students unscramble the questions using the words as clues.

1 Number the dialogues according to the scenes.



- ▶ Look and match the questions with the answers. Go to on page 129 if needed.

1. Why does the man kidnap the woman? He might be the man she loves.
2. Why does he tie her to the railroad tracks? Because he might want to marry her.
3. Who rescues the woman? Because she might not love him.

- ▶ On a separate sheet of paper, write dialogues for these scenes.



- ▶ Make questions for each answer using the words.

Interviewer: do... do... you...? what... want... to
 Archaeologist: I want to go back to the pyramid and find the treasure.
 Interviewer: But the mummy is there. What are you going to do?
 Archaeologist: I am going to fight it to...
 Interviewer: the mummy need light...? do what you to find to
 Archaeologist: I need to find the magic sword.
 Interviewer: it...? is... Where
 Archaeologist: It is in the mummy's tomb

- ▶ Imagine what each character in the movie might be feeling. Observe their body language and discuss their emotions. Then write short exchanges using speech bubbles. What might they want to say?

How Am I Doing?

Compare your dialogues with another pair. Respectfully, give opinions about their dialogue and make suggestions if necessary. Listen to their feedback and make the suggested changes. Discuss how you can use these suggestions to write an appropriate, interesting dialogue for the Final Product.

- ▶ Imagine what each character in the movie might be feeling. Observe their body language and discuss their emotions. Then write short exchanges using speech bubbles. What might they want to say?

Students work with a partner from their Final Product teams to analyze the body language and emotions that the people in their chosen silent movie are displaying. They should write short exchanges for certain scenes according to what they think the people are expressing to each other.

Wrap Up

How Am I Doing?

This is a good time to do the mid-unit evaluation. Students should review their work so far in their Final Product teams to check what progress they have made. Students present and compare their ideas for dialogues. They should offer constructive criticism as well as making any language corrections. They can also decide whether to include any of the dialogues in their Final Product.

7 Read the definition. Then write the genre of each movie plot.

genre /ˈʒeɪnə/ *n.* one of the categories based on form, style, or subject matter, into which artistic works are placed. For example, movies are categorized into the following genres: *action, comedy, drama, historical, science fiction, horror, musical, western, animation, and romance.*

The Maze Runner (2014)

Thomas wakes up trapped in a maze with a group of other boys. He has no memory of the outside world. Thomas hopes to find a way to escape by putting together the fragments of his past with clues he discovers in the maze.

Little Fockers (2010)

The father of the newlywed bride wants to choose a new in-law. Does he really like the bride's father or is he just trying to make what it takes?

Titanic (1997)

A woman and a man of different social backgrounds meet during the sinking of the ship Titanic.

Annabelle (2014)

A doll is used to scare a woman and her young son from a home that is haunted by a spirit. When they move to a new house, she and her son discover the magic of the doll has a possible evil connection.

The Wizard of Oz (1939)

Dorothy Gale gets swept off her feet in a magical land where she begins her journey to meet the wizard who is the only person who can help her return home.

Coco (2017)

Miguel dreams of becoming an accomplished musician. He is told "Embrace the Day of the Dead" to give his talent. Miguel finds himself in the spirit world and confronts the head of the family following a mysterious chain of events.

8 Read the definition. Then listen and mark (✓) the scene that matches the sound effects. 19

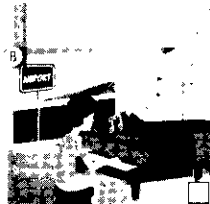
A volunteer reads the definition of *sound effects* aloud. Then students listen to Track 19 and mark the scene that matches the sound effects.

- ▶ Get in your team for your Final Product. Complete Mind Map 4 on page 179 with ideas and short notes to start preparing your script.

Students work in their Final Product teams to continue planning their silent movie dialogue. They should complete the chart with this information about their chosen silent movie: details about which scene to write a script for and some notes about possible dialogue.

8 Read the definition. Then listen and mark (✓) the scene that matches the sound effects. 19

sound effects /saʊnd ɪfɛkts/ *n.* all the sounds in a movie other than dialogues and music.



- ▶ Get in your team for your Final Product. Complete on page 179 with ideas and short notes to start preparing your script.

Teaching guidelines

Identify the relation between scenarios, actions and sound resources.
Clarify the names of objects, actions and concepts.
Establish genre.

Warm Up

To begin this class you could ask students to tell each other in pairs the names of two of their favorite movies, and why they like these movies.

7 Read the definition. Then write the genre of each movie plot.

To introduce the idea of definitions, you could write on the board *dictionary definition* for students to discuss what information they can find out about a word when they look it up in the dictionary. Then students read the definition of *genre* and check the information before brainstorming movie genres. In pairs, students look at the movie synopses and write the genre of each one on the lines provided. Check as a class. For further practice, several students could say the name of one of their favorite movies for another student to say which genre it is.

Time to read! **The Great Train Robbery** pp. 47–50

Students retell what happens in the first part of the story they read (pages 41–46) and then predict the next events: *What do you think happens next? Do you think the workers on the train will try to stop the robbers? What do you think happens to the passengers on the train? Do you think the robbers finally succeed in stealing what they want? Do you think they can escape?* Students read pages 47–50 of the story and check their predictions. Finally, they could comment on if they are enjoying the story and why.

Wrap Up Poster 4

You might show the poster and elicit their favorite titles for each genre. Students could write a short dialogue for a scene from any of these movies. They can act the scene out using the appropriate tone of voice and even the same sound effects!

Teaching guidelines

- Propose sentences to complete lines and dialogues.
- Order sentences into sequences to form dialogues.

Warm Up

Before starting this class, students look at the title and the five scenes of the movie *Going! Going! Gone!* and imagine in pairs what genre the movie is and what sound effects there could be in those scenes.

9 Read and number the descriptions of the scenes in order.

In pairs, students look at the scenes and their descriptions across the top of pages 40 and 41. Students then read the texts and decide which scene each text describes. They should record their answers by writing the number of each scene beside the corresponding description.

10 Circle the appropriate text for each scene.

You could model the texts in the speech bubbles, emphasizing their meaning by using appropriate tone and volume. To help students practice reading dialogue with appropriate intonation, several volunteers could repeat after you. Next, students work on their own to decide which of the two options given for each scene is the appropriate one.

- ▶ On a separate sheet of paper, write the dialogues for each scene using the ideas above. Decide who says what.

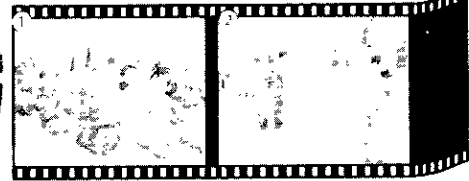
In pairs, students read the example dialogue. Students should then focus on the format and the relationship between the speech bubble from Scene 1 and what Girl 1 says in this dialogue. This activity provides practice of dialogue writing that students will have to do for the Final Product.

Students include their work in their portfolios.

Wrap Up

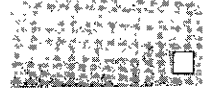
Pairs take turns reporting their dialogue ideas to the class. Others should take notes and can change their own dialogues if they wish.

9 Read and number the descriptions of the scenes in order.



Suddenly, a girl steps on a crab and it pinches her toe. A young man runs to help her.

The teacher does not approve of him and chases him away.



10 Circle the appropriate text for each scene.

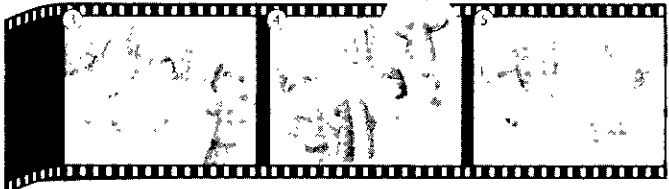


Scene 5
Young man, please leave my students alone.

Young man, please ask my students out.

- ▶ On a separate sheet of paper, write the dialogues for each scene using the ideas above. Decide who says what.

Scene 5
Young man, please leave my students alone.
Young man, please ask my students out.



UNIT 4



11 Read the definition. Then look at the example of a script and discuss the questions.

Script (script) / ˈskrɪpt/ A written text that is used to make a film or play.

Scene description / ˈsiːn dɪˈskrɪpʃən/ A description of the scene that is being filmed or played.

Scene direction / ˈsiːn dɪˈrɛkʃən/ A direction given to the actors or camera about how to perform a scene.

Character / ˈkærɪktə/ A person who is part of a story or play.

Dialogue / ˈdɪəlɒɡ/ The conversation between two or more people.

Script
 Scene 1 LXT IN THE PARK NEAR A RIVER EARLY IN THE MORNING
 A TEACHER is sitting on the grass with a book in her hands.
 THE STUDENTS are sitting behind her.
 TEACHER (Reading aloud) Once upon a time
 GIRL 1 (Whispering to her friends) I'm bored. Let's go to the river.
 GIRL 2 (Whispering) Good idea!

1. What do the abbreviations (N, en, LXT) mean?
2. Which of the five case-control letters (the scene description) of the scene do you see?
3. Which do we write the names of characters in capital letters?
4. Where does the information take of the time of day, mood, music, etc.?

12 Write the script for the rest of the scenes on pages 40 and 41.

Go to Language Reference 4.2 to review the steps in the writing process. This will be useful for your Final Product.

Unit 4 41

Teaching guidelines

Register lines and dialogues in a script format. Order sentences into sequences to form dialogues. Include examples, appropriate details and interesting information, using adverbs.

Warm Up

At the beginning of this class you might ask several volunteers to read out the dialogues they wrote in the last class. When they finish, students could suggest other information they could add to the dialogue in order to help the actors in this movie do the best job they can.

11 Read the definition. Then look at the example of a script and discuss the questions.

All the important people working on a movie use a script to help them act out and film each scene. In pairs, students read the definition and answer the questions in pairs. Students can then reread the script on Worksheet 4 and identify the elements. Students then read the instructions for Activity 2 on the worksheet. We suggest you guide students very

carefully through the elements of a script: *Scene description* describes WHERE the scene takes place or its setting; *Scene direction* tells them WHO is in the scene and WHERE they are; *Characters* are WHO is in the scene; *Dialogue in the script* is WHAT the characters say.

Students write the next two logical scenes, including all the parts. Finally, volunteers role-play their scenes for the class.

12 Write the script for the rest of the scenes on pages 40 and 41.

In pairs, students expand the dialogues they wrote previously into scripts. When they have finished, students mark the elements of their script as in the example in Activity 11. If there is time, students could also transfer one scene and its marked elements to poster paper for other students to read on classroom walls.

Go to Language Reference 4.2 to review the steps in the writing process. This will be useful for your Final Product.

Volunteers each read one of the steps in the writing process in order. After each one, students can paraphrase their understanding or demonstrate the step to the class. They should also relate each one to the writing process they are currently following to produce their silent movie script.

Wrap Up

Time to read! **The Great Train Robbery** pp. 50–52

Students predict what they think the robbers do after they escape. In pairs, students can answer the following questions: *Where do the robbers go after they escape? Do authorities try to find them? Who do you think wins the last battle, robbers or the posse?* Students read pages 50–51 of the story to check their predictions. Then they say if they agree with what the boy and the girl say on page 51. Finally, they do the tasks on page 52 to help them prepare for their Final Product.

Teaching guidelines

Adjust verbal and nonverbal language according to a specific audience.

Recognize and modulate appropriate volume and speed.

Warm Up

At the beginning of this class you could tell students that one thing is still missing from their scripts. They could play hangman until they guess the word:

_____ (sound effects).

13 Read the definition and dub the silent film *Going! Going! Gone!* (1919).

We suggest students work in teams of four or five.

Students read the definition and discuss some of the features of dubbing: the dialogue has to match the movement of the characters' mouths as closely as possible, etc. Teams work to reach an agreement on the final version of the script. They may wish to choose one pair's version or incorporate elements from different versions.

Everyone in the team should have the same copy of the final script. Students should do a final check of spelling and punctuation. Next, teams assign a role to each member: *narrator, teacher, girls, man*. Within each team, the narrator reads the description of the scenes aloud, then the other characters say their parts of the dialogue. Students should practice several times so that the speed and the volume are synchronized with the display of each scene. Finally, volunteers demonstrate their dubbing for the whole class.

14 Get in your teams to work on your Final Product. Review the notes for your Final Product that you created on the Mind Map. Then complete the Collection of Evidence Template on page 111. Finally, use the ideas and notes from both of these to write your script. Refer back to the Worksheet to review how to layout a script.

Students are now going to work in their teams to develop the Final Product. First, they should complete the Collection of Evidence Template on page 111 (p.T43a) with an outline of their plans for their script. Then they can review the possible dialogue they had already prepared and decide if they want to make any changes. Finally, they should write their script, copying the layout in the example script on Worksheet 4 and including scene descriptions, scene

13 Read the definition and dub the silent film *Going! Going! Gone!* (1919).

dub /dʌb/

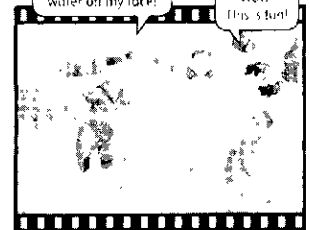
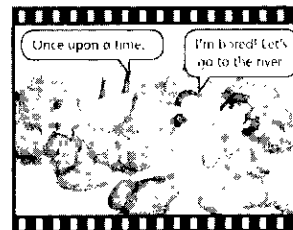
- to add sound effects or to dialogue to a movie or to audio or television production (usually used with the preposition *to*)
- to provide a motion picture with a new soundtrack and especially dialogue and effects in a new language
- to make a new recording of something on videotape, double recording, also to copy a computer sound or video file from different sources (the script recording)

Suggestion: For this activity, ideally you should work in small teams.

- Make sure everybody has the same copy of the final script.
- Check spelling and punctuation.
- Assign the roles of the characters.
- Practice reading aloud. Ask your teacher for help if needed.
- Have someone read the description of the scenes aloud.
- Have the characters say the dialogue.
- Practice several times so that the speed and the volume are synchronized with the display of each scene.

A TEACHER is sitting on the grass with a book in her hands. THE STUDENTS are sitting behind her.

THE GIRLS leave THE TEACHER and run to the river.



- 14 Get in your teams to work on your Final Product. Review the notes for your Final Product that you created on the Mind Map. Then complete the Collection of Evidence Template on page 111. Finally, use the ideas and notes from both of these to write your script. Refer back to the Worksheet to review how to layout a script.**

42 Unit 4

directions, characters and dialogue. One student in each team can take the role of secretary, with the others making suggestions, and all students make a clean copy of their final script at the end.

Wrap Up

After all their hard work, students could be rewarded with a guided relaxation activity: *Close your eyes. Breathe in very slowly and then breathe out. As you breathe in, allow your tummy to inflate like a balloon. Fill your tummy with your breath! Now exhale slowing, and feel your tummy getting smaller and smaller, until it is flat. Continue breathing calmly for ten long breaths.*

Final Product

1 Write a script for a short silent film.

1. Review silent films.
2. Learn how to layout a silent movie script.
3. Practice writing dialogues.
How Am I Doing?
4. Plan a story map for your short silent film.
5. Practice writing a silent movie script.
Language Reference
6. Draft and structure a silent movie script.
7. Now practice reading the dialogues aloud together with the scenes.
8. Record the dialogues, making sure they are synchronized with the scenes. Then present the film with the recording of your script to your class. Alternatively, do a live reading while playing your clip.

OPTIONAL: Go online and use free video editing software to edit the clips you used and add your dialogue.

Upload your finished version to a video sharing website such as www.vimeo.com or www.youtube.com or www.dailymotion.com.

Reflection

1. Did you enjoy recording your script for a short silent film?
2. How difficult was it to think of the dialogue for existing scenes?
3. How difficult was it to adjust the speed and volume of the dialogues to the scenes?
4. How confident do you feel when talking in English?

Write three things you learned about writing scripts and performing dialogues for your final products. Then compare in pairs.

Unit 4 43

Teaching guidelines

Register lines and dialogues in a script format.
Perform dialogues.

Warm Up

At the beginning of the class, students share the title of the movie they chose for their Final Product.

Final Product

1 Write a script for a short silent film.

Now that students have written their script, they can review the process they followed throughout the unit to get to this point. They can also rehearse their script for a few minutes, while watching their scene if possible. They should record their reading, synchronizing their lines as closely as possible to the events on the screen. If they cannot record it, they can read their script in front of the class while their scenes play on a screen. If there is time and interest, teams could even splice their recording with the scene using the software in the cited URL, and upload the Final Product to a safe media sharing site.

Reflection

At the end of the Final Product presentation, or at the beginning of the next class, it might be a good idea to reflect on the team work following the questions in the box.

Self-evaluation

As part of the continuous evaluation, it is time for students to think about what they have learned. This is an individual and personal evaluation to realize what they have to work on in the future. If they feel comfortable doing so, students can share their evaluations with a partner at the end.

Wrap Up

Students could finish the unit with another game of charades about well-known movies or shows. They should comment on any progress that they have made in their acting skills after studying silent movies.



Collection of Evidence Template

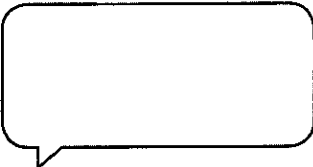
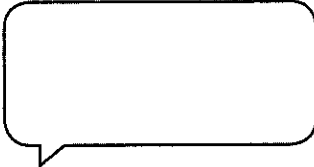

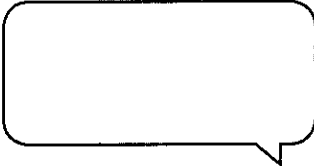
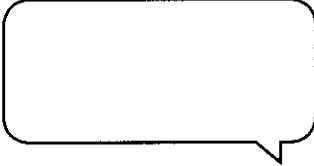
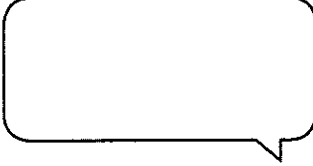
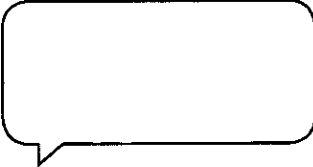
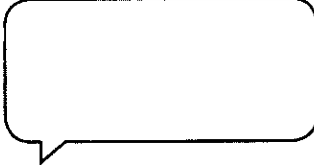

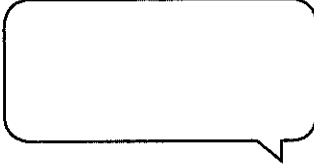
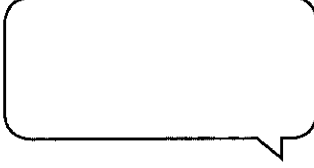
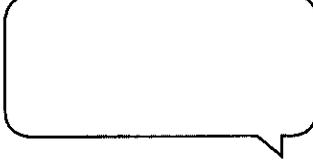
Script

1 Complete the information about your movie.

Title of the Movie

Title of the Movie		
Description of Scene 1:	Description of Scene 2:	Description of Scene 3:
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

2 Write possible dialogue for each scene.

Scene 1	Scene 2	Scene 3
		
		
		
		

Evaluation Instrument

Unit 4

Anecdotal Notes

1 Use the rubrics to record the student's performance during the Presentation stage.

1. Observable notes:

Name of the student:

Date:

Type of product observed:

Description of events:

2. Conclusions based on the events observed:

Student's participation:

Strengths:


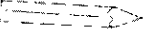

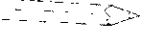

Things that need to be improved:

General comments:

2 Use your notes to provide students with the necessary feedback so that they can work on their weaknesses.

Worksheet 4

1 Read an example of a movie script and underline the information.

scene number =  scene description =  dialogues = 
characters =  scene direction = 

Scene 1 EXT. IN A PARK. AT NOON.

YOUNG MAN is sitting on a bench watching people walk by.

YOUNG MAN: (Standing up and talking to YOUNG LADY) Good afternoon, Miss.
Do you know what time it is?

YOUNG LADY: (Stops to look at the YOUNG MAN, then coldly looks at her watch.)
It's a quarter past twelve. (YOUNG LADY walks away.)

YOUNG MAN: (Talking to YOUNG LADY) Excuse me.

YOUNG LADY keeps walking and YOUNG MAN follows her. YOUNG LADY goes
into a restaurant.

Scene 2 INT. INSIDE A RESTAURANT. THE YOUNG LADY IS BEHIND THE CASH
REGISTER.

YOUNG MAN: (Talking to YOUNG LADY) Miss, may I say that you have the most
beautiful eyes I've ever seen?

YOUNG LADY: (Blushing and smiling) Thank you, you're so kind!

THE RESTAURANT BOSS: (Approaches the couple. He's angry.) Young lady, you
know the rules. No socializing while you're working!

2 Write the next two scenes of the script.

Mind Map 4

Choose one silent movie extract from the unit, from the website below, or go online and choose one that interests you. Then do the tasks.

Story Map

scene:		
setting:	↓ time:	place:
characters:	↓	
dialogues and indications:	↓	

Language Reference

Unit 4 Analyzing Silent Movies

4.1 Expressing Possibility

We can use the modals *could*, *might* and *may* to indicate that something is possible in the future, but not certain:

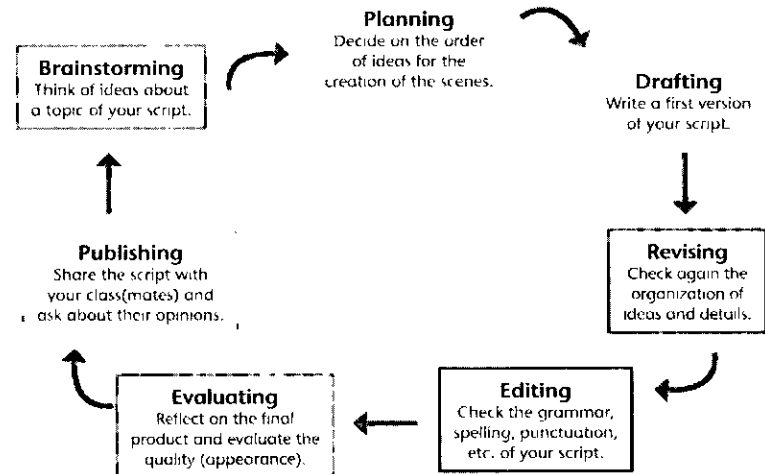
- This *might be* a good movie. *Perhaps / Maybe* it is a good movie.
- My best friend *may become* a movie director. It is possible that he becomes a movie director in the future.
- We *could make* a movie with a cellphone. It is a possibility for us to make a movie with a cellphone.

Expressing Impossibility:

We use *can't* or *cannot* to show that something is NOT possible.

- You *can't / cannot be* serious when you say that Annabelle isn't a scary movie. Annabelle is a very scary movie.

4.2 The Writing Process



Term 2: Unit 5
Making Predictions

Unit Overview

Environment, Literary and Lodic

Social Practice	Communicative Activities	Achievements
-----------------	--------------------------	--------------

Recreational expression: Produce constructive forecast for others.
 Review samples of written forecasts.
 Listen and identify ways to express future actions.
 Ask and answer questions to understand future forecasts.
 Write sentences that express future to create forecasts.

Final Product: Writing a prediction for others. Reader: 'What Will Become of Our Future?'

Environment: Literary and ludic

Social Practice: Recreational expression

Communicative Activities: Produce constructive forecast for others.

Achievements

Review samples of written forecasts. Listen and identify ways to express future actions. Ask and answer questions to understand future forecasts. Write sentences that express future to create forecasts.

Evaluation Instrument page T53b (Anecdote): Make one copy per student you choose to evaluate this month. Suggested number of students: 5–7.

Final Product: Writing a prediction for others

Reader: *What Will Become of Our Future?*

Teaching guidelines

Analyze topic, purpose and intended audience. Value the use of graphic and textual components. Understand sentences that describe future situations (*will, be + going to*).

Unit Overview

Students preview the chart alone or in pairs before the class goes over it together and checks vocabulary: *constructive (useful, positive), forecast (a prediction)*. Students could suggest examples of predictions: the result of the next World Cup; students' jobs when they're 35; tomorrow's weather, etc.

1 Read the texts and discuss where they might appear.

In pairs, students each read two of the texts aloud to their partner, before they discuss together where the texts may appear.

▶ Write the number of the text that these people would read.

Each group of people matches with one of the forecasts. Students should discuss their ideas in pairs before reporting to the class.

2 In this unit you will make forecasts about your classmate's future. Get into small teams that you will work with to create your Final Product. Try to work with students you haven't worked with before.

▶ Write the number of the text that these people would read.

1. soccer fans 3. 'teach'

2. the general public 4. a shade of comment

▶ In this unit you will make forecasts about a classmate's future. Get into small teams that you will work with to create your Final Product. Try to work with students you haven't worked with before

Introduce yourself to your group. Share some of your likes, dislikes and hobbies.

How Much Do I Know?

Read and reflect on the questions below.

- Do you know what a forecast is?
- Can you make a forecast about the future in English?
- Do you know how to use the modal 'will'?
- Are your predictions usually accurate? How do you know?

Students should form or be assigned teams of four or six for the Final Product, preferably students who don't usually work together. They should introduce themselves and talk about their likes and interests.

How Much Do I Know?

The purpose of this activity is for students to discuss their previous knowledge of different types of forecasts and of the language used to express them. They may discuss the questions in pairs or small groups before reporting their experiences to the class.

Wrap Up
Value—Tolerance

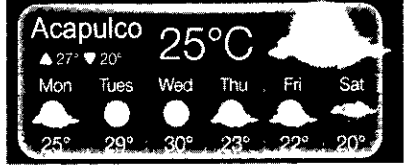
This is an opportunity to talk with students about the right we all have to believe in different things. For example, some people believe that horoscopes, tarot cards or fortune-tellers can tell us about our future. Others don't believe in those things. It is OK to believe in different things, and we should respect each other's beliefs. Discriminating against others because of what they believe in is unacceptable behavior.

Development

1 Read the conversation and discuss the questions below.



- 1. What are they talking about?
- 2. Why do you think he needs to know the weather forecast?



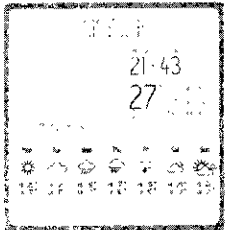
2 Read the examples of weather forecasts and do the tasks.

- 1. Is it going to rain in Saturday? (It's going to rain on Sunday.)
- 2. Is it going to be sunny? (No, it's going to be cloudy.)

- 1. What phrase do we use to make a weather forecast?
- 2. What changes can you notice in the questions?
- 3. Choose the verb and the adjectives that describe the weather.

3 Complete the forecast for Zacatecas.

On Monday, the maximum temperature is going to be 28° C and the lowest is going to be 18° C and sunny.



4 Make a prediction about the weather tomorrow in a city in another country. Go online to check your prediction.

Unit 5

the dialogue alone or out loud in pairs. A volunteer pair could also perform for the class. The class goes through the questions together at the end. Students can give almost any prediction for question 2.

► Read the examples of weather forecasts and do the tasks.

The class can discuss the questions together, or students can discuss in small groups before reporting to the class. Students should understand that the main form here for making predictions is *be going to*. They should be able to explain how to form questions and negative sentences.

► Complete the forecast for Zacatecas.

Students should refer to the information in the chart to complete the sentences. They can then go on to write about the other days of the week based on the same models.

Make a prediction about the weather tomorrow in a city in another country. Go online to check your prediction.

In the same pairs, students choose another country and guess what the weather will be like using their knowledge. They should write two or three sentences with *going to* and then go online at home or another place with Internet to check their predictions. In the next class, students can report their predictions and the site's predictions and comment on any differences or surprises.

Wrap Up

Students share their predictions about the places they chose and give reasons. They will revisit their predictions in the next class once they have checked them online.

Teaching guidelines

- Value the use of graphic and textual components.
- Understand sentences that describe future situations (*will, be + going to*).
- Contrast types of sentences used to express forecasts (affirmative, negative, interrogative, etc.).
- Extend repertoire of words used to express the future.

Warm Up

You could introduce the theme of today's lesson with a discussion of the weather, while at the same time gauging students' knowledge of language to describe it: *Is it raining? Is it hot?* Students could make a list of the most useful phrases to describe the weather.

Development

1 Read the conversation and discuss the questions below.

The dialogue refers to the six-day weather forecast for Acapulco. Students need to understand what the abbreviations and symbols are. They can then read

Teaching guidelines

Value the use of graphic and textual components. Contrast types of sentences used to express forecasts (affirmative, negative, interrogative, etc.).

Warm Up

Students share their findings about the accuracy of their weather predictions from the previous class. Then students discuss weather forecasts and when people usually pay attention to them. They can share when they or people they know read, watch or listen to a weather forecast. Possible contributions include: before a day out or leaving the house, before a vacation; every morning, once a week, and so on.

2 Listen to the dialogue and discuss the questions. 20

Students should work with their books closed. You may read the three questions out loud or write them on the board. Students should be able to identify the type of information each question asks about: 1 a place, 2 a length of time, 3 a person. Play Track 20, twice if necessary. All students should know the answers before going on to the next activity.

- ▶ Listen again and complete the weather forecast for Mexico City. Go to Language Reference 5.1. on page 130 if needed. You will use this language for your Final Product.

20

Students should preview the graphic, describing it if they can, before they listen again. They may already know some of the answer from the first time they listened. It may help for them to take notes as they listen and then write them out in full once the audio has finished.

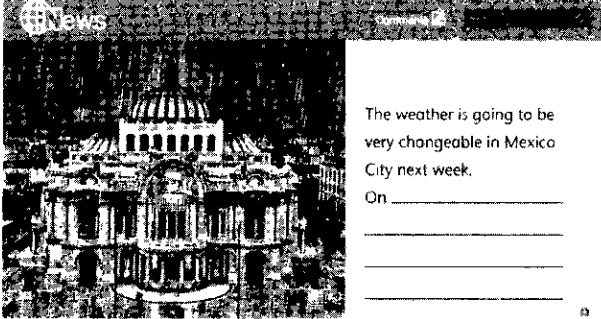
Students can review the use of *going to + be* when making predictions, for example, about the weather, in Language Reference 5.1 on page 130 (p. T53d). They should be aware that this language will be useful when they come to make predictions in their Final Product.

3 Play a game! 20

This game is to practice both passive and active understanding of the language used to make weather forecasts. It will prepare students to listen to forecasts, as they will have to do in the Final Product. You may wish to play as a class for a while before students play in pairs or in groups of two pairs.

2 Listen to the dialogue and discuss the questions. 20

1. Where is Chris going?
 2. How long is he going to stay there?
 3. Who is helping him with the weather forecast?
- ▶ Listen again and complete the weather forecast for Mexico City. Go to page 130 if needed. You will use this language for your Final Product.



3 Play a game! 20

1. Look at the map and give a weather forecast. For example: *It is going to snow in this place but it isn't going to be windy.* Your classmate has to guess the city.
2. If your classmate can't guess, give him or her more clues. *The maximum temperature is going to be _____.*
3. When your classmate guesses, switch roles and play again.

▶ Discuss. 20

1. Who do you think prepares weather forecasts?
2. When do we need to know the weather forecast?
3. What other jobs involve making predictions?



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▶ Discuss. 20

This activity can be done as a class or group discussion. Students may research the information for questions 1 and 2 or you could supply it. For question 3, they should recall their ideas from the beginning of the lesson.

Wrap Up

Students continue the game more freely, making predictions about any place in the country or even in the world. They should add specific information to their predictions to make identification possible: *It is going to be snowy on this high mountain near Mexico City!*

Talk about the Olympic Games. Then complete the first two columns of the chart.

- Go to **Language Reference 5.2** on page 130 if needed. You will use this language for your Final Product.
- Read and complete using the present, past or future form of each verb in the box. Then listen and check your answers.

be choose host start take watch



The Olympic Games began over 2,700 years ago in Olympia, Greece. The Games _____ as part of a religious festival. They honored the king of the gods, Zeus. People came from all over Greece. The best athletes participated and lots of people _____ . The Games took place every four years.

The first modern Olympics were held in Athens, Greece in 1896. This multi-sport event continues today and still _____ place every four years. Every country chooses its best athletes to participate. The athletes train for a long time. The International Olympic Committee _____ a host country and city.

Tokyo _____ the 2020 Olympic Games.

The theme _____ "Discover Tomorrow".



Answer the questions.

- When will the next Olympics take place? Who will host them?
- What will the theme of the 2020 games be?

Now complete the third column of the chart in Activity 4.

Unit 5 47

Teaching guidelines

Compare sentences with future, past and/or present verb forms.

Warm Up

Students work as a class to draw the logo for the Olympic Games (five interlinked rings, blue, black and red on the top row, yellow and green on the bottom row) on the board. Some students may know what these rings represent: *the five continents*. Students can brainstorm about the Olympics as a class or in groups, and note their ideas under two headings: *What I Know*; *What I Want to Know*.

4 Talk about the Olympic Games.

Then complete the first two columns of the chart.

Students can complete the first two columns with notes from their previous discussion. They can choose which ideas to include according to personal interest.

- Go to **Language Reference 5.2** on page 130 if needed. You will use this language for your Final Product.

In the next activity, students will use the modal *will* to complete some of the information about the Olympics in the text. They may need to review the form on page 130 (p.T53d) beforehand. Students should be aware that this language will be useful when they do their Final Product.

- Read and complete using the present, past or future form of each verb in the box. Then listen and check your answers.

Students have to use the context of each sentence to identify which verb to use, and in which form to use it, in order to complete the text about the Olympic games. It may help to do one or two sentences with the class first. The whole of the first paragraph, for example, is about the ancient games, so students will need to use past forms. Students can refer to the Glossary on page 142 (p.T108) for help with highlighted words. They can check their answers against Track 21 at the end.

- Answer the questions.

Students write the answers before asking and answering in pairs to check.

- Now complete the third column of the chart in Activity 4.

Students should go back to the chart they started to complete in Activity 4 and write three things they learned from the text about the Olympics in the third column.

Wrap Up

Time to read! What Will Become of Our Future? pp. 53–57

To wrap up, students could recall what a prediction is and what people use predictions for (*weather, life in the future, natural disasters, etc.*). They can then read pages 53–57 of the Reader to answer these questions: *Why is the weather forecast useful? What should you do if it's going to be sunny? What is climate change? What are the predictions about natural disasters in the reading?* Students answer the questions before reporting to the class.

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

Students brainstorm possible events for a school Olympics and pool their ideas on the board. They then open their books and see which events are included in the school Olympics on the page.

5 Listen and number the steps from 1 to 7.

22

Students should preview the invitation for the School Olympics and say which events they would like to participate in and why. Students can refer to the Glossary on page 142 (p.T108) for help with highlighted words. They should read the list of *Things to do* to familiarize themselves with the content. You may wish to explain that the list will be done in a certain order, and that students will have to listen for this order. Students listen to Track 22 and number the steps in order. Students should be able to report their answers in full sentences: *First, we're going to form an Olympic committee.*

- **Read and predict what event they will participate in. Go to Language Reference 5.2 on page 130 if needed. This language can help you write your Final Product.**

The people in the photos express something about themselves that can be used to identify which of the School Olympic events they would be best at or would most like to do. In the example, Frank is making a forecast about Marla. Students can first read what the people say and then check the list of events to find a match. You may wish to refer students to Language Reference 5.2 (p.T53d) to refresh their memories about how to make predictions with *will*: *I think Pedro will participate in the 50-meteres freestyle event because he says that he swims really fast.*

To practice making forecasts about people, based on their personal profile which students will do for the Final Product, they could take turns describing their own abilities, likes or routine for their partners to guess the most appropriate School Olympics event.

- **Get into your teams. Go to the Collection of Evidence Template on page 113 and complete it. This will help you to start to collect information for your Final Product.**

5 Listen and number the steps from 1 to 7.

- **Read and predict what event they will participate in. Go to page 130 if needed. This language can help you write your**

- **Get into your teams. Go to the**

How Am I Doing?

Discuss in your team

Can you make sentences about the future using *will* and *going to*? What is your plan for your future? How can you help each other to complete the forecasts for your

48 Unit 5

Students work in their Final Product teams and turn to the Collection of Evidence Template on page 113 (p.T53a). In their teams they should complete the first activity with the three ways of writing the future, as per the Language References for this unit. Then encourage students to discuss the ways they will use this language when writing predictions about their classmates. After this, get students to work in pairs within their teams and write four facts about their classmate, for example, *she likes swimming*. Then have them complete Activity 3 based on this information. They should then discuss it in their teams and decide if they want to make any changes.

Wrap Up

How Am I Doing?

As a wrap up and since you're halfway through the unit, this is a good time for each team to discuss the questions and reflect on their progress so far. They can review the Language Reference on page 130 (p.T53d) to check the form and use of the future forms again. They should think ahead at this point to reflect on what else they need to learn before writing a forecast.



4 Match the speech bubbles with the scenes below. Then draw the missing scene.

Shm, she I'm's going to
start. I don't want to
miss anything



Look at those
lakes. It's about
to rain soon.



► Answer the questions according to the pictures.

1. Why isn't the girl in Picture 4 going to finish her homework?

2. Why is Sue going to like the dress?

► Unscramble the questions. Use uppercase letters and punctuation marks.

1. I'm to fall down on the ground why now?

2. What's going to happen if they don't wear couple's area?

3. How why is going over 1 to 2?

► Answer the questions on a separate sheet of paper.

Unit 5 49

Teaching guidelines

Form and respond to questions to make forecasts based on present situations.
Write questions and sentences that describe future actions.

Warm Up

You may wish to hold a class discussion about some of the scenarios in the speech bubbles to familiarize students and identify comprehension problems:

Do you always get to the movie theater on time for the movie? Do you even pick out clothes for your family or friends? What do you do when you can't finish your homework on time?

6 Match the speech bubbles with the scenes below. Then draw the missing scene.

Four of the speech bubbles are illustrated in the photos, and one of the speech bubbles is not illustrated. Students have to discuss which bubbles go with which scenes, and then to illustrate the missing scene (about the clouds).

► Answer the questions according to the pictures.

You may wish to review the use of *be going to* in the speech bubbles before students answer the questions. Students should be able to identify the evidence in each photo for the corresponding prediction. Two volunteers can for read one question each for the class to provide the answers.

► Unscramble the questions. Use uppercase letters and punctuation marks.

Volunteers explain the meaning of the words *uppercase letters* and *punctuation marks*. The questions are related to the evidence for the speech bubble predictions in the remaining scenes in Activity 6. You could have students write the unscrambled questions on the board or just read them out to report their answers.

► Answer the questions on a separate sheet of paper.

Students should answer the questions by themselves. They will need to keep their sheet of paper in their portfolios as these type of sentences will be useful for the development of their Final Product.

Wrap Up

Students ask and answer the questions about the photos in pairs. They should cover everything on the page except the photos, and avoid looking at their notes if possible. They could also look for other photos of people doing things, either in online or print media, and discuss what is going to happen in each image and why.

Teaching guidelines

Form and respond to questions to make forecasts based on present situations.
Promote feedback between classmates.

Warm Up

To familiarize students with the topic, you could ask them to brainstorm what they think life will be like in 2030: *What things do you think you will and won't do?* Students can work in pairs or groups of four to tell each other their predictions and to discuss if they agree or not.

7 Read the predictions. Then answer the questions.

The text contains somebody's personal predictions about the world in 2030. Students should read it once to get the general idea. They can then read the questions and look back in the text to find the answers.

► Compare your answers with a classmate.

Discuss how you feel about each prediction.

Students discuss whether they agree or not with each prediction in the text. They may be able to identify why *will* is used in this case to make predictions (because the predictions are from a personal point of view). If they disagree with a prediction, they should give an alternative prediction and say why. Finally, they can say if they'd like to live in a world like the one described in the text.

► Reflect on the use of *if* in the sentences in bold in Activity 7. Then go to Language Reference 5.3 on page 130. You may use this language for your Final Product.

Students are going to discuss ways of expressing the consequences of certain situations, such as: *If kids take their classes at home, they will only see their teachers and the other kids on the Internet.* Students should identify the consequence of the possible situation expressed in the first clause: What is the role of *if*? Students should now be able to identify the situations presented in the *if* clauses in the text, and the predicted consequences should the situations occur. Students should be aware that they will need to use this language in their Final Product. If they want to check the structure, they can refer to Language Reference 5.3 on page 130 (p.T53d).



Go online and read the headlines in this article about the year 2030. Then discuss the questions.

7 Read the predictions. Then answer the questions.

I think the world will be very different in 2030. First of all, kids won't go to school anymore. **If they take all their classes at home, they will only see their teachers and the other kids on the Internet.** There won't be any more printed books if people read everything on their screens. Everyone will have a smartphone, too. **If they talk to and see friends using smartphones, they will never meet their friends in person.** People won't leave their houses. There won't be any traffic, and we will only travel virtually with the help of computer programs.



1. How will the kids take classes?
2. Why won't people meet in person?
3. How will the traffic problem be solved?
4. Do you agree with some of these predictions? Which ones?

- Compare your answers with a classmate. Discuss how you feel about each prediction.
- Reflect on the use of *if* in the sentences in bold in Activity 7. Then go to on page 130. You may use this language for your Final Product.
- Go online and read the headlines in this article about the year 2030. Then discuss the questions.

1. Which predictions do you agree with?
2. If you could change one, which one would you change? Why?

► Do a class survey.

In pairs, write three 'Yes' / 'No' questions about the predictions in Activity 7. Walk around the class asking the questions to the classmates and recording the answers on the chart. At the end, volunteers will create sentences with the results of the survey. Another student will write the results on the board.

Question

Yes Answers

No Answers

50 Unit 5

Students read the questions before they go online so they know what they are reading for. If possible, they should access the URL together. Otherwise, they can check at home or at a place with Internet and discuss the questions in the next class.

8 Do a class survey.

It may help to copy the chart on the board before the activity begins. Students should first read the predictions in Activity 7 again and choose one that they personally find interesting. Or you may wish to assign predictions so they are all covered. You could model the activity by asking some or all students if they agree with one of the predictions. They can keep a tally of their answers on the board and report the totals in full sentences. Students walk around the class asking everybody, or a set number of peers, and tallying the results. Students use the example sentences in the chart in their books to frame their own predictions about the results.

Wrap Up Poster 5

Students work in pairs to make at least one prediction about each topic in the poster. You may want to give an example: *I think we will still drive cars in five years.* Students share their predictions with the class.

8 Read the notes and discuss predictions about these people's future using the ideas below.



Maria lives in a small town in the north of Mexico. She is an excellent student. She studies hard and reads a lot.

Maria always listens to others and people trust her. She will never say a bad word to anyone. Her favorite class is computer science and she always tries to come up with new ideas. Now she is trying to create an online game.



Pedro lives in a small town in the north of Mexico. He is an excellent student. He studies hard and reads a lot.

Pedro is a very good multi-lingual speaker. He speaks five languages. He is a very good multi-lingual speaker and always tries to find ways to help them.



Paola always listens to others and people trust her. She will never say a bad word to anyone. Her favorite class is computer science and she always tries to come up with new ideas. Now she is trying to create an online game.

Paola always listens to others and people trust her. She will never say a bad word to anyone. Her favorite class is computer science and she always tries to come up with new ideas. Now she is trying to create an online game.



9 Write your predictions for these people.



10 Complete **Worksheet 5** on page 159 to help you prepare predictions for your Final Product.

10 Play a game!

- Form teams of four students.
- On small sheets of paper, write a prediction for each team member. Make sure the message is positive and respectful.
- One student begins by reading a prediction for the team members to say who they think it is for.
- The person who guesses, reads his or her prediction.
- Continue until all the team members have read their predictions.
- At the end, say whether you agree with the predictions written for you and why.

Unit 5 51

Teaching guidelines

Write sentences that describe future actions.

Warm Up

You may wish to check students' understanding of the language in the photo captions before they begin the activity. You could ask students how likely each prediction would be for them, eliciting a percentage: *Will you invent a new technology? What are the chances? Fifty percent? More or less?* Several students should answer for each prediction.

9 Read the notes and discuss predictions about these people's future using the ideas below.

Students have to make predictions about the three people's futures using the photo captions for ideas. You could have students read the three profiles quietly or have a different student read each one aloud. In pairs, students can then discuss predictions for each person.

You may wish to discuss with students which form to use, *be going to* or *will*: if there is a lot of evidence in the text for a prediction, *going to* may be the better

option; if students believe a prediction but there is no hard evidence to support it, they can use *I think...will*. The reality is that native speakers often use these forms interchangeably, and often either form is completely correct.

► Write your predictions for these people.

Students write one or more of their predictions for each person. Several students should report their ideas to the class.

► Complete Worksheet 5 on page 159 to help you prepare predictions for your Final Product. 5

In Activity 1 of Worksheet 5 on page 159 (p.T53c), students will make predictions about the illustrations using *be going to*. They should also cite evidence for their predictions. To run the activity as a competition, in small groups students could brainstorm as many predictions as they can for each picture before reporting them to the class. They should explain the evidence for their predictions, too.

Activity 2 helps students to make predictions for their Final Product. Questions 1 and 2 help students get to know their classmate better, giving them more ideas for their Final Product. They also have to decide whether to use *will* or *going to* to make their predictions. Questions 3 and 4 direct students to make logical, short-term predictions based on their growing knowledge of their classmate. Remind students to check which of their predictions were correct in a class in the following week.

10 Play a game!

This game provides practice for the Final Product, in which students will also make predictions about their classmates. Students should be respectful during this activity, and avoid making negative or insensitive predictions, regardless of whether they consider them likely or not.

After the game, students may share some of the predictions and whether or not they are likely to occur.

Wrap Up

Time to read! **What Will Become of Our Future?** pp. 58–61

To wrap up, students recall what predictions they read about in the first part of the Reader. They then read pages 58–61 of the Reader and think about which of these phenomena occur in their area and how accurately they are predicted.

Teaching guidelines

- Distinguish future tense uses (e.g. making predictions, expressing intentions, etc.) in forecasts.
- Extend repertoire of words for expressing the future.
- Write questions and sentences that describe future actions.

Warm Up

Students are going to read about a girl named Emma. To prime themselves for information that may appear in the text, they could write three questions they would like to ask (age, personality, interests, etc.).

11 Read Emma's post and complete the chart.

Students should open their books and cover the text so that they can only see Emma's photo. Volunteers could read some of their questions from the previous activity to see if anyone can answer them just by looking at the photo. Next, students uncover the text, read it and look for the answers to their questions. Then students preview the categories in the chart before reading the text again and noting the information. The first four sections of the chart ask about information in the present, and only the last question requires the use of future forms.

Next, students can list Emma's plans and predictions on the board: *Which things is Emma planning to do in the future? (Enter a writing contest, help her classmates and post some of her stories.) What predictions does Emma make about her future? (Will probably become a teacher, will not become a sports pro or participate in official competitions.)* Students should notice the use of *going to* to express intentions and *will* to make predictions. It's worth reiterating that although some language experts consider this to be the rule, many native speakers of English use the two forms interchangeably.

► On a separate sheet of paper, write predictions about Emma's future.

Students should use the information about Emma to write about her plans and to make predictions about her future. They can use the sentence beginnings in this activity and may benefit from a model sentence for each beginning. When students report their answers, you could lead them into a discussion of their own futures, which will also help prepare them for the Final Product. Students could write one sentence for each category, or race to write as many as possible.

Read Emma's post and complete the chart.

My name is Emma. I'm 13 years old. I'm friendly and responsible. I study a lot and usually get good grades. I love to read and write stories. Next month I'm going to enter a writing contest. I also like helping people, and I would like to become a teacher. Next week I'm going to stay after class to help my classmates prepare for their mid-term exams. In my free time I play basketball and take swimming classes, but I'm not really good at sports. I know I will never become a pro, but I will participate in competitions, and doing exercise will help me stay healthy and fit. In my next post I'm going to include some of my stories for you to comment on.



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Personality
Values
Interests
Free time activities
Plans for the future

- On a separate sheet of paper, write predictions about Emma's future.

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- Go online and watch the clip. Then discuss the questions.

1. What job will Kitty do?
2. Where will she live?
3. What will she eat every day?
4. Why will that be a problem?

- Get into your teams. Work with the classmate you worked with for the

Review the information together. Then review the information on page 159. Discuss other information about Kitty. Fill in their complete profile on page 181. This will form the basis of your final product.

Review your forecast with your team and make any necessary changes. Check your spelling and punctuation. Then check your grammar using the information on page 130.

As a team, write your final versions.

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Go online and watch the clip. Then discuss the questions.

Students can do this activity at home as preparation for their Final Product. They discuss or write down the predictions for Kitty.

► Get into your teams. Work with the classmate you worked with for the Collection of Evidence Template.

Students review the information and types of predictions on their template and on Worksheet 5, and then work together in their pairs to complete Mind Map 5 on page 181 (p.T53d). They should include personal information, such as their likes and interests, their present circumstances and so on to form a profile of their classmate. They should then write about their present situation and finally forecasts about their future based on this information. Once completed, they should share their predictions in their Final Group teams for feedback and correction, using the Language Reference on page 130 (p.T53d) to check their grammar.

Wrap Up

Students write a final, corrected version on cardboard, using the profile about Emma as model. They can do this for homework if necessary.

1 Write a forecast.

1. Develop a strategy for making predictions.
 2. Explore facts about an essential and familiar prediction based on the factors.
 3. Use knowledge of your classmates' likes and interests to make short-term predictions about their future.
 4. Cullate the information about your own needs to write a profile and a set of predictions about your future.
 5. Review the work of your classmates.
 6. Now display your forecasts and present them to the class. In a year, classmates to say "They did it and so you did it."
- OPTIONAL** Analyze the forecast of an event for page 6. All the people to discuss the prediction of ourselves and their class.

Reflection

1. Did you know writing a profile and predictions about a classmate? Why or why not?
2. What was the hardest part of creating the profile?
3. What was the most interesting thing you learned from writing the forecasts?
4. What plans do you have for your future?



Unit 5

Reflection

Students can work in the same teams as before to discuss the answers. The class should evaluate how they worked and what they would like to focus on in later classes.

Self-evaluation

This section is for students to think about what they have learned. It isn't necessary for students to share their ideas as it is an individual and personal evaluation to identify what they have to work on in the future.

Wrap Up

Time to read! What Will Become of Our Future? pp. 62–64

To wrap up, you might like to start by eliciting ways in which we can combat climate change. Then students read pages 62 and 63 of the Reader and check whether their ideas are mentioned.

Students can add more ideas about what we can do to help our planet, in addition to the ones suggested in the Reader. Finally, students work on page 64 and then share their ideas with the class.

Write two different ways to write predictions

Reflect on the following aspects of your

- 1. Can you say what you think will happen in the future?
- 2. Can you use facts and information in the present to make informed predictions?
- 3. Can you see the value of reviewing the work and creating a final version?

Yes <input type="checkbox"/>	At all <input type="checkbox"/>	No <input type="checkbox"/>
Yes <input type="checkbox"/>	At all <input type="checkbox"/>	No <input type="checkbox"/>
Yes <input type="checkbox"/>	At all <input type="checkbox"/>	No <input type="checkbox"/>

Teaching guidelines

- Write sentences that describe future actions.
- Promote feedback between classmates.
- Check spelling and punctuation.

Warm Up

Students take out the final version of their forecasts and comment on them in their teams. They can also rehearse for a few minutes before they present their profiles to the class.



1 Write a forecast.

Now that they are ready to present their forecast, you might want to ask them to review the process they followed throughout the unit to get to this point. When ready, students take turns presenting their profiles to the class. Other students should listen respectfully and ask questions or offer feedback at the end.

Once everyone has presented, students browse the posters and discuss the predictions.



Collection of Evidence Template

Future Situations

1 Write the different forms of the future. Refer to the language references on page 130 if needed. Then brainstorm how you might use them to create predictions about your classmates. 🌀

1. _____
2. _____
3. _____

2 Work with one classmate from your team. Write four facts about him/her. 🌀

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

3 Write four predictions based on these facts. Share your ideas with your team. 🌀

Prediction 1: _____

Prediction 2: _____

Prediction 3: _____

Prediction 4: _____

Evaluation Instrument

Unit 5

Anecdote

1 Use the rubrics to write notes about the student's performance during the final product.

Name: _____

Date: _____

Name of product: _____

Description of student's performance:

Main strengths:

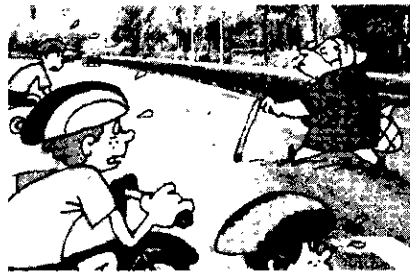
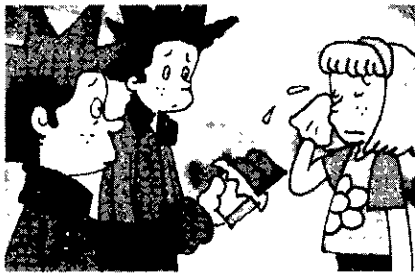
Aspects to be improved:

General comments:

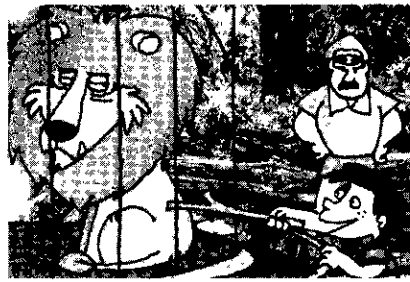
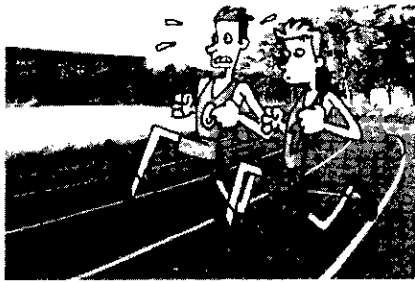
2 Use your notes to give feedback, organize students according to their needs, and suggest strategies to help them improve.

Worksheet 5

1 Look at the pictures. Discuss what you think is going to happen.



I think the bikers are going to brake very hard.



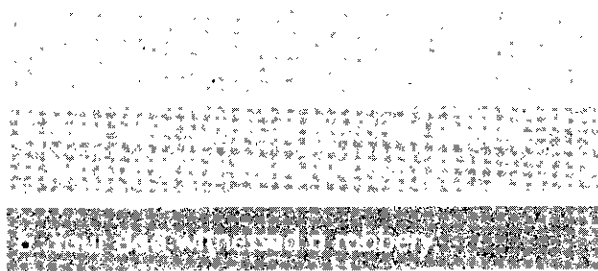
I think the man on the right is going to win the race.



2 Play a game!

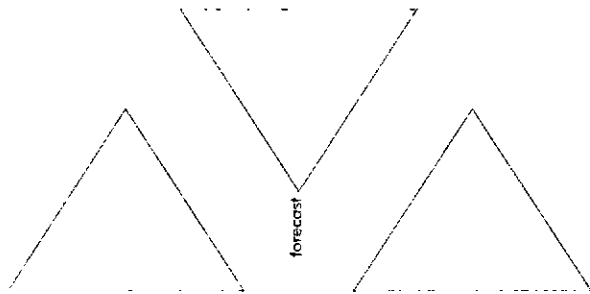
1. Read and choose three situations.
2. On different slips of paper, write forecasts about what you or others will do using *will* or *be going to*: *The teacher will/is going to call my parents.*
3. Then fold the papers and hand them to the teacher. He/She should mix them up and put them face down on his/her desk.
4. Take turns picking out a paper and reading the sentence aloud. The first student who guesses correctly what situation the paper refers to gets two points.
5. The first student to get 8 points is the winner.

1. Your brother's room is a mess. Your parents are angry about it.
2. Your birthday is coming up. Your family is behaving very strangely.
3. Your class has gotten into trouble at school. Your teacher caught some students cheating on an exam.



Mind Map 5

1 Complete the fishbone map to write your forecast.



Fishbone Map

My forecast is...

My classmate's forecast is...

Classmate's Name

Language Reference

Unit 5 Making Predictions

Using 'be + going to'

We use **be + going to** to make predictions about the near future. The speaker is sure because there is evidence (signs).

Examples

Affirmative

I **AM** going to...
You: We: They **ARE** going to...

He: She: It **IS** going to...

We **are going to have** a great season.

He **is going to fall down**.

Negative

I **AM NOT** going to...
You: We: They **ARE NOT** (aren't) going to...

He: She: It **IS NOT** (isn't) going to...

I'm **not going to finish** on time.

It **isn't going to be** windy.

Interrogative

AM I going to...?
ARE you / we / they going to...

IS he / she / it going to...?

Are you going to study at university?

Is Sue going to volunteer for a social program?

Using 'will'

We use **will + verbs** in simple form to make personal predictions about the future. The speaker is not sure because there is no evidence.

Examples

Affirmative

I: You: He/She/It/We/They
will

I think Pedro **will probably** volunteer for a community service.

Negative

I/You/He/She/It/We/They
will not (won't)

Teachers **will not be** replaced by robots in the future.

Interrogative

Will
I/you/he/she/it/we/they?

How **will** the traffic problem be solved?

Using 'if'

To make predictions based on present situations we can use the first conditional form.

(If + action verb in the simple present + will (not/never) + verb in simple form).

• If they talk to and see friends using smart phones, they will never meet their friends in person.

NOTE that the order of the clauses can be inverted without affecting the meaning.

• There won't be any more printed books if people read everything on their screens.

Term 2: Unit 6

The Body's Systems

Environment: Academic and educational

Social Practice: Search and select information

Communicative Activities: Write notes to elaborate human body systems.

Achievements:

Review and understand information about the human body systems.

Propose and answer questions about the human body systems.

Write notes to describe human body systems.

Edit diagrams in teams and with the guidance of a teacher.

Evaluation Instrument page T63b (Checklist):

Make one copy per student you choose to evaluate this month. Suggested number of students: 5–7.

Final Product: Make a chart of the human body system

Reader: *Every Breath You Take*

Teaching guidelines

Analyze graphic and textual components.

Define topic, purpose and intended audience.

Unit Overview

We suggest you explain to students what they are going to learn about in this unit and with what purpose. Students examine the chart and suggest ideas about what they will achieve at the end of the unit.

You may want to ask some students what they need to be able to prepare the Final Product. Students can come up with ideas, such as: do research, investigate charts, take notes, etc.

1 Discuss what each diagram shows.

In pairs, students look at the first diagram and point to the lungs: *What are these? Do you know the name of the body system they belong to?* The names of body systems are similar in English to Spanish, and this will help them learn them in this unit. Students continue looking at the diagrams in their pairs and saying what each one shows.

► Draw lines to match the person, the purpose and the type of chart they would use.

Student should discuss who uses charts or diagrams of the human body system and what they use them for. Students look at the three columns of information and say what type of information is included in

Unit 6 The Body's Systems

Unit Overview

Environment: Academic and educational

Social Practice

Search and selection of information

Communicative Activities

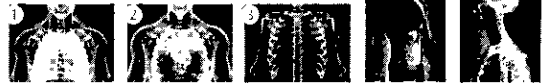
Write notes to elaborate human body schemes

Achievements

- Review and understand information about the human body systems
- Propose and answer questions about the human body systems
- Write notes to describe human body systems
- Edit diagrams in teams and with a guidance of a teacher

Final Product: Making a chart of the human body system **Reader:** *Every Breath You Take*

1 Discuss what each diagram shows.



► Draw lines to match the person, the purpose and the type of chart they would use.

Person	Purpose	Type of Chart
1. A scientist who wants to know how the heart works.	1. To understand the human body systems.	1. A simple diagram of the heart.
2. A doctor who wants to know how the skeletal and muscular systems work.	2. To describe the human body systems.	2. A labeled chart of the skeletal and muscular systems.
3. A teacher who wants to know how the human body systems work.	3. To explain the human body systems.	3. A concept map of each system.
4. A student who wants to know how the human body systems work.	4. To learn about the human body systems.	4. Detailed diagrams of all systems and parts of the human body.

How Much Do I Know?

Circle the options.

- | | | |
|---|----------------------|---------------------|
| 1. How much do you know about body systems? | I can identify them. | I can explain them. |
| 2. Do you like to do scientific research? | Yes | No |
| 3. Do you find it easy to select appropriate information from scientific sources? | Yes | No |

Discuss the body systems in Activity 1 and choose one to work on for your Final Product.

54 Unit 6

each color by referring to the words in the headings. Next, students could say what kind of chart a P.E. teacher would use and what he or she would use it for. Students can then carry out this matching activity individually or in pairs.

How Much Do I Know?

Since this is a unit that requires a lot of research, students should choose the team to work in from the beginning. For this diagnostic evaluation, they can work in their teams. They discuss the questions and then each says how strong he or she feels about it. The team should identify the strengths and weaknesses of each team member in order for them to help one another throughout the unit. They choose the body system they would like to work on for their Final Product.

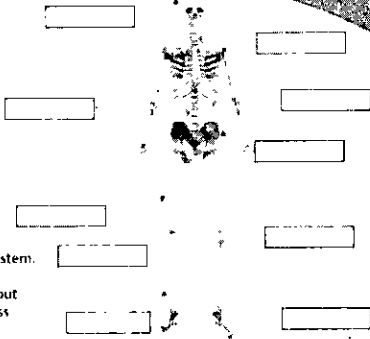
Wrap Up

You may want to invite some teams to share with the class how they feel after having done the diagnostic evaluation. What do they need to learn? How will they help one another? What sources do they think they can use to do research?

Development

1 Listen and label the parts of the skeletal system using the information you hear and the words in the box.

- foot
- knecap
- neck
- pelvis
- rib
- shinbone
- skull
- spine
- thighbone
- toes



2 Take the quiz on the skeletal system.

Write three more questions about the skeletal system. Then discuss your questions as a class.

- Discuss these questions about the chart for your class.
- Do you find charts like the one in Activity 1 helpful for studying?
- Which sources of information could you use to create a chart like this for the body system you selected before: picture dictionary, encyclopedia, biology textbooks or websites?
- What information would you include in your chart?

the diagram with any words they already know and compare their ideas with a partner).

Students can listen to Track 23 for students to check their ideas and label the remaining bones or body parts. You could check by pointing to a part of your body and eliciting the name of the bone.

2 Take the quiz on the skeletal system.

Before students take the quiz, you could ask them to close their books and guess the number of bones in the human body. Then they should open their books and take the fact quiz. They should cover the answers at the bottom of the quiz and take it individually. They can then compare their answers with a classmate before uncovering and checking the answers.

- Write three questions about the skeletal system. Then discuss your questions as a class.

Forming questions can be challenging for some students, so you might like to start by reviewing question forms with them. You could say each answer to the quiz and then elicit the questions to write on the board: *What does the skeletal system include? How many bones are there in the human body? What bones are part of the leg? Which is the smallest bone in the body? What bone is the shinbone connected to?*

Students write their questions in pairs. They can write two types of questions: questions they can answer, and questions they can't answer but are interested in knowing or investigating. When students have their questions, they can organize a whole class question-answer session.

- Discuss these questions about the chart for your Final Product.

Students discuss questions in their teams with an eye to the body system they chose to work on for the Final Product. If at this stage, they want to change their decision about the body system to work on, they still can.

You could take this opportunity to highlight the usefulness of charts, particularly for study purposes.

Wrap Up

We all sometimes take bones for granted until we break one or have a different injury. You may want to ask students how they take care of their bones. What can we do to make them stronger? Have they ever had a broken bone? Students could share anecdotes or discuss how limited their life becomes when this happens.

Teaching guidelines

- Analyze graphic and textual components.
- Identify new words.
- Extend repertoire of words and expressions.

Warm Up

To begin learning about body systems, students should reorder the following letters to make an 8-letter word: L, E, S, T, K, E, L, A. (*skeletal*). Then students should say what they know about this system.

Do they know any interesting facts about their bones? Have they seen this body system in their science class?

Development

1 Listen and label the parts of the skeletal system using the information you hear and the words in the box. 23

Students look at the diagram and the words in the box. They are going to hear a description of the skeletal system (you could first ask them to label

Teaching guidelines

Use verb forms (present) and nouns (with/without determiner, compound, countable/uncountable) in taking notes.
Organize terms and descriptions in tables.

Warm Up

You may want to start the class by guiding students through a body scan activity. They should close their eyes and slowly focus their attention on their toes, then on their feet, then on their ankles, and so on until they get to the top of the head. This activity will help students both relax and focus.

3 Read about and underline each part of the skeletal system. Then circle the function of each part.

Before they read, you could ask students if they know how many parts the skeletal system has. Students then skim the text to find the number of parts: *four*. Then students read the text more carefully, using page 143 of the Glossary (p.T109) to check the meaning of the highlighted words.

Students complete the task. To check, a volunteer could name a part of the skeletal system for another to describe its function.

▶ Complete the chart with the parts of the skeletal system and their functions.

You could start by eliciting the names of the parts of the skeletal system again: *What do bones do? (They hold you up, help you move and give your body a shape.)* Students complete the chart in the book for the other three parts and their functions in pairs.

4 Play a game! Go to Language Reference 6.1 on page 131 if needed.

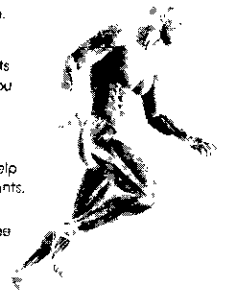
A volunteer reads the instructions aloud. Students may need an example of what to write on each strip: *They are attached to your bones. (Muscles)* In teams of five or six, students play the game. They should use the simple present tense to make sentences about each body part: *Your joints help you move.* If needed, they can refer to Language Reference 6.1 on page 131 (p.T63d).

3 Read about and underline each part of the skeletal system. Then circle the function of each part.

The skeletal system consists of bones, muscles, joints and ligaments. Your bones hold you up and help you move. They also give your body shape and protect other parts of your body, such as your brain.

The parts of your body that bend are where two bones connect. They are called joints. Your joints help you move, too. Shoulders, elbows and wrists are joints.

You also need muscles to move and to stand. The muscles are attached to your bones. They pull on the bones to move them. Ligaments hold your bones together. They're strong and they stretch. They're like big rubber bands.



▶ Complete the chart with the parts of the skeletal system and their functions.

Parts of the Skeletal System and Their Functions

56

56

4 Play a game! Go to

on page 131 if needed.

1. Make teams of 5-6 students.
2. Each student writes the name of a part of the skeletal system on a strip of paper. Students put them on a disk and mix them up.
3. Then students take turns picking up a strip of paper and giving clues for other team members to guess the body part.
4. Every student who guesses correctly gets a point. The student with the most points at the end is the winner.

Go online and find five more facts about the bones.

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Wrap Up



Go online and find five more facts about the bones.

Students go to suggested website and find out more facts about bones. They can write them down and bring to the next class.

For students who chose the skeletal system for their Final Product, you may want to suggest this website as well:

<https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/bone-health/art-20045060>

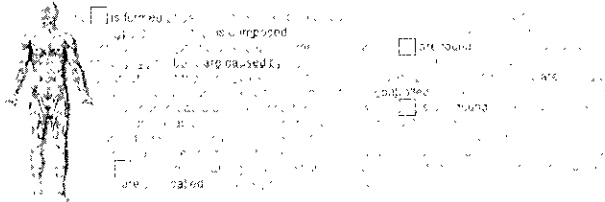
Student can go online and share what they found out next class.



Read the text quickly and underline the best answers for the questions.

- Who is this text most appropriate for? *Scientists* *Doctors* *Non-scientists*
- Where would you probably find it? *In a scientific journal* *In a textbook* *In a newspaper*

Read again and write the numbers of the phrases in the box to complete the text.



1. smooth muscles 2. striated muscles 3. cardiac muscle 4. muscular system

Answer the questions.

- What is the function of muscles? *to contract*
- What muscles control your breathing? *diaphragm*
- Which muscle can't you control? *cardiac muscle*

Look at the underlined sentences in the text. Then circle the correct options below. Go to page 131 if needed.

- The respiratory *facts* are equally *and* important.
- They influence *the* operation *of* the system *to* function *as* an auxiliary verb.
- The main verbs *are* in the infinitive *form* used *throughout*.

Complete the sentences using the verbs in the box in the passive voice.

protect store activate

- When food enters the mouth, it is *protected* by the tongue.
- Normally, you cannot feel the liver, because it is *located* deep inside the body. The liver filters the blood coming from the digestive tract before passing it to the rest of the body.
- The gallbladder is a hollow, pear-shaped structure is *located* below the liver. A wide range of digestive enzymes is *produced* by the liver in the stomach.

Unit 6 57

Teaching guidelines

Define topic, purpose and intended audience.
Use verb forms (passives, participles).

Warm Up

You could start by playing Hangman to teach or review the following body parts that appear in the text: *bones, muscles, ligaments, skull, and spine*.

You can then ask students what they found out about bones and how to take care of them from the research they did as homework. What surprised them the most?

5 Read the text quickly and underline the best answers for the questions.

Students read the text silently once, using the Glossary on page 143 (p.T109) to look up the highlighted words. Then they answer the two questions. While discussing their choices, students should give reasons for them.

► Read again and write the numbers of the phrases in the box to complete the text.

A volunteer reads out the phrases in the box before students decide in pairs where each phrase goes in the text. They can discuss their decisions in pairs and use the process of elimination and their previous knowledge to complete it. You may want volunteers read the the completed paragraphs aloud to check

► Answer the questions.

Students work individually first and then they compare answers in pairs.

► Look at the underlined sentences in the text. Then circle the correct options below. Go to Language Reference 6.2 on page 131 if needed.

Students look at the underlined sentences and notice the information in bold. They should refer to Language Reference 6.2 on page 131 (p.T63d) and go over the different forms of passive voice sentences and the examples given.

Students read the underlined sentences in the text again and complete the sentences using the Language Reference to help them.

6 Complete the sentences using the verbs in the box in the passive voice.

Students are going to complete some facts about different organs of the human body. They should look at the sentences quickly and say what organs they refer to, using a dictionary if necessary. Then students complete the sentences individually.

You may want to start preparing students for making a chart of the human body system in the Final Product of this unit. In their teams, students could use the information in the text to create a chart about the muscular system. They can then present and compare their charts.

Wrap Up

Time to read! Every Breath You Take

pp. 65–69

Students read the title of the text on page 65 and say which body system the text is about: *respiratory*. Students share what they know about the respiratory system and create a class mind map of the information on the board. They can then read pages 66–69 of the text and find any extra information about the respiratory system, which they should include on the mind map on the board.

Teaching guidelines

Identify new words.
Analyze graphic and textual components.
Extend repertoire of words and expressions.

Warm Up

You could start the class by getting students to think about breathing: *Take a deep breath, in through your nose and out through your mouth.* Then take another deep breath in the same way. *Before the third breath, think about what happens when you breathe in and out.* Students breathe in and out again and then share their ideas with the class.

7 Listen to the doctor. Take notes about the respiratory system in your notebook. 24

You could teach students the following strategy for note-taking and focusing on important information. Students should first write *Respiratory System* in the middle of a sheet of paper and draw a circle around it. Students are going to hear a doctor speak about the respiratory system and they should take notes in the form of a mind map, writing down the key words only. Students listen to Track 24 and then compare notes with their classmates. Volunteers could add them on the board as a mind map. Students then listen to Track 24 again and complete the information.

► Listen again and unscramble the words related to the respiratory system. 24

Students should listen Track 24 again, especially to the parts where the doctor spells the words to complete the activity. You could have them check the answers in pairs before checking as a class.

► Complete the sentences using the words above.

You may want to divide the class into pairs for this activity. To check, you may want to ask volunteers to read the completed sentences aloud first and then spell the words they used to complete each one.

► Label the parts of the diagram about the passage of air through the body.

In pairs, students label the parts of the body involved in the breathing process.

7 Listen to the doctor. Take notes about the respiratory system in your notebook. 24

► Listen again and unscramble the words related to the respiratory system. 24

1. at acrbhu
2. etab a
3. qusil
4. n lnl
5. lsbau sssqane
6. xlaehc

► Complete the sentences using the words above

1. When we breathe in air, we
2. When we breathe out air, we
3. Taking air in and out of your lungs is
4. The air moves from your nose to the
5. After that, it goes through the
6. Next, it goes through two tubes to your

► Label the parts of the diagram about the passage of air through the body.



How Am I Doing?

In preparation for your Final Product, begin your research about the body system you selected. Go online and find interesting facts about it. Then write the ideas on page 183.

In addition, you can research in your biology textbook, in an encyclopedia or in a picture dictionary. Discuss what graphic components you would use to present this information.

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How Am I Doing?



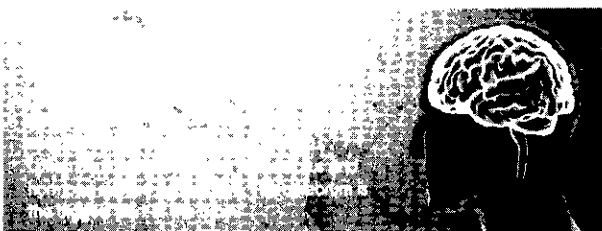
This is a good time to do the mid-unit evaluation. Here students can see how much they have learned about the skeletal system, representing the system in notes on a chart. They should also check the recommended link online to find information about their chosen body system. They may do it at home or go with some classmates to a place with Internet. They should also look for relevant information in the other suggested sources. Students can complete the Mind Map on page 183 (p.T63d) with ideas from their research and then discuss graphic components they may include in their own presentation for the Final Product. This is a good moment to look ahead at what more they need to learn to be able to prepare their chart.

Wrap Up

Value—Taking care of yourself

This is an opportunity to tell students that smoking is harmful to the respiratory system and causes, among other harmful effects: *shortness of breath, coughing, reduced fitness*, etc. Due to the damage that cigarettes do, smokers are more likely to develop diseases like respiratory infections or even emphysema and cancer.

8 Read the text and answer the questions in your notebook



1. Which is faster: a human brain or a computer?
2. What does the brain do better than all the cell phones in the world?
3. How can you become a smarter person?
4. Which is the biggest part of the brain?

9 Complete the chart according to the text. Use the Language Reference 6.3 on page 131 if needed.

fast	faster	fastest
big	bigger	
high		highest
smart		smartest
complex	more complex	
powerful		most powerful

10 Unscramble the questions in your notebook and answer the quiz.

1. the lowest, the human, what, in, body, s, organ, ?
2. which, the, longest, is, bone, in, body, the, human, ?
3. is, heart, bigger, or, whale, a, blue, whale, a, human's, ?
4. important, is, what, the, most, the, cerebrum, function, of, ?
5. the, fastest, sense, is, human, which, ?

11 Listen and check your answers.

12 Go online and review ideas of charts and presentations of human body systems. Get inspired and decide on the type of chart you would use for your own product presentation.

Unit 6 59

Track 25

► Complete the chart according to the text. Use the Language Reference 6.3 on page 131 if needed.

Students call out words that describe the brain, especially words from the text such as *complex*, *fast* and *powerful*. These words are called adjectives. When we compare two nouns, we use the comparative form of the adjectives, and when we compare three or more nouns, we use the superlative form of the adjective. Students should first read the adjectives in the left-hand column of the chart and then look for their comparative or superlative forms in the text. Students can refer Language Reference 6.3 if needed. Finally, different students come the front to write a similar chart on the board.

9 Unscramble the questions in your notebook and answer the quiz.

You might want students to do the activity in pairs. After they have finished, different students can come to the front to write one question each. Finally, students try to answer.

► Listen and check your answers. 25

Before listening to Track 25, students could read the answers they prepared. Then they should listen to Track 25 more than once if necessary. Finally, some students come the front to write one answer each on the board.

► Go online and review ideas of charts and presentations of human body systems. Get inspired and decide on the type of chart you would use for your Final Product presentation.

Students should visit the link, either at home or at a place with Internet, and look at the different types of charts they can use to present information about their chosen body system. They should come to the next class with a type of chart in mind.

Wrap Up Poster 6

Poster 6 on the CD can provide further practice of note-taking. Students choose an organ illustrated on the poster, research it and take notes about the organ's location, functions and diseases. They may do it at home or go with some classmates to a place with Internet. When they take notes, they should write only key words. In a following class, you might encourage students to use their notes to explain what they learned about the organ to a classmate.

Teaching guidelines

Use adjectives (comparative and superlative) in questions and answers.
Form and answer questions to describe components.

Warm Up

You might review vocabulary students have learned in the unit so far with a spelling competition. In teams, students have to listen to ten words from previous lessons and send a member to the board to write each one. The team member who spells the word correctly first wins a point for his/her team.

8 Read the text and answer the questions in your notebook.

Students should look at the illustration and predict what they think the text is about. They could share what they know about the brain before they read the text. Then students read the text silently and answer the questions, before comparing their answers in pairs and then reporting them to the class.

Teaching guidelines

Analyze graphic and textual components.
Form and answer questions to describe components.
Establish a number of descriptions based on illustrations.

Warm Up

To begin the class, students could review words for parts of the human body from previous lessons. Students take turns coming to the front and drawing a representation of one of the words on the board. This can be a drawing, symbol or a hint clarified through mime if necessary. The class tries to guess the word. Continue with other volunteers.

10 Discuss what you know about the heart and the circulatory system.

You might elicit the names of the systems of the human body students have seen in the unit so far (skeletal, muscular and respiratory). In this lesson, students are going to see another system: *Circulatory System*. In pairs, students discuss what they know about the heart and the circulatory system.

► Look at the diagram of the heart and read the notes. Then answer the questions.

Students look at the diagram and read the notes quickly to confirm or correct their ideas from the previous activity. Then volunteers read the questions aloud, making sure that everyone understands them. Pairs discuss and answer the questions.

Time to read! **Every Breath You Take** pp. 70–73

Students should say what they remember about each heading from pages 66 to 69 of the text (The Respiratory System, Inhaling, The Throat). They can then answer the following questions:

1. Why is the left lung smaller than the right lung?
2. How many alveoli do our lungs have?
3. Which muscle sits under the lungs?
4. How does blood travel around the body?

Students should try to answer the questions in pairs before reading pages 70–73 to confirm.

10 Discuss what you know about the heart and the circulatory system.

- Look at the diagram of the heart and read the notes. Then answer the questions.

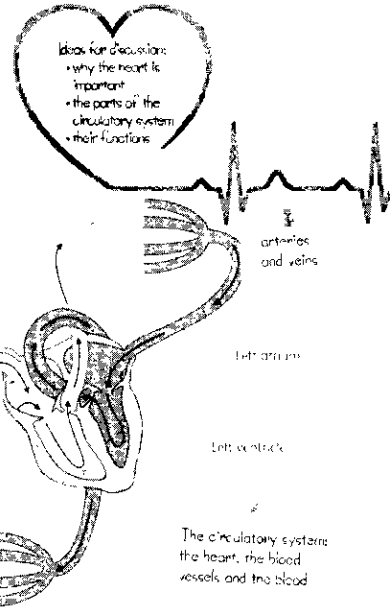
Blood carries nutrients and oxygen to all parts of the body and carries away waste materials and carbon dioxide.

SCIENCE

Right atrium

Right ventricle

The heart pumps blood around the body.



Left atrium

Left ventricle

The circulatory system: the heart, the blood vessels and the blood

1 What does the heart do?

2 What are the names of the two types of tubes that carry the blood?

3 What are the main parts of the heart?

4 What are the main parts of the circulatory system?

5 What is the function of the blood?

60 Unit 6

Wrap Up

You may want students to share their notes about the organs they researched as homework. Vote on the most interesting piece of information.

11 Read and unscramble the tips. Make sure you begin each sentence with a capital letter and end it with a period.

Hi! The My Heart is an excellent chart, and I'm sure, healthy as you can see. Follow my tips and be like me!

- 1 dats every over se. do.
- 2 fut, vegetables, and, fash, of eat, a, ot.
- 3 a, of, water, drink, at.
- 4 activities, of, do, do, to.
- 5 take, your, best, care, of, teeth, brush, a.



► Rewrite these tips using correct spelling, proper punctuation, apostrophes and capital letters.

- 1 don't eat too much.
- 2 don't eat junk food. Use hands and chop.
- 3 don't spend a lot of time sitting at a desk or computer.
- 4 don't wash your hands too often. Use cold water.
- 5 don't drink coffee.

► Put the tips for a healthy heart in the correct columns.



12 Go to [Worksheet 6](#) on page 161 for a model of editing sentences. You will find it useful when editing your [Final Product](#) chart.

14 Use the notes on [Mind Map 6](#) and the research on the chart you selected (p. 59) to connect all the information in preparation for your [Final Product](#). Go to [Worksheet 6](#) on page 115 and do your first draft.

Unit 6 61

Teaching guidelines

Reflect and act for one's own and others' physical benefit.
Value the use of punctuation marks and standard spelling.

Warm Up

At the start of the class, you could have students reflect on healthy and unhealthy eating. In pairs, students discuss food that is good for us and food that is bad for us. Elicit ideas and write them under the following headings:

Food that is... good for us / bad for us

11 Read and unscramble the tips. Make sure you begin each sentence with a capital letter and end it with a period.

You could ask a volunteer to read the speech bubble before students unscramble the boy's tips individually or in pairs.

► Rewrite these tips using correct spelling, proper punctuation, apostrophes and capital letters.

You could model this activity by writing the first incorrect sentence on the board and eliciting the correct version. (*Don't eat too much*). In pairs, students complete the activity. Volunteers write the corrected sentences on the board.

► Put the tips for a healthy heart in the correct columns.

Students put the tips in the appropriate columns. Then they could think of one more tip for each column. They can report their ideas for the class to agree or disagree.

12 Go to [Worksheet 6](#) on page 161 for a model of editing sentences. You will find it useful when editing your [Final Product](#) chart.

This activity provides further practice in correcting punctuation and spelling as well as in correcting sentence fragments and run-on sentences. After students complete each activity, you could ask volunteers to write the corrected sentences on the board. Student keep this evidence in their portfolios as they will find it useful when they edit their [Final Product](#).

13 Use the notes on [Mind Map 6](#) and the research on the chart you selected (p. 59) to connect all the information in preparation for your [Final Product](#). Go to [Collection of Evidence Template](#) on page 115 and do your first draft.

Students should gather all the information they have collected about their chosen body system and the type of chart they will use to present it. They can do a first draft of their chart on the [Collection of Evidence Template](#). They should check each other's charts and suggest ways to improve on the information or presentation.

Wrap Up

You may want to suggest students watch online an interesting short video that summarizes the information about the cardiovascular system. There is a series of videos about body systems you may want students to find as part of the research of their body system: <https://vimeo.com/98246631> You may want them to bring an answer to this question for next class: *Why shouldn't we eat close to a sports activity, such as freediving?* They can find the answer in the video.

Note: It is important students bring materials they will need to prepare their [Final Product](#) the next class.

Teaching guidelines

Establish the relation between illustrations and text. Write and/or rewrite sentences to describe components, summarizing information from sources. Value the use of punctuation marks and standard spelling. Order sentences to compose notes and relate them to pictures. Delete or add information to improve notes.

Warm Up

Students work in pairs to brainstorm what parts of the body are involved in the digestive system. They can record their ideas in a mind map on the board.

14 Look at the diagram of the digestive system. Read the notes and number the parts of the digestive process in order from 1-6.

Students look at the diagram and try to identify the parts of the digestive system it shows. The diagram shows the steps in the digestive process. Students read the notes and number them in the correct order, before comparing their answers with a classmate and finally reporting class.

► Circle the mistakes in the flow chart below.

In pairs, students read the parts of the flow chart and circle the mistakes they find. They should read the information in each box and then find the corresponding part in the flow chart. Students should look for mistakes referring to parts of the body, their characteristics (*large, short, small, etc.*), and action verbs.

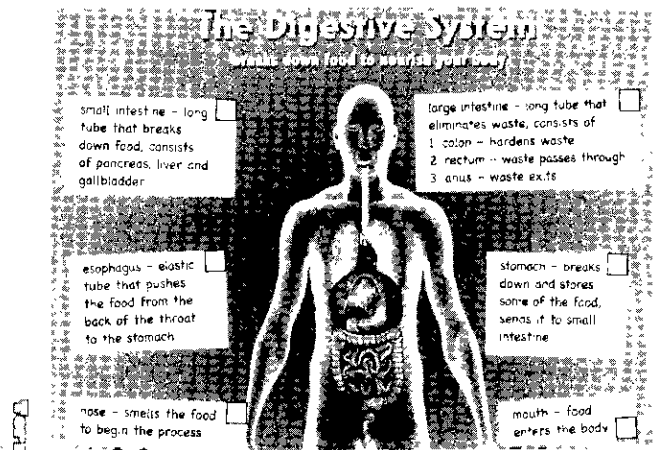
► Make the corrections on a flow chart on a separate sheet of paper. Using the notes on the diagram, add or remove information. Include punctuation and capital letters.

Students should draw a similar flow chart on a separate sheet of paper and add the corrected notes. In pairs, students compare their flow charts and explain the digestive process.

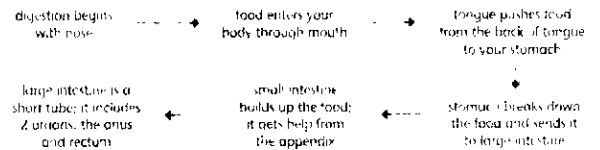
► Go back to your draft in the Collection of Evidence Template (p. 61) and look for mistakes. Make the necessary corrections. Use the ideas from the activity above and Worksheet 6.

Each team should now be ready to check the first draft of their body system presentation for language mistakes. They could correct their own work or they

14 Look at the diagram of the digestive system. Read the notes and number the parts of the digestive process in order from 1-6.



► Circle the mistakes in the flow chart below.



- Make the corrections on a flow chart on a separate sheet of paper. Using the notes on the diagram, add or remove information. Include punctuation and capital letters.
- Go back to your draft in the Collection of Evidence Template (p. 61) and look for mistakes. Make the necessary corrections. Use the ideas from the activity above and Worksheet 6.
- Now work on your final version of the chart for the Final Product presentation.

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could work in pairs to correct each other's. They can go back to Worksheet 6 for a model.

► Now work on your final version of the chart for the Final Product presentation.

Once everyone has made their corrections, students work in their teams to create a final version of their chart. They may use the materials they brought to class.

Wrap Up

As students are working on their Final Product, you may want to elicit the answer to the question you left for homework:

Because blood will go to the stomach and not lungs and muscles which is where we need it!

Final Product

1 Make a chart of a human body system.

1. Select a system of the human body.
How Much Do I Know?
2. Do some research and choose information from various sources.
How Am I Doing?
3. Write notes to explain the components of the chart.
4. Select an appropriate chart to organize the information.
5. Use graphic resources to connect the components and their notes.
6. Edit the contents of the chart to produce the final product.
7. Now decide on what each team member will say during the presentation.
8. Display the charts in a visible place and give your presentation.
9. Finally, listen to feedback from your audience.

Reflection

1. How cooperative was your team in dividing up the tasks?
2. How did you feel doing research about the body system?
3. How did you feel editing your teammates' work?
4. What was the easiest most difficult part of the task?
5. What did you find most interesting?
6. Which presentation did you consider the most interesting and creative? Why?



REFLECTION

Reflect on the following aspects of your Final Product presentation.

1. I can name different body systems.	Yes <input type="checkbox"/>	All the <input type="checkbox"/>	No <input type="checkbox"/>
2. I can explain how some organs work.	Yes <input type="checkbox"/>	All the <input type="checkbox"/>	No <input type="checkbox"/>
3. I can ask questions about body systems.	Yes <input type="checkbox"/>	All the <input type="checkbox"/>	No <input type="checkbox"/>
4. Presenting information in front of the group is easy for me.	<input type="checkbox"/>	is hard for me.	<input type="checkbox"/>

Final Product

1 Make a chart of a human body system.

Students should review with their teams the steps they have taken so far to prepare for the Final Product. They should choose which parts of the chart they each will present and decide if they will add any other information. Teams take turns giving their presentations and giving feedback to others.

Reflection

At the end of the presentation, or at the beginning of the next class, it might be a good idea to reflect on their work following the questions in the box.

Self-evaluation

As part of the continuous evaluation, it is time for students to reflect on their participation in the creation of the Final Product. Students do it individually. It isn't necessary for students to share their reflections as this is an individual and personal evaluation to realize what they have to work on in the future.

Wrap Up

Time to read! Every Breath You Take
pp. 74–76

If possible, students who created charts about the respiratory system could answer these questions based on their research: Why is the respiratory system important? How can we take care of our lungs?

Students read pages 74 and 75 before answering the questions in pairs. Finally, students work in pairs on the tasks on page 76.

Teaching guidelines

- Extend repertoire of words and expressions.
- Write and/or rewrite sentence to describe components, summarizing information from sources.
- Use verb forms (present) and comparative and superlative adjectives in the writing of notes.
- Promote respect and collaboration in schoolwork.

Warm Up

You may want to elicit from students new words and phrases related to body systems they learned from their research. They can work in their teams or pairs to write as many as they can remember in two minutes. Some students can read their lists aloud. Vote for the most interesting or difficult word.



Collection of Evidence Template

A System Diagram

1 Choose a bodily system and answer the following questions about it.

1. What is the name of the system?
2. What are its main functions?
3. What are its main organs and what are they used for?

2 Use your notes to write a short text about the system.

3 Use the information above to design a diagram.

1 Mark (✓) the boxes that correspond to the student's abilities in the areas below.

1. Reading and understanding information about bodily systems.

- The student can analyze and understand information about bodily systems.
- The student correctly identifies the relation between illustrations and text.

2. Asking and responding to questions to obtain information.

- The student produces grammatically correct questions and answers.
- The student uses appropriate verb and adjective forms to discuss information.

3. Writing notes to describe human body systems.

- The student takes the intended audience into account.
- The student summarizes information from consulted sources.
- The student uses correct grammar and language to write notes.
- The student organizes information in tables.
- The student selects appropriate illustrations to complement notes.

4. Editing diagrams.

- The student uses correct spelling and punctuation.
- The student detects, deletes or adds information to improve notes.
- The student adjusts language according to purpose and intended audience.

5. Working with others

- The student promotes respect and collaboration in schoolwork.



1 Circle the mistakes in the sentences. Then rewrite them correctly by adding capital letters, periods, commas, question marks and quotation marks where needed.

1. did you know your foot has 52 bones and 32 muscles

Did you know your foot has 52 bones and 52 muscles?

2. our teacher says eat balanced meals and do a lot of exercise to have a healthy heart

3. your brain controls how you feel how you think and how you act

4. the brain and the spinal cord make up your central nervous system

2 Read the examples of different types of sentences. Then complete the sentence fragments and correct the run-on sentences with correct punctuation and uppercase letters.

Complete Sentence (CS). A correct sentence: Bacteria and viruses are all over the place.

Sentence Fragment (SF). An incomplete sentence: muscles in the intestine

Corrected: Muscles in the intestine move food through the digestive system.

Run-on sentence (RO). A sentence that is too long: Blood carries nutrients and oxygen, and it goes from the right ventricle to the lungs and then it brings carbon dioxide from the rest of the body to the lungs.

Corrected: Blood carries nutrients and oxygen. First, it goes from the right ventricle to the lungs.

Then it brings carbon dioxide from the rest of the body to the lungs.

1. the human body

2. bronchitis, colds and the flu are respiratory diseases, so is pneumonia

3. three human body systems are

4. the heart is a muscle, it is part of the circulatory system

Mind Map 6

1 Complete the notes below with information about the body system you selected for your *Body Project*.

Language Reference

Unit 6 The Body's Systems

6.1 The Simple Present

- We use the Present Simple to talk about **FACTS**:
e.g. The heart pumps blood around the body. There are 206 bones in the human body.

Simple present		
Affirmative	Negative	Interrogative
Base form of the verb: I/you/we/they	does + not + verb: he/she/it	does + subject + verb: he/she/it
Base form of the verb + s/es: he/she/it	do + not + verb: I/you/we/they	do + subject + verb: I/you/we/they

6.2 The Passive Voice

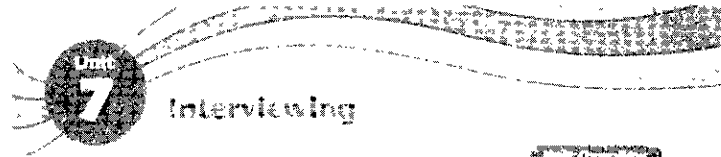
Present passive		
Affirmative	Negative	Interrogative
Subject + is/are + past participle form of the verb	Subject + is/are + not + past participle form of the verb	Is/Are + subject + past participle form of the verb
1. 25,000 acres of rain forest are lost every year all around the world.	3. Forest fires are not extinguished easily.	5. Are tornadoes observed all over the world?
2. Finally, the lasagna is baked in an oven for 35 minutes.	4. French is not spoken in all parts of Canada.	6. Is coffee made the same way in Europe as it is in Africa?

6.3 Comparatives

Short adjectives	Comparatives	Long adjectives	Irregular adjectives
Add -er to short adjectives: strong stronger Double the last consonant when the word ends in a vowel + a consonant. hot hotter Adjectives ending in -y change to -ier : happy happier If an adjective ends in e just add r . nice nicer	Adjectives with two syllables or more that do not end in -y : exciting more + adjective : more exciting		bad worse good better far farther

Term 2: Unit 7

Interviewing



Environment: Family and community
Social Practice: Exchanges associated with information about oneself and others.
Communicative Activities: Exchanges of compliments, likes and dislikes in an interview.
Achievements:

Listen to and review likes and dislikes in the dialogues of an interview. Understand general sense and main ideas of dialogues. Express compliments, likes and dislikes in written and spoken dialogues.

Evaluation Instrument page T73b (Evaluation Rubric): Make one copy per student to evaluate this month. Suggested number of students: 5 to 7.

Final Product: Carrying out an interview about leisure activities

Reader: *Tell Us About Yourself*

Teaching guidelines

Identify topic, purpose and intended audience.
 Recognize behavior adopted by speakers to clarify and confirm comprehension.
 Identify language register.



Students could preview the chart alone or in pairs before the class goes over it together. Students may benefit from examples of the language described in the overview, such as personal questions (*How old are you?*, etc.), likes and dislikes (*What music do you like?*, etc.), and language they may expect to hear in an interview (*Would you mind answering some questions?*, etc.).

1 Use the Glossary on page 144 and look up words for the leisure activities below. Then label the photos.

Students should first say if they know the activities before looking them up in the Glossary. They can confirm their answers in the next activity.

► **Listen and check.** 26

You can play Track 26 for students to check their answers. You can take a show of hands to see how many students like and dislike each activity.

Evaluation Instrument

Exchanges associated with information about oneself and others	Expressing compliments, likes and dislikes in an interview	<ul style="list-style-type: none"> Listen to and review likes and dislikes in the dialogue 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
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Final Product: Carrying out an interview about leisure activities

1 Use the Glossary on page 144 and look up words for the leisure activities below. Then label the photos.



- Listen and check.
 - Listen and match the faces with the correct expressions.
- | | | | |
|----------|--------------|----------|----------|
| Be tired | Be surprised | Be happy | Be angry |
|----------|--------------|----------|----------|

Mark (✓) the correct options

1. Do you know the expressions and dialogues?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Can you understand the main ideas of dialogues?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. Can you use the phrases about someone's likes and dislikes?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

2 Listen and match the faces with the correct expressions. 27

Students should preview the phrases and show their understanding through mime or with a definition. They listen to Track 27 and repeat the useful phrases after reporting their answers.

We suggest you use this moment of the class for students to do this diagnostic evaluation in order for them to activate their previous knowledge and reflect on how much they know about the topic. How comfortable are they speaking in front of the audience? Can they formulate questions? You may want some students to share their ideas with the class.

Wrap Up

You may want students to start thinking about their Final Product. Students can think about a person they would like to work with, about who they would like to interview, etc. They may share ideas about their hobbies so that classmates get to know more about one another and maybe find someone with an interesting hobby they didn't know about.

1 Predict the main idea of the dialogue using these words and phrases.

enjoy, hate, love, dislike, like, love and dislike

▶ Listen and check.

▶ Listen again and complete what the people say.

(A) I'm going to play tennis at 10:00.
 (B) I don't like tennis.
 (C) I like watching TV.
 (D) I love the outdoors.

▶ Underline in the texts above the expressions people use to say what they like or dislike.

▶ Read the sentences with *enjoy, hate, like, love and dislike*. Then mark (✓ or X) the structures in the chart.

- | | |
|---------------------------------|---|
| 1. I enjoy playing tennis. | 3. She hates watching TV. |
| 2. He likes playing tennis. | 4. He loves American football. |
| 3. We don't like climbing. | 5. They enjoy going to the swimming pool. |
| 4. We love to climb and rappel. | 6. I don't like to go hiking. |
| 5. We love the outdoors. | 7. They don't like the cold weather. |

(A) I like...
 (B) I love...
 (C) I hate...

▶ Play a game!

1. Divide the class into two teams. Use the words *like, love, hate, dislike* to make a list of preferences in order and then discuss it with your partner.
2. Read your list to your classmate. Your classmate gives a thumbs up or down to show they like or dislike your preferences.
3. Listen to your classmate's list and mark the preferences you like or dislike.
4. When your classmate has finished, discuss your preferences.
5. Remember to be respectful to your classmate's preferences.

▶ Go online and listen to some more leisure activities. Write down three activities that are new for you.

www.bbc.com/1/learningenglish/american/2014/04/140415_american_leisure_time

Students may learn the meaning and pronunciation of the words before they listen. A set phrase may help their predictions: *I think it will be about...*

▶ Listen and check. 28

Students listen to Track 28 to check their predictions.

▶ Listen again and complete what the people say. 28

Students review the speech bubbles before they listen. They may mark their answers in pencil before listening again to check.

▶ Underline in the texts above the expressions people use to say what they like or dislike.

Students identify whether the speakers are expressing likes or dislikes.

▶ Read the sentences with *enjoy, hate, like, love and dislike*. Then mark (✓ or X) the structures in the chart.

The chart shows collocations with verbs to express likes and dislikes. Students read the sentences and identify the main verb and its complement before marking the chart. They could copy the chart and example sentences on a clean sheet of paper and put it in their portfolios for use in the Final Product.

2 Play a game!

Students read the instructions carefully before playing. You could give some examples before students continue the game in pairs. You can observe how they communicate, whether they respect each other opinions, wait for their turn to speak, etc.

▶ Go online and listen to some more leisure activities. Write down three activities that are new for you.

Students can access the URL either at home or a place with the Internet. They will do their Final Product in pairs, so they choose a partner now. They discuss and choose a leisure activity for the Final Product once they have seen the video.

Wrap Up

Value—Respecting opinions

You may want to wrap up by talking to students about the importance of respecting people's opinions. Not everybody likes the same things, and we should be open and respectful of that. You can tell them about what you observed while they were playing the game.

Teaching guidelines

Value dialogue and language as a means to exchange experiences. Notice contextual clues in leisure situations. Recognize behavior adopted by speakers to clarify and confirm comprehension. Anticipate general sense and main ideas. Recognize the types of sentences used to express likes and dislikes. Compare ways of expressing likes, compliments and dislikes. Compose sentences that include *like* (e.g. *I like...*) to express likes and dislikes.

Warm Up

You may tell the class how important it is to listen genuinely. We should pay attention when people speak, and not think about our problems, what to answer, or mentally judge what they say. You may want to ask students how it feels when someone ignores them while they speak. Students may discuss in pairs before sharing with the class.



1 Predict the main idea of the dialogue using these words and phrases.

Teaching guidelines

Detect syntactic differences between British and American English: agreement with collective nouns (e.g. *My favorite team is / are*). Identify words used to connect ideas. Order sentences into a sequence using connectors. Compose sentences that include *like* (e.g., *I like...*) to express likes and dislikes.

Warm Up

You may start by asking different students what new leisure activities they learned about while watching the video for homework.

3 Look at the pictures and discuss what they tell you about Anna.

Students need to know what social media is. They may share their experiences, or you may share your own. They can try to explain what different social media accounts are for. Students work in pairs to preview Anna's page without reading the text. They can speculate about Anna and her likes and dislikes.

► Read the questions and underline the parts of the profile that give you the answers.

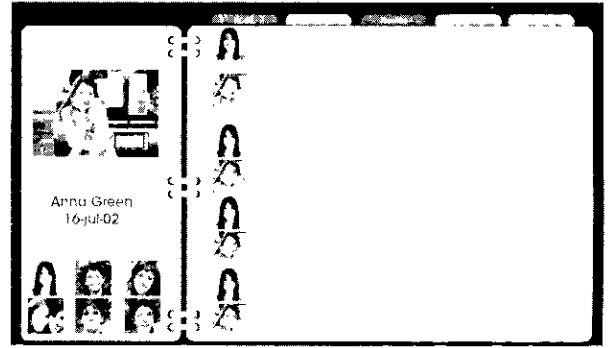
Students may work in pairs and preview the questions before reading. They can then underline the answers in the profile. To model asking and answering questions, volunteers read the questions and the answers aloud. Some of the word choices in the chat reveal the nationalities of Anna (British) and her friend (American), most notably the use of *football* and *soccer*. See if students can guess their nationalities.

► Look at the sentences and write **BE** (British English) or **AE** (American English).

A collective noun refers to a group of people. Students should be able to find two collective nouns in the chat (*team* and *family*). The use of collective nouns with plural or singular verbs is one of the many differences between British and American English. Students should now be able to say who uses collective nouns with plural verbs (British people) and who uses them with singular verbs (Americans). Once students are sure of this variance, they can complete the activity in the book.

4 Read what these people say. Then number the function of each linking word in bold.

Students should match the functions (in the box) with the example sentences below. The linking words are, in order: *and*, *but*, *because*. They should be able to give lots of other example sentences for each function.



► Read the questions and underline the parts of the profile that give you the answers.

1. What sport does Anna hate? Why?
2. Does Anna's friend like swimming?
3. What does Anna like doing?
4. What favour does Anna's friend ask her?

► Look at the sentences and write **BE** (British English) or **AE** (American English).

1. The team are very popular.
2. The team is very popular.
3. My family is really into soccer.
4. My family are really into football.

► Read what these people say. Then number the function of each linking word in bold.

1. giving a reason 2. connecting similar ideas 3. connecting opposite ideas

I like swimming and playing. **and** I love sports. **but** I hate Friday nights. **but**

I don't like parties **because** there's too much noise. **because**

- Go online and find out about the hobbies of three famous people. Write some sentences about their leisure activities. In pairs, share your findings.



Go online and find out about the hobbies of three famous people. Write some sentences about their leisure activities.

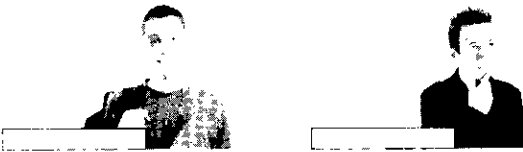
In pairs, share your findings.

Students should work with their Final Product partner for the Final Product and brainstorm information they might have about some famous people's hobbies. Then they can research the URL at home or at a place with Internet. Pairs can discuss their findings in the next lesson. This activity prepares students to talk about their likes and dislikes in the interview for the final product. Review which linking word is used to give reasons (*because*) before they start. The activity can be done in several ways: freely with students taking turns to share; or as a survey, with students asking everyone about one sport or leisure activity.

Wrap Up

You may want to say a sentence using *because*: *I hate dancing because I am bad at it.* Another student should repeat your sentence and say a new one using *because*. Continue the chain inviting volunteers to join in. When someone makes a mistake, the chain breaks and someone else starts with a different sentence.

4 Listen and label the photos of Alan and Gareth.



5 Listen again and circle the correct options.

Alan: Hey, the Gards. Do you want to go to visit in Britain on the weekend?
 Gareth: Hmm. I don't sure. What would we do there?
 Alan: Oh, there's plenty to do! We could go sailing for example, and it's not as you're sailing, it's just on the sea?
 Gareth: Well, yes. I'd like to, but there's cold water. It's really cold in the UK, isn't it?
 Alan: Yes, it is cold, but that's one of the joys! Just try it out to find out. The water? You don't want to stay home the whole weekend, do you?
 Gareth: No, I don't. But can't we do something else?

6 Discuss what places near where you live you could recommend to Gareth.

6 Match each expression with the appropriate face.

- Oh, no! That can't be true!
- Oh, really?
- Yes! That's great!
- Hmm. I'm not sure.



7 Listen and check. Go to Language Reference 7.1 on page 132 if needed.

8 Discuss in pairs.

For your interview, choose a person you would like to interview. Is a person you know or a celebrity or a famous character? Give reasons for your answer.

Unit 7 67

their ideas lightly in pencil. They can practice the dialogue at the end, and especially Alan's enthusiastic intonation and Gareth's more negative tone.

► Discuss what places near where you live you could recommend to Gareth.

Students should identify what Gareth seems to like (likes sailing, hates cold) before speculating where he may like to visit in the local area.

6 Match each expression with the appropriate face.

Students can do the match by a process of elimination if they don't know all the expressions.

► Listen and check. Go to Language Reference 7.1 on page 132 if needed.

Students explain the expressions and their answers before listening to check. After that, they listen and imitate the intonation of the speakers. If possible, they could write other short dialogues in which the phrases are used. Students may refer to Language Reference 7.1 on page 132 (p. T73d) to learn more about intonation if in doubt.

► Discuss in pairs.

With their Final Product partners, students make a definitive choice about who they would like to interview. They can present their ideas to the class, giving reasons.

Wrap Up

Time to read! Tell Us About Yourself pp. 77–81

As a wrap up, students can read four interviews with young people about their favorite hobbies and activities. They should use their dictionaries and the glossary entries for the bold words to check the meaning of unfamiliar vocabulary. Students could identify likes and dislikes that they have in common with the interviewees at the end. And they can write a similar interview with themselves and add it to their portfolio if time allows. This will be good practice for when they come to interview each other in the final product.

Teaching guidelines

- Determine sequence of enunciation.
- Show empathy in oral interactions.

Warm Up

Students share with the class their finding about famous people's hobbies they researched online as homework. What surprised them the most?

5 Listen and label the photos of Alan and Gareth.

Students should preview the photos and describe each of the boys. They need to focus on the expressions of the two boys and how they may be feeling to match them with the speakers on the track. Students can then listen to Track 29 and label the photos.

► Listen again and circle the correct options.

The italicized words either side of the slashes are options. Students need to decide which option correctly completes each part of the dialogue. They should preview the dialogue before listening again, marking

Teaching guidelines

- Identify language register.
- Anticipate 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 words used to connect ideas.
- Determine language register and compose sentences.
- Order sentences into a sequence using connectors.

Warm Up

You can start the class by brainstorming situations that require formal or informal language. You may explain that in English the idea of *Usted* doesn't exist, we use *you* in our conversations, so it is important to use other phrases that will give formality to the dialogue.

7 Underline the main idea for each situation.

Students should preview the photos and the possible captions. They have to guess from the photos what each dialogue will be about. They will hear and read the answers in the next activity.

- **Number the lines in order to form dialogues. Then listen and check.** 31

The dialogues correspond to the pictures in the previous activity, but the lines are out of order. All the same, students should be able to read the dialogues and check the main ideas. After that, they can unscramble the dialogues. Students may need to hear Track 31 more than once in order to check their answers.

- **Write F (formal) or I (informal) for each dialogue.**

Students should read the dialogues again and decide if they are formal or informal. They may also be able to identify who is speaking in each one.

Students can work in pairs to practice the dialogues and then act some out in a formal or an informal way.

- **Go to Worksheet 7 on page 163 and play the game. You will find formulating questions useful in your Final Product.** 7

Worksheet 7 is on page 163 (p. T73c). You could complete a ladder of information with the class's predictions about you and then elicit questions to check the information in order to provide a model for the activity. They have to ask questions, changing the object of the verb each time, until they predict correctly. They should keep the worksheet in their portfolios once they finish. You may stress that

7 Underline the main idea for each situation.



► **Number the lines in order to form dialogues. Then listen and check.**

1. You also have to be ready to decide in our class.
What do you see to do?
Yes, that's right.
Have I missed anything about the possible marketing plans?
2. This is a very good idea.
I think we should do it.
I agree with you. I think we should do it.
I think we should do it.
I think we should do it.
3. I think we should do it.
I think we should do it.
I think we should do it.
I think we should do it.

► **Write F (formal) or I (informal) for each dialogue.**

► **Go to Worksheet 7 on page 163 and play the game. You will find formulating questions useful in your Final Product Interview.** 7

Formulating Questions

Read and mark (✓)

We have brainstormed leisure activities.	<input type="checkbox"/>	We have decided who we want to interview.	<input type="checkbox"/>
We have chosen the leisure activity for our interview.	<input type="checkbox"/>	We have practiced making questions about our activity.	<input type="checkbox"/>

Discuss.

What else do we need to do to be prepared for the interview?

formulating questions is a skill they will rely on while preparing their interview.

Mid-Unit Evaluation

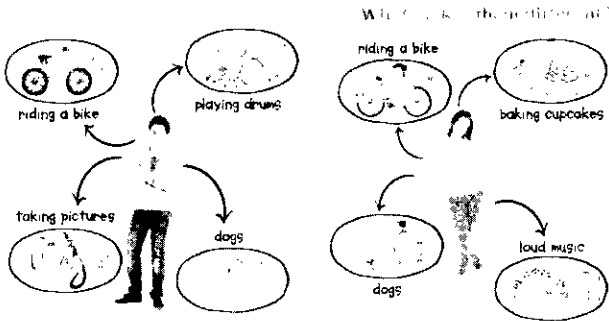
It's time for a mid-unit evaluation. With their Final Product partner, students will discuss and check off the steps they have taken so far. This formative evaluation helps them see what they still need to do before they are ready for their Final Product. They should also suggest what else they need to do in order to prepare.

Wrap Up

You may want to ask students to work with their partner and write as many questions as possible for their interview in two minutes. You may then want to elicit some questions, write them on the board, and get feedback from the class. Are they correct? If not, someone can come to the board to correct the mistakes.



2 Look at the mind maps. Write about Alan and Monica.



Alan loves playing the drums, but Monica hates loud music.

8 Look at the mind maps. Write about Alan and Monica.

Students should preview the mind maps and work out the thumbs-up/thumbs-down code to identify what Alan and Monica like, love, dislike or hate.

Students should identify the linking word in the example sentence and also be prepared to write about Alan and Monica using the other linking words from page 66. They should do the activity alone.

▶ **Complete the dialogue with information about Alan's likes and dislikes. Then listen and check.** 32

The phrases in the box are options students will use to complete the dialogue. They should preview the dialogue first, guessing which phrase will complete each gap. They can then listen to Track 32 to check before practicing the dialogue in pairs.

▶ **Write a similar dialogue about Monica's likes and dislikes.**

This activity and the previous one prepares students for the type of exchange of information that they will use in the Final Product. They could write a final, corrected version of their dialogue with Monica on a sheet of paper and keep it in their portfolios.

▶ **Go to Mind Map 7 on page 185 and make plans for your Final Product. Brainstorm ideas together.**

With their Final Product partners, students can use Mind Map 7 on page 185 (p. T73d) to prepare for the interview. They should finalize the time and place of the interview and prepare notes for the questions.

Wrap Up

Time to read! Tell Us About Yourself
pp. 82–86

Students could discuss their own hobbies before reading pages 82–86 in the Reader. Once they have read, they can list the hobbies that are mentioned and add others. You could do an impromptu class survey to find out how many students do or would like to do each one.

▶ **Complete the dialogue with information about Alan's likes and dislikes. Then listen and check.**

A: I like accident, seas and diving. I've been on a 20 some, birds, people and friends.

A: So you're playing the drums.

B: That.

B: Oh, yes. How do it.

A: Oh, I'll have to tell you what do you have in mind?

A: About your job?

B:

B:

A: Who do you play with?

A: I don't think I can "bring photo" of dogs.

B:

A: I don't like dogs, they are.

A: Why don't you like riding a bike?

B: No, I don't like it.

▶ **Write a similar dialogue about Monica's likes and dislikes.**

▶ **Go to Mind Map 7 on page 185 and make plans for your Final Product. Brainstorm ideas together.**

Unit 7 69

Teaching guidelines

Recognize the structure of dialogues (opening, body and conclusion) to determine the function of lines (e.g. interruption, confirmation, etc.).

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

Compare ways of expressing likes, compliments and dislikes.

Determine language register and compose sentences.

Form and respond to questions to clarify confusion.

Warm Up

This lesson focuses on what friends have in common and how they are different. It's a good opportunity for students to explore the flexibility of friendships and how they may have some good friends with whom they have lots of likes and dislikes in common, and other good friends with whom they don't share many of the same likes and dislike. Our friends can come from lots of different backgrounds and cultures, and a common factor of healthy friendships is mutual respect and tolerance for differences.

Teaching guidelines

- Identify topic, purpose and intended audience.
- Anticipate general sense and main ideas.
- Include details in main ideas.
- Take roles as interviewer and interviewee, with and without the help of a script.
- Express points of view in favor and against.
- Practice and follow rhythm, speed and pronunciation.

Warm Up

Students are going to read and listen to an interview about social media use. During the interview, the speakers use a variety of phrases to express agreement and disagreement. You could ask students to scan the interview quickly to find four phrases—two of each—or you could write the four phrases on the board and have students make pairs of phrases with similar meaning: *I agree. That's true. / I disagree. I don't think so.*

9 Look at the text and discuss the questions.

Students should preview the title, text and illustration. They discuss the questions in small groups before reporting their answers to the class.

► Read the interview and underline arguments in favor of and against social networking sites, using the color code.

The text is an interview in which the writer, Jacaranda Ruiz, is talking to two secondary school students. All three express opinions in favor of and against social networking sites. Students have to read the interview and underline arguments according to the color code. They can refer to the Glossary on page 144 (p. T110) for the meaning of the highlighted words, and they can work with one or more partners if they don't get distracted. After reporting their answers, students can discuss whether or not they agree with the statements and give reasons with *because*.

► Imagine that you are Eddie or Natalia. Continue the interview, giving more arguments in favor of or against using social networking sites.

Students may come up with more ideas if there is a class brainstorming session first. Any opinion in favor of or against social media can be written on the board, and then students can choose the ones they agree with. They can write these opinions into a continuation of the interview with either Eddie or Natalia, and they should try to incorporate the phrases below the instruction, too. A clean, corrected

► Look at the text and discuss the questions.

- What type of text is this? When might you find a text like this? Can you predict the main idea of the text by reading the title?
- Read the interview and underline arguments in favor of and against social networking sites, using the color code.

Social Media

—should we love it or hate it?

Hello! I'm Jacaranda Ruiz, a reporter. I'm talking to two secondary school students about social networking sites. We're going to talk about the pros and cons of using them. We'll also discuss how to use them safely. We'll ask you to give your opinion on the topic. We'll ask you to give your opinion on the topic.

Jacaranda: What are you looking for today? Eddie: I'm looking for a good movie to watch. Natalia: I'm looking for a good book to read.

Jac: So, what are your thoughts on social networking sites? Eddie: I think they're great. They help me stay connected with my friends and family. Natalia: I think they're terrible. They waste too much time and can be addictive.

Jac: Why do you think that? Eddie: Because you can see what your friends are doing and it makes you want to do the same. Natalia: Because you can get addicted to checking your phone all day long.

Jac: So, do you think social networking sites are good or bad? Eddie: I think they're good. They help me stay connected with my friends and family. Natalia: I think they're bad. They waste too much time and can be addictive.



- Imagine that you are Eddie or Natalia. Continue the interview, giving more arguments in favor of or against using social networking sites.
- Listen to the interview. Then act it out, paying special attention to pronunciation, pauses and intonation.

version of the interviews can go in their portfolios.

► Listen to the interview. Then act it out, paying special attention to pronunciation, pauses and intonation.

Go through Language Reference 7.1 on page 132 before students do this task. Students will benefit from hearing Track 33 several times before acting out the interview. You could pause the track after each sentence for students to practice the pronunciation and intonation. They can record themselves and then play it back to compare their delivery with the speakers' on the track.

Wrap Up

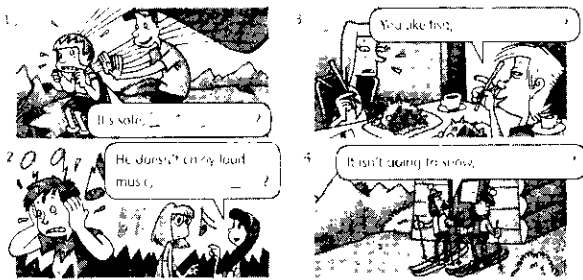
To wrap up, you can write these sentences on the board. This is for students to use the phrases to express agreement or disagreement:

- Cell phones should be forbidden in restaurants.
- Social media is a great place to make real friends.
- People publish lies on social media.
- It is not easy to make friends nowadays.

Students work in pairs to come up with reasons for agreeing or disagreeing with each statement. Remind students to listen to their partners with their full attention.

10 Listen and complete the captions. 34

Does he ... don't you ... is it ...



Read the captions, underline the statements (S) and circle the question tags (QT).

Match the phrases with the question tags. Go to page 132 if needed.

- 1. She doesn't do so well, ... aren't you?
- 2. Paul uses swim caps, ... did he?
- 3. My mom is very strict, ... does she?
- 4. Alfred didn't help at all, ... don't they?
- 5. You are angry, ... aren't she?
- 6. They have a lot of money, ... doesn't he?

Listen and repeat, imitating the intonation.

11 Play a game!

1. On a piece of paper write an affirmative or negative sentence about imaginary likes or dislikes. *You hate snakes. You love drinking coffee.*
2. Give the paper to your teacher and form four teams.
3. Teams take turns sending someone to choose a piece of paper and mime the situation.
4. The other team members have to guess what the situation is and confirm the information. *You hate snakes, don't you?*
5. Teams win a point for each correct guess.

In preparation for your Final Product interview, go to page 117 and complete it. Use ideas on ... and ...

Unit 7 71

Read the captions, underline the statements (S) and circle the question tags (QT).

Students may recall that the first part of the sentence is a statement (S) and the other is a question tag (QT). They should be able to identify the statements and question tags in the captions.

Match the phrases with the questions tags. Go to Language Reference 7.2 on page 132 if needed.

Students could read through Language Reference 7.2 in pairs, as a class or alone before matching the statements and question tags in the activity.

Listen and repeat, imitating the intonation.

35

Pronunciation and intonation always improve with practice. Students should listen to Track 35 several times, trying to imitate the intonation precisely. Students could record themselves and then play it back to compare their intonation with the speakers' on the track.

11 Play a game!

You could drill students on adding question tags to statements before they begin the game: *You don't like snakes... do you? You're 12 years old... aren't you?* The game can continue for as long as students remain interested.

In preparation for your Final Product interview, go to Collection of Evidence Template on page 117 and complete it. Use ideas on Mind Map 7 and Worksheet 7.

Students work with their Final Product partner to prepare their interview using the chart on the Collection of Evidence Template on page 117 (p. 73a). They can then take turns asking and answering the questions. This activity prepares students for their interviews in the Final Product.

Wrap Up

You may want to ask pairs to think of how they can make their final interview available for other students to see. Can they record it? Can they use social media to do it? Students can share their ideas with the class.

Teaching guidelines

- Determine sequence of enunciation.
- Form and respond to questions to clarify confusion.
- Take roles as interviewer and interviewee, with and without the help of a script.
- Use question tags to request confirmation (e.g. *You used to be... didn't you?*).
- Practice and follow rhythm, speed and pronunciation.

Warm Up Poster 7

Students practice creating sentences about the people in the poster and their likes. Pairs could make up interview questions pretending to be an interviewer and a person in the photos.

10 Listen and complete the captions. 34

Students may recall these types of questions from page 68. They should read the phrases in the box (one has already been used) and guess which speech bubbles they match. They shouldn't write anything until after they listen to Track 34.

Teaching guidelines

- Value dialogue and language as a means to exchange experiences.
- Determine language register and compose sentences.
- Consider repertoires of words and expressions.
- Form and respond to questions to clarify confusion.
- Take roles as interviewer and interviewee, with and without the help of a script.

Warm Up

Students will be role-playing dialogues in different scenarios. In each one, they will use phrases for opening and closing a conversation. You could lead a class brainstorm, writing the phrases on the board for students to copy on a sheet of paper and add to their portfolios: *Hi, Hello, Good morning, How are you? and so on. / Bye, Good-bye, See you later, Take care.*

12 Read the parts of the dialogue and discuss the questions.

Students should read the whole dialogue first. They can then look at the questions and refer back to the dialogue to answer them. The discussion can take place as a class or in pairs or groups.

- **Read and choose a situation and make up a dialogue. Use the selection of words and phrases given for each situation.**

Students are going to work in pairs to write and perform a dialogue. They should choose a situation first (or you could assign the situations) and then write the dialogue, including opening and closing phrases, and some or all of the words in the box. They may need definitions of some of the words before they start, especially *excuse me, carpentry, camping*, etc. They should check each other's work before writing a clean version and adding it to their portfolio. Students can perform their dialogues for the class if time.

- **Go back to the Collection of Evidence Template and check that your questions are appropriate to the topic, purpose and audience. Then practice your interview in front of the class. Listen to your classmates' feedback.**

Students work with their Final Product partners to do a final check of the questions. They can then take turns performing their interviews for the class to give constructive feedback.

12 Read the parts of the dialogue and discuss the questions.

Hi, how are you?
 I'm fine, thank you. How are you?
 - Good. Thank you for coming.
 - Thank you for the opportunity.

Excuse me.

Sa, tell me. Why do you want to help with the summer? I don't have any plans to go away and I like to stay home and watch TV.

Wonderful! Tell me what do you like to do during?

- I like playing with kids. I love going to plays.

Plays?

Yes, a theater play. Ask your art teacher if they?

- Yes, they do. I'll try to find out. When can you come and meet the kids?

- Any time next week.

Great. Come back on Monday and we will go on everything.

- Thank you very much!

- Thank you. I'll see you next week.

Bye, then.

1. Is the dialogue formal or informal?
2. What are the main parts of the dialogue?
3. What does each part include?
4. What specific information do we learn about the people?
5. What's the main idea of the dialogue?

- **Read and choose a situation and make up a dialogue. Use the selection of words and phrases given for each situation.**

You want to go to the movies with your friends, but you don't know what movie to see well and safe. Do you? horror, romantic movies. Do you want?

You are not sure what elective class to take this year. You ask your teacher for help excuse me. I don't know carpentry, woodworking, making things, typing, drawing.

You are going to spend the weekend with your friends. You are planning some activities going camping, fishing, tennis, bad weather, night, making chocolate.

- **Go back to the Collection of Evidence Template and check that your questions are appropriate to the topic, purpose and audience. Then practice your interview in front of the class. Listen to your classmates' feedback.**

72 Unit 7

Wrap Up

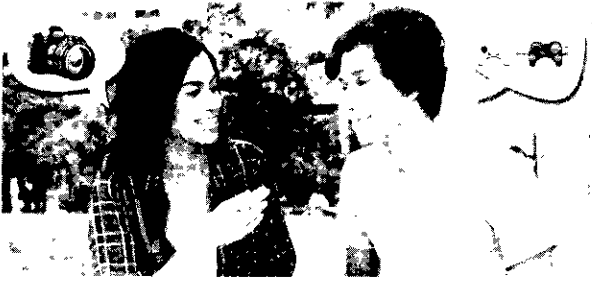
Time to read! Tell Us About Yourself pp. 87–88

Page 87 contains a text about the advantages of having a hobby. Students should read it and express agreement or disagreement with the opinions and add their own. They can then do the activities on page 88.

1 Carry out an interview about leisure activities.

1. Choose a leisure activity that interests you.
2. Decide who you want to interview and why.
3. Set the place and day for your interview. Write draft questions and answers.
4. Compose a list of interesting questions and answers for your interview.
5. Read the questions and answers several times and edit them to make sure that they are clear.
6. Now discuss the role of the interviewer and the interviewee. Meet at the place you chose at the end of the unit and carry out your interview.

OPTIONAL: Record the interview and share with your class mates and family.



Reflection

1. How do you feel about interviewing and being interviewed?
2. How easy do you find speaking in public?
3. Do you feel comfortable interrupting someone and giving your opinion?
4. Do you respect other people's points of view?

During my interview, I...

- was the interviewer / interviewee
- asked / answered questions
- spoke / listened / listened enough

Unit 7 73

Teaching guidelines

Take roles as interviewer and interviewee, with and without the help of a script.

Use expressions to make time to articulate spontaneous answers (e.g. *Hmm, that is an interesting question, etc.*).

Use nonverbal language to reinforce what is being said.

Recognize appropriate moments to interrupt interlocutors.

Adjust questions and answers depending on the interlocutor's reactions.

Warm Up

Now that students are ready for their interview, you may want to brainstorm with them the most important things to remember while doing the interview. Students may mention: clearly formulated questions, greeting people and saying thank you at the end, intonation, etc. They can also mention the importance of genuine listening.

Final Product

1 Carry out an interview about leisure activities.

Students go through the steps with their Final Product partner and recall everything they have done to prepare for the interview. They should then make the necessary arrangements to carry out the interview in a more formal setting, recording it if possible. When they record their interview, they should consider to make it available for a wider audience.

Reflection

Students should think about the answers on their own before discussing them in a group. The class can then discuss the questions one by one.

Self-evaluation

This final evaluation is for students to think about what they have learned and how they performed during their Final Product interview. It isn't necessary for students to share their ideas as it is an individual and personal evaluation to identify what they have to work on in the future.

Wrap Up

To wrap up the unit, you may want some pairs to perform their interview for the class. Praise students for their work throughout the unit and give them some constructive critic so that they can improve on their weak points. It is important to talk to the class at this point and not to particular students.



Collection of Evidence Template

List of Preferences

1 In pairs, prepare your Final Product interview. 

Our Interview	
Topic:	_____
Person:	_____
Place:	_____
Time:	_____

► Write five questions for the person you are going to interview.

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

► Write the answers to the questions above.

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

Evaluation Instrument

Unit 7



1 Use the following rubric to evaluate your students' performance when discussing likes and dislikes. Mark (✓) the boxes accordingly.

Name: _____

Date: _____

The student can...	easily and correctly	correctly, but with minor difficulties	occasionally correctly, with noticeable difficulties	rarely correctly
1. understand general sense and main ideas in dialogues.				
2. recognize types of sentences used to express likes and dislikes.				
3. identify and use appropriate language register.				
4. use connectors and question tags when asking and answering questions.				
5. include details in main ideas.				
6. use correct rhythm, speed and pronunciation.				
7. use nonverbal language.				

1 Play a game!

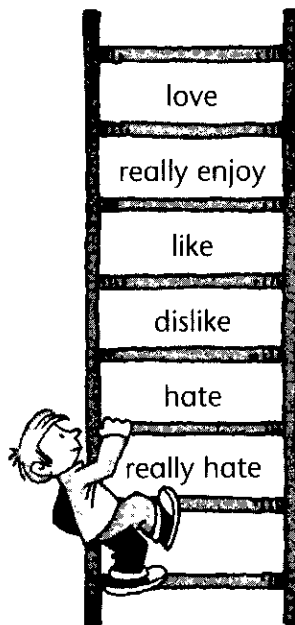
1. Find a classmate and decide who is Student A and who is Student B.
2. Then look at the ladders and read the phrases aloud. Discuss how the phrases are organized.
3. Write a prediction about your classmate's likes and dislikes using each of the phrases, starting at the bottom of the ladder: *You really hate Manchester United.*
4. When you are both done, take turns asking each other questions to check whether you were right or wrong: *Do you really hate Manchester United?*
5. For each correct prediction you get the right to go up your ladder and ask another question. If you are wrong, you should think of another question to ask on your next turn.
6. The first person to reach the top is the winner. Remember, you always have to answer truthfully!

Student A

1. _____

2. _____

3. _____



4. _____

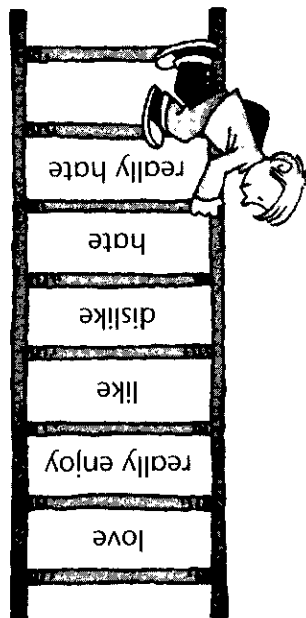
5. _____

6. _____

6. _____

5. _____

4. _____



3. _____

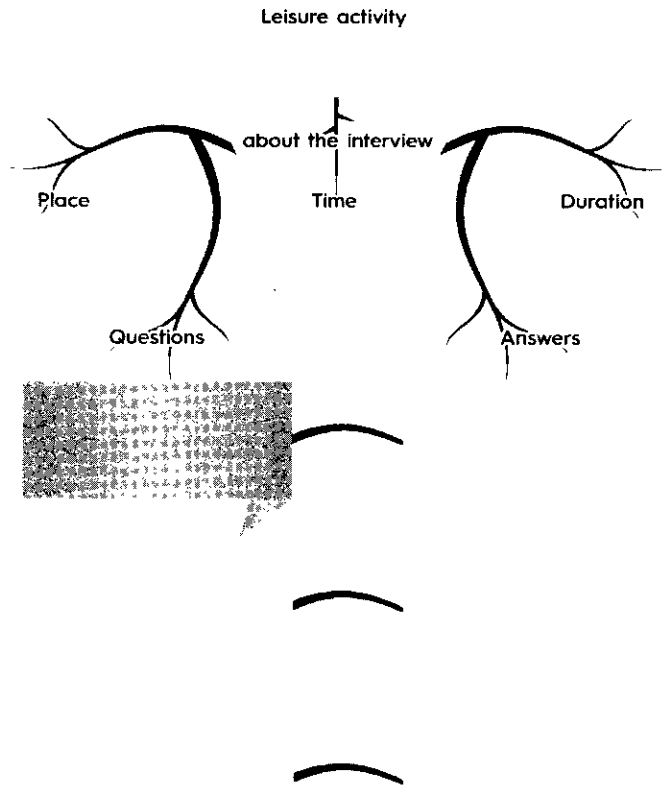
2. _____

1. _____

Student B

1 Complete the network tree to make an interview.

Mind Map 7



Language Reference

Unit 7 Interviewing

7.1 Intonation

What is intonation?

Intonation is about how we say things, not really what we say. If we do not use intonation, it is not possible to understand the expressions and thoughts that accompany words.

Example: Say the following sentence: "It's raining."

Now say the sentence again, but try to give the following meanings. Notice how the intonation changes in every case.

- a) I'm surprised! b) I love when it rains! c) I don't like rainy days!

7.2 Question tags

• We use question tags to look for confirmation. We use a falling intonation when we expect the other person to agree with what we have just said.

Example: It's a lovely day, isn't it? You're Pedro's brother, aren't you?

• We also use question tags to check for information. We use a rising intonation when we're not sure about the information we have just said.

Example: It's a lovely day, isn't it? You're Pedro's brother, aren't you?

Question tags

Verb to be

is/ isn't
are/ aren't
was/ wasn't
were/ weren't

They are smart,
aren't they?
She is not
Canadian, is she?

Verbs with auxiliaries

simple present	simple past
do, does	did/ didn't
don't/ doesn't	

They speak English, don't they?	He didn't forget, did he?
Henry does not have a sister, does he?	They lost the game, didn't they?

1. I am good at playing the drums, aren't I?

2. I am good at playing the drums, aren't I?

a) I am I am good at playing the drums, aren't I?

b) Positive imperative Help me prepare a surprise party, will / won't you?

c) Negative imperative Don't upload personal pictures to your social network, will you?

d) Let's Let's play soccer, shall we?

e) There is / are There aren't any sport clubs in your neighborhood, are there?

f) This / that is This is your favorite song, isn't it?

Term 3: Unit 8

Discussing Comic Strips

Environment: Academic and educational

Social Practice: Understanding oneself and others

Communicative Activities: Read comics to discuss cultural expressions.

Achievements:

Select and revise comic strips in English.

Interpret content in comic strips.

Exchange opinions about cultural expressions in a discussion.

Evaluation Instrument page T83b (Self- and Peer-Evaluation Card): one copy per student of the Evaluation Instrument on page T83b. Students do it in pairs, taking turns evaluating themselves and their classmates.

Final Product: Holding a discussion

Reader: *The Toothpick Warriors*

Teaching guidelines

Identify different comic strip genres and topics.

Unit Overview

Students should read the unit overview alone before going through it as a class. They should clear up any doubts about what they will achieve in this unit.

1 Look at the comic book covers and label them using the words in the box.

Preview the names of the comic strip genres in the box. Students may be able to give examples from each one or even explain their meanings and characteristics in their own words: *Westerns tell about life in the American West of the 1800s; horror comic strips narrate scary, spooky stories; romance comic strips usually tell stories about love; superhero comics tell the stories of characters with extraordinary powers and the worlds they live in.*

Students can then look at the comic book covers, say what genre each belongs to and justify their answers. They should label the covers once sure.

2 Read the speech bubbles and write the number of the comic strip that each one is from.

A speech bubble is a short piece of text in a comic strip that shows what people are saying. Students have to read the speech bubbles and decide which comic book

Unit 8

Discussing Comic Strips

Unit Overview

Environment: Academic and educational

Social Practice	Communicative Activities	Achievements
Understanding oneself and others	Read comics to discuss cultural expressions	<ul style="list-style-type: none"> Select and revise comic strips in English Interpret content in comic strips Exchange opinions about cultural expressions in a discussion
Final Product: Holding a discussion		Reader: <i>The Toothpick Warriors</i>

1 Look at the comic book covers and label them using the words in the box.

Western Horror Romance Superhero Comedy



2 Read the speech bubbles and write the number of the comic strip that each one is from.

Which year have you been born? Can you remember your birthday?

How Much Do I Know?

Discuss with a classmate.

- 1 Do you read comics in your own language?
- 2 How many do you know?
- 3 Do you have a favourite one?
- 4 What makes comics different from books?

Planet Orion here! Help! Help! The galaxy is under attack! Prepare your spaceships and fight back! I'm on my way!

in Activity 1 they may appear in. They could practice the dialogues after checking the match is correct.

How Much Do I Know?

The purpose of this diagnostic evaluation is for students to discuss their previous knowledge and experience of comic strips. They could ask and answer in pairs, swapping partners periodically. They should already know the main aspects that differentiate a comic from a book: the story in a comic is illustrated and has captions and speech bubbles.

Wrap Up

Some students share their experiences with comic books with the class. For the next class, students could each bring in a comic book from home.

Development

1 Read the comic strip and underline the main idea.

- Someone playing a joke on somebody else.
- Someone in need of food.
- Someone running away from somebody.



2 Number the parts of the comic strip using the words in the box.

1. Title 2. Speech bubble 3. Comic panel 4. Cartoonist's name

3 Look at the comic strip above and answer these questions with a classmate.

- How many events are there in the comic strip above? How do you know?
- Where can you find the actual words the characters say?
- Look at the second comic panel. Do you know the name of this kind of words?
- What differences are there between comic strips and stories?

4 Read the comic strip again and answer the questions.

- Who behaves badly?
- What does he do?
- What is the relationship between the characters?
- What are you and your group do you think will enjoy reading this comic strip the most?

5 Discuss with a classmate.

- Do you like playing jokes on others? 2. What jokes do you think are appropriate and which are inappropriate?

6 Go online and watch some comic strips of your choice. Choose three you would consider discussing as your Final Product. Write some sentences giving reasons for your choices.

You can also choose one from other sources, such as your favorite comic books or your textbook.

► Look at the comic strip above and answer these questions with a classmate.

This activity is to analyze comic strip elements in the example and in general. Students can ask and answer in pairs, and consult with others if unsure.

► Read the comic strip again and answer the questions.

This activity is to check comprehension of the details of the story. Students should answer the questions alone before checking their answers with the class. The answers to questions 3 and 4 may vary.

► Discuss with a classmate.

Students should preview the questions as a class before they discuss them in pairs. You could open the activity into a class discussion if there is time and interest.

Value—Carefulness

Students could start by reflecting on: *What jokes do you think are appropriate and what are inappropriate?* Not all jokes are appropriate and it is important to think about how a person will feel before playing a joke on someone. It's always important to be careful – it's very easy to hurt people's feelings!



Go online and watch some comic strips of your choice. Choose three you would consider discussing as your Final Product. Write some sentences giving reasons for your choices.

Students can access the URL at home or in a place with Internet. They should each choose three possible comics to discuss during the Final Product, either from the URL or another source. They can discuss their choices in the next class.

Wrap Up

Time to read! The Toothpick Warriors
pp. 89–91

Students focus on the title of the comic strip on page 89 first. They need to know the meaning of *toothpick*. They should then look at the pictures and speculate where the story takes place. Next, students read the first three pages of the story silently, using the glossary to help them understand. At the end, they can discuss: *What bad habit does Midori have? Why is she tired? Who do you think the warriors are?*

Teaching guidelines

- Identify topic and intended audience.
- Recognize graphic and textual components.
- Recognize author(s).
- Compare own ideas and beliefs with those represented in comic strips.

Warm Up

Students who brought in comics can present them to the class, saying why they like them. Others should identify each genre and common elements to it.

Development

1 Read the comic strip and underline the main idea.

Students read the three possible main ideas first and then the comic to choose the correct one.

► Number the parts of the comic strip using the words in the box.

The words in the box describe elements common to all comic strips. Students will need to use these elements in their analysis of comic strips in the Final Product.

Teaching guidelines

- Identify topic.
- Use different comprehension strategies.
- Identify comic panels, speech bubbles and onomatopoeia.
- Compare own ideas with those represented in comic panels.

Warm Up

Students discuss as a class the comics they chose after viewing the website on the previous page. They should also say why they chose them.

2 Read the comic strip and circle what you think is the best title for it.

Students first read the titles in the box and then read the comic strip silently to decide on the best title.

► Answer the questions.

This activity requires students to understand specific information in the comic. Students can do it alone and then check their answers in pairs before reporting them to the class. Students could also say whether they like the comic.

► Read the definitions and complete the sentences.

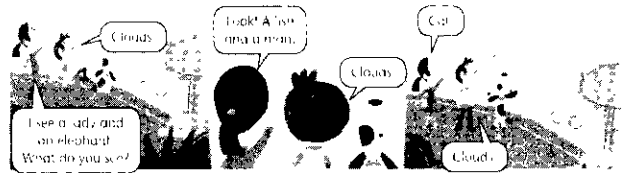
In this activity, students will analyze some of the universal elements of comic strips as they appear in this comic, which will prepare them for their analysis of comic strips in the Final Product. Students should read the definitions first. They can then find examples in the strips and complete the sentences. Some students may be able to say other onomatopoeia for animal sounds: *moo, meow, oink, quack*. You could also say onomatopoeic words for students to identify the animals that make them.

► Write the number of the picture that matches it next to each onomatopoeia.

In this activity, students will look at more examples of onomatopoeia. They could say what sound they think each animal or object makes, and then read the words for a match before suggesting further examples: *ring, ouch!, achoo, ding dong, zoom*, etc.

► Read the comic strip and circle what you think is the best title for it.

The Dog Clouds A Cat



► Answer the questions.

- Who sees animal shapes in the clouds?
- Who sees only clouds?
- Who reacts when he sees and spies the shape of the clouds? What is the shape?

► Read the definitions and complete the sentences.

Comic strip panel – a picture in a comic strip
 Onomatopoeia – word that represents a sound
 Speech bubble – bubble that contains

- The comic strip above has _____ panels.
 - The word _____ is an example of onomatopoeia.
 - The second panel has _____ speech bubbles.
- Write the number of the picture that matches it next to each onomatopoeia.

CRASH!



___ CRASH! ___ CHIRP, CHIRP ___ BANG! ___ PURR, PURR

- Form teams you will work in during your _____ discussion. Go to page 187 and complete it as a team. Invite each member to mention one of the comics he or she chose previously and give his or her ideas.

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- Form teams you will work in during your Final Product discussion. Go to Mind Map 8 on page 187 and complete it as a team. Invite each member to mention one of the comics he or she chose previously and give his or her ideas.

Students can work in teams of four or five during the discussion of comics in the Final Product. They should choose or be assigned teams at this stage and then start their preparation using Mind Map 8 on page 187 (p.T83d). Each student should present one of the three comics they selected in the previous class.

Wrap Up

Volunteer teams can share their final choices with the class and give reasons.

1 Read the comic strip and mark (✓) the phrase that summarizes its moral.

- Always make people happy.
- Be constructive when giving an opinion.
- Aways tell people what you don't like about their work.



2 Read the comic strip again and circle the words or phrases that express the following ideas.

- 1 Information about an opinion of a well-known person.
- 2 Constructive feedback.
- 4 Accepting feedback.

3 Discuss these questions.

- 1 Why did the boy give appropriate feedback the first time?
- 2 Why was he successful the second time?

4 Act out dialogues giving appropriate feedback based on the pictures.



5 In preparation for your Final Product, complete in your team Worksheet 8 on page 165. You will need Mind Map 8 that you completed previously.

How Am I Doing?

Read and circle according to the scale.

- 1 - Not at all
- 2 - Not really
- 3 - Somewhat
- 4 - Very well

- 1. I can recognize genres of comics. (1, 2, 3, 4)
- 2. I can talk about values in the comic. (1, 2, 3, 4)
- 3. I can recognize the parts of the comic. (1, 2, 3, 4)
- 4. I can explain my points of view. (1, 2, 3, 4)
- 5. I can give an opinion about a comic strip. (1, 2, 3, 4)

COURTESY: GETTY IMAGES

Teaching guidelines

Recognize values expressed in comic strips.
Express points of view.

Warm Up

Students work as a class to define “the moral of a story” (its lesson) and give examples from well-known tales.

3 Read the comic strip and mark (✓) the phrase that summarizes its moral.

The three phrases above the comic are its possible morals. Students preview the morals before reading the comic and choosing the most appropriate one. You may wish to check their general comprehension of events: *Who are the people? Why does the boy look sad? How does the man react?*

► Read the comic strip again and circle the words or phrases that express the following ideas.

The three categories are types of language expressed in the text. Students may find it easier if they turn the categories into questions: *Which phrases give*

information about an opinion? Which give constructive feedback? Which are accepting feedback? Students can do the activity in pairs.

► Discuss these questions.

The questions require students to analyze the actions of one of the boys in the story and the value of being constructive that he learns. They can discuss the questions in pairs or small groups before reporting to the class.

► Act out dialogues giving appropriate feedback based on the pictures.

Students have to write and then act out dialogues based on the situations in the pictures and using the feedback tips from the first comic. The situations are a teacher giving feedback to a student who just failed an exam, and a coach giving feedback to his team. Students will need plenty of time to plan and write their dialogues. Some pairs may only be able to write one dialogue, whereas faster pairs should write both. If possible, all pairs should have a chance to perform for the class.

► In preparation for your Final Product, complete in your team Worksheet 8 on page 165. You will need Mind Map 8 that you completed previously. 8

In their Final Product teams, students complete Worksheet 8 on page 165 (p.T83c). They are going to analyze the relative importance of different values. Volunteers could read the values aloud for the class to take a show of hands to see how important each value is to students. Students should tally the totals during the activity. Comic strips often illustrate these values through their stories and this is something to look out for when analyzing a strip, as students will have to do in the Final Product. Students write the values shown in the comic strips they chose previously. They might refer back to Mind Map 8.

Wrap Up

How Am I Doing?

This is a good time to do the mid-unit evaluation. Here, students should work individually to assess their performance so far about in the unit and how much they have learned about comic strips. Students can share their answers and discuss what they do well and what they should work on before they are ready for the Final Product.

Teaching guidelines

Compare own ideas and beliefs with those represented in comic strip panels and texts.

Warm Up

Students could practice some of the language they will be using by asking and answering about comics in the unit so far: *What do you think of this comic strip? Why do you think that?*

4 Look at the comic strip and write the letter of each speech bubble where it belongs.

The speech bubbles are missing from the comic. Students have to decide where they go. They can describe what is happening in each panel before they start and they can look up key words in the Glossary on page 145 (p.T111) while they read. After they report their answers, students could role-play the comic in groups of three.

► Listen to the conversation and answer the questions.

The track is of two friends giving their opinion about the comic strip. Students should preview the questions before listening to Track 36, more than once if necessary. Students can discuss their answers in pairs before writing them in their books. Different volunteers can share their answers, to which the class can agree or disagree.

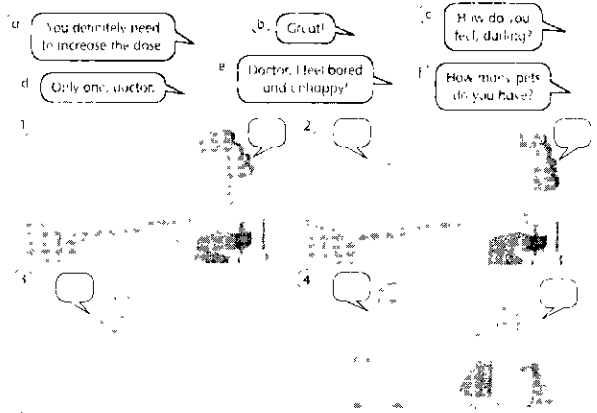
5 Complete the expressions from the dialogue.

All these expressions are commonly used when asking for or giving opinions. Students could mark any answers that they recall lightly in pencil before listening to the track again to check.

► In preparation for your Final Product discussion, go to Language Reference 8.1 on page 133. Then use the expressions above to act out a dialogue giving your opinion of the comic strip.

Students first read the Language Reference individually and then join with their Final Product teams to role-play a dialogue about the strip. They can use practically the same expressions to give their opinion of the comic strip, but they should change the particulars to match their own. At the end, students can copy their dialogues onto paper and add them to their portfolios, as this language will be useful when they engage in the Final Product.

4 Look at the comic strip and write the letter of each speech bubble where it belongs.



► Listen to the conversation and answer the questions.

1 Why does Bob think the doctor's solution to the woman's problems was good?

2 Why does Ted disagree?

► Complete the expressions from the dialogue.

- What _____ of the comic strip?
- Why _____ that?
- _____ think that having so many pets is stressful?
- Not _____.
- Well, _____ sure.

► In preparation for your Final Product discussion, go to page 133. Then use the expressions above to act out a dialogue giving your opinion of the comic strip.

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Wrap Up

Time to read! **The Toothpick Warriors** pp. 92–94

Recall the story so far. Ask: *Who is the main character in the comic strip? What bad habit does the girl have? What has been happening to her at night? What have the consequences been?* Then ask students to read pages 92–94, looking at the words in the glossary at the bottom of each page. Students should recall that this is a Japanese story. Using a toothpick can be considered rude in Japan, and the little warriors are distinctly Japanese. Students should work in pairs to think of an equivalent bad habit and problem it could cause from another culture. Some pairs share their comments with the class.

6 Look at the pictures and number the descriptions.

- a. In this cartoon, one of the characters does not understand a dress code.
- b. The characters use the same word with a different meaning.
- c. One of the characters needs a lot of practice.
- d. One of the characters does not understand a family member's cultural interests.



► Discuss the questions.

1. What is the cultural difference in each scene?
2. Which scenes do you consider funny?
3. Which one do you think is stupid?
4. Do you know about other cultural differences? Compare them with your classmates.

► In pairs, take turns giving your opinion on the following customs. Use the questions in the bubbles if something surprises you.

Really?

Why do you say that?

Well, but

Don't you think that?

1. In some Arabic countries, men and women do not shake hands.
2. In most Asian countries, such as Japan and India, you have to remove your shoes before entering a house.
3. In Tibet, sticking out your tongue is considered a polite way of greeting.
4. In the USA, living with your family once you are an adult is unusual.

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Teaching guidelines

Exchange opinions about cultural differences expressed in a comic strip.
Value cultural diversity.

Warm Up

It may be worth introducing the concept of cultural differences before students open their books. You could write the following words on the board: *curry, huipil, whisky, kimono, pie, masala chai, sushi, mole, sake, kilt, sari, tequila* and the following places below: *Mexico, Japan, India, Scotland*. Students work in pairs to match the words with the places. You may need to explain: *sake (an alcoholic drink from Japan); curry (a spicy Indian dish composed of meat and vegetables); kilt (a type of skirt worn by Scottish men)*. A common trope of comic strips is to show cultural misunderstandings or exaggerated customs.

6 Look at the pictures and number the descriptions.

Students should describe the scenes in as much detail as possible before they read the descriptions. Ask: *What do all the scenes have in common? (They all show some kind of misunderstanding or problem due to cultural differences.)* Students read the descriptions above the cartoons and then match the cartoons with them.

► Discuss the questions.

This activity is for students to analyze the cultural differences portrayed in each cartoon and to express their opinions. Students can discuss the questions in groups, and can change groups several times to provide more practice asking for and giving opinions.

7 In pairs, take turns giving your opinion on the following customs. Use the questions in the bubbles if something surprises you.

Students should learn the pronunciation and intonation of the phrases in speech bubbles and then suggest ways to complete them. Students can also refer to Language Reference 8.1 on page 133 for other ways to ask for and give opinions. They should take turns reading a custom and asking for and giving an opinion about it. They could work in pairs, or pairs could work together with another pair. Lead a class discussion at the end.

Wrap Up

Students could choose one of the customs in Activity 7 and draw a single-panel comic showing a misunderstanding between a person displaying the custom and a tourist misunderstanding its meaning.

Teaching guidelines

Express points of view and acknowledge the interlocutor's answers.

Recognize behaviors in comic strips.

Warm Up

This lesson is about good manners. Students should know how to be polite in their own language, and they may also know some expressions in English: *Please, Thank you, No problem, Would you mind..., May I...* Students could produce sentences or short exchanges with the phrases.

8 Read the definitions for good manners. Then mark (✓) the most complete definition.

All three definitions are correct, but only one is the complete definition. Students should choose by themselves before checking with the class.

9 Listen to the conversation and complete it using the words in the box.

37

This dialogue is also about good manners. Students should preview the dialogue and mark any answers they think they know lightly in pencil before listening to Track 37 to check. You could check their comprehension afterward: *What do the students have to do for homework? What three things do they suggest? Do they agree or disagree?* Students can discuss the purpose of the expressions the children use: *I think...*, to give an opinion, *What about...* to suggest something and *That's what I think, too* and *I agree* to acknowledge the interlocutor's answer.

► Read and order the comic strip panels the students drew.

This is the comic strip that Rachel, Paul and Mary drew, but the panels are out of order. Students should number the panels in order by themselves before checking with a partner: *What two instances of good manners does the comic strip refer to? Are these good manners everywhere?*

► Think of two examples of good table manners. Go to Language Reference 8.2 on page 133 for more ideas.

Like other cultural expressions, good table manners vary from place to place. Students should discuss manners that may be common to most or many cultures: *not talking with food in your mouth, not using cell phones while at the dinner table, not reaching across the table or in front of someone to get something, waiting*

► Read the definitions of good manners. Then mark (✓) the most complete definition

- polite behavior towards other people good and polite social behavior ways of showing respect for people's conduct and feelings

► Listen to the conversation and complete it using the words in the box.

Paul: I don't know. Amy: Let's think about it.

Rachel: Okay. Amy: I'm in a news about good manners. Think we should start by defining the term *good manners*?

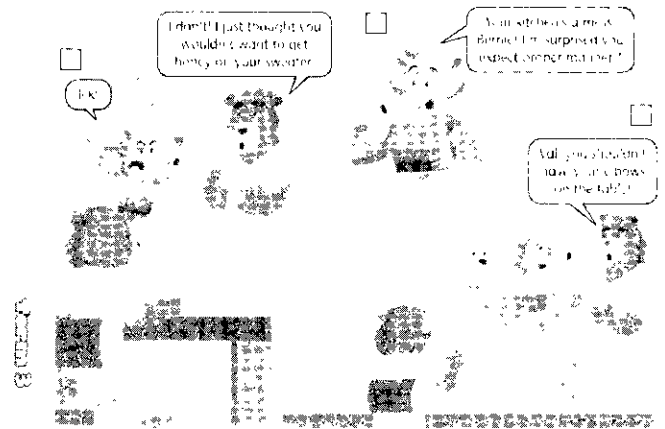
Paul: Sure. Amy: What do you think? Then we could give examples.

Rachel: Okay. What do you think, Mary? Amy: Sure. Amy: What do you think?

Mary: Yes, we might draw a comic strip about good manners.

Paul: Great. Let's start now!

► Read and order the comic strip panels the students drew.



► Think of two examples of good table manners. Go to page 133 for more ideas.

on page

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for everyone to finish eating before leaving the dinner table, etc. They can refer to Language Reference 8.2 on page 133 for more examples and explanations of good manners.

Wrap Up

Time to read! The Toothpick Warriors pp. 95–98

To wrap up, students should first sum up the story so far and reflect on Midori's bad habit of throwing toothpicks under the bed as another example of bad manners in Japan. Students should then predict what the outcome of the story is. They can read the final pages and compare the facts with their predictions. They should look up the words in the Glossary and make sure they understand their meaning. They can report what they liked the most about the story and what they did not like. They should then work in pairs to discuss and carry out the activities on page 98.

10 Read the story. Then use the words to ask questions and write them in your notebook.

Mr Simpson had a few days' vacation. So he decided to take a train up into the mountains. He put on his best clothes, packed a small bag, went to the station and got on the train. He was wearing a beautiful hat and he often put his head out of the window during the trip to look at the mountains. Suddenly the wind pulled his hat off. Mr Simpson took his small bag and the hat

out of the window, too. The other passengers on the train laughed and asked, "Why are you throwing your bag out of the window? That's not going to bring your hat back!" "No, it isn't," Mr Simpson answered. "But there's no name or address in my hat and there's no name and no address on the bag. When somebody finds both the hat and the bag they'll send them both to me."



1. What Mr Simpson decided to do on vacation?
2. What Mr Simpson did at the train?
3. What wind did?
4. What Mr Simpson did in the train?
5. What the passengers' train asked?
6. What Mr Simpson answered?

► Now answer the questions.

► Create a comic strip.

Write and draw a comic strip about the story. Use your notes.

► Create the number of panels you need.

► Include drawings, speech bubbles and sound effects.

► To get prepared for your Final Product discussion, in your teams choose two comics you will work with. Use the template on page 119 and complete the

and on page 119.

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► Now answer the questions.

Students should read each question and then scan the text for the answer. They can write the answers in their notebooks. At the end, they could discuss cultural expressions present in the story as a class or in small groups: *the honesty of the finder to return the goods, the custom of traveling by train, etc.*



► Create a comic strip.

Students can have a go at making their own comic strip using digital tool at the URL on the page. Students could work in pairs to create a comic strip of three or four panels about Mr. Simpson's story or another. The tool allows them to select characters, thought and speech bubbles, objects, onomatopoeic words and backgrounds. They can add up to nine panels and when they finish, they can email the comic strip to themselves or someone else, save it as an image file or print it for their portfolios.

► To get prepared for your Final Product discussion, in your teams choose two comics you will work with. Use Mind Map 8, Worksheet 8 and Language Reference to complete the Collection of Evidence Template on page 119.

Students work in their Final Product teams to complete their preparation for their discussion by making a final decision on the comics that they will discuss. They can refer to their completed Worksheets and Mind Maps to make their choices, and then they should complete the Collection of Evidence Template on page 119 (p.183a) with details about their chosen comics.

Teaching guidelines

Form questions based on what the interlocutor said.

Warm Up Poster 8

Suggested material: sheets of white paper, markers

Students work in small groups on the missing speech bubbles for Poster 8. They read out their dialogues when ready. Take a vote on the funniest dialogue.

10 Read the story. Then use the prompts to ask questions and write them in your notebook.

Students read the story to answer these questions: *Do you think Mr. Simpson's actions were wise or unwise? Why?* They should look up the meaning of the highlighted words in the Glossary on page 145 (p.T111) while they read. To write questions from the prompts, students may need a reminder of how to form questions in the past. Students should all have the correct questions before they go on to the next activity.

Wrap Up

For the next class, students could each investigate one superhero and his or her superpowers.

Teaching guidelines

Use examples to clear up confusion.

Warm Up

Write the words *superhero/ine* on the board and encourage students to produce related words to create a mind map: *superpowers, fights crime, helps people, secret identity, smart, brave, etc.* Students then reveal which superhero they each investigated and tell the class about his or her powers.

11 Read and write the name of the superhero next to each description.

Knowing this vocabulary will help students with the task: *geek (someone especially enthusiastic and skillful in the use of computers); toddler (a young child who is just beginning to walk); gadget (a small mechanical or electronic device); riddle (a puzzle); evil (bad); healing (curative).* Students should then read the descriptions and match them with the names of the superheroes. They can compare their answers in pairs before checking with the whole class. Students could also identify which key words in the texts helped them guess the answers.

► Listen and check your answers. 38

Students listen to Track 38 to check their answers and then answer: *What game are the students playing? (Riddles.) Is it difficult for them to guess the names of the superheroes? (No.)*

► Underline the option that best defines the function of these expressions from the conversation.

Students have to choose which option in italics correctly describes what the expressions do. They should listen to the track again before making their choice.

► Practice your discussion points for the Final Presentation about the comics you chose in your team. Make sure you edit your Collection of Evidence chart. Go to Language Reference 8.1 and 8.2 on page 132 if needed.

Students work in their Final Product teams to rehearse their discussions. They can refer to Language Reference 8.1 and 8.2 on page 132 (p.T83d) for useful language. They should refer to their Collection of Evidence Templates and amend them if necessary during the discussion.

11 Read and write the name of the superhero next to each description.

Geek Boy Super Toddler Healing Girl Smart Woman

- Listen and check your answers.
- Underline the option that best defines the function of these expressions from the conversation.

For instance
What reason is that? *are ways of expressing something in a particular way*
Let me show you

- Practice your discussion points for the Final Presentation about the comics you chose in your team. Make sure you edit your Collection of Evidence chart. Go to Language Reference 8.1 and 8.2 on page 132 if needed.

- Go online and find out about superheroes around the world. Then write your opinion about three of them. Finally discuss the questions below.

What superheroes are there in your country? Are their superpowers similar or different to the ones above?

What problems are there in your community? What superpowers do you think you would need to fix them?

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Go online and find out about superheroes around the world. Then write your opinion about three of them. Finally discuss the questions below.

Students visit the URL either at home or a place with Internet and look for information about superheroes in different parts of the world. They then write a few sentences about each one giving and explaining their opinion. Back in class, students work in their Final Product teams to discuss the questions.

Wrap Up

Students can each choose one super power to help with a problem specific to their community. They should tell the class which power they chose and what problem they will tackle.

Final Product

1 Hold a discussion.

1. Research comic strips using different sources.
2. In your team, brainstorm ideas and opinions about comics of your choice.
3. Discuss values and decide which ones are shown in the comics you chose.
4. Practice giving opinions about comics using appropriate expressions.

Language Reference
5. Choose two comics to discuss and complete the comparison chart about them.
6. Edit your chart and practice discussion skills.

Language Reference
7. Now present the team to the rest of the class or to your guests from other classes.
8. Say which two comics you will discuss and hold your discussion.
9. Ask for feedback from the audience and accept comments respectfully.

1 Hold a discussion.

Students should review with their teams the steps they have taken so far to prepare for the Final Product. If possible, you could invite students from other classes to come and watch the discussions. Teams take it in turns to present their charts and comic strips and hold their discussion about them. Other students should listen respectfully and ask questions or offer feedback at the end.

Reflection

At the end of the discussion or at the beginning of the next class, it might be a good idea to reflect on the team's performance following the questions in the box.

Self-evaluation

This section is for students to reflect on their participation in the Final Product. It isn't necessary for students to share their ideas as it is an individual and personal evaluation to identify what they have to work on in the future.

Wrap Up

Students could complete the unit by saying what sort of comic they would like to create, including genre, characters, setting and values. They can present their ideas to the class and even create the comic if there is time and interest.

Reflection

1. How easy or difficult was it for the team to give opinions and choose the comics for discussion?
2. How easy was it for you to use the expressions suggested in the unit?
3. How many different comics were discussed by all the teams?
4. What part of the project did you find the most interesting?
5. Which comic strip did you like best? Why?

During the final product discussions...

- I liked doing research and analyzing comic strips
- I felt confident giving opinions and participating in discussions
- I listened respectfully to my teammates' ideas
- I could give my ideas clearly

Reflection

1. How easy or difficult was it for the team to give opinions and choose the comics for discussion?
2. How easy was it for you to use the expressions suggested in the unit?
3. How many different comics were discussed by all the teams?
4. What part of the project did you find the most interesting?
5. Which comic strip did you like best? Why?

Teaching guidelines

- Make charts of expressions for giving opinions and examples.
- Use expressions to discuss ideas or beliefs in comic strips.
- Question positions based on commonsense opinions.
- Monitor progress from starting point.

Warm Up

Students can do any last minute rehearsing of their discussions before the formal presentations begin. They could decide what order they will speak in.

Final Product

This Final Product requires students to ask for and express opinions about comic strips using their Collection of Evidence Template chart with information about genre, topic, ideas or values, and overall opinion.



Collection of Evidence Template

Notes with Ideas and Beliefs

1 Choose two comic strips you have read and write notes about them in the columns below.

Comic Strip 1	Comic Strip 2
Topic: _____	Topic: _____
Characters' characteristics:	Characters' characteristics:
Message or values included:	Message or values included:
Favorite scene:	Favorite scene:
General opinion and point of view:	General opinion and point of view:

2 Complete the sentence with your conclusions.

I liked comic strip _____ better because _____.

Evaluation Instrument

Unit 8

Self and Peer-Evaluation Card

1 Use the code to answer the questions and evaluate yourself.

1 I can do this. 2 I'm almost there. 3 I need more work on this.

Myself	My classmate
Can I ...	Can my classmate ...
identify the topic in a comic strip? _____	identify the topic in a comic strip? _____
recognize the behavior and values expressed in comic strip texts? _____	recognize the behavior and values expressed in comic strip texts? _____
express my opinion of a comic strip? _____	express his/her opinion of a comic strip? _____
question others' points of view? _____	question others' points of view? _____
use language to agree or disagree with others' points of view? _____	use language to agree or disagree with others' points of view? _____

2 Interview a classmate and complete the column on the right.

3 Look for ways of helping each other. (You can explain things, give examples, go over specific lessons, ask other students for help, ask the teacher, ...)

Worksheet 8

1 Mark (✓) how important these things are for you.

► Read the values and discuss the meaning of each value.

Values	Extremely Important	Important	Not Very Important
Compassion: Understanding the problems of others			
Honesty: Telling the truth and keeping to your principles			
Justice: Treating everyone fairly			
Knowledge: Discovering information and truth			
Loyalty: Keeping commitments to people or things (ideas, jobs, etc.)			
Physical appearance: Being attractive, clean, well-dressed			
Pleasure: Having fun, being satisfied			
Power: Having control, authority or influence			
Recognition: Being important, popular and accepted			
Tolerance: Respecting other people and opinions			
Wealth: Having a lot of possessions and money			

► Count how many students think each value is extremely important, important or not very important.

2 Write down the titles of the comics you discussed and list the value(s) included in each.

TITLE	Value
1.	
2.	
3.	

Mind Map 8

1 Complete the diagram with the main ideas of the comics your teammates chose. Then write your opinion about each one.

Title:

idea

Your opinion

Title:

idea

Your opinion

Title:

idea

Your opinion

Title:

idea

Your opinion

Title:

idea

Your opinion

idea

Your opinion

Unit 8 187

Language Reference

Unit 8 Discussing Comic Strips

8.1 Asking and Answering Questions about Opinions

We can use the following expressions to express opinions:

Giving your opinion

- In my opinion, ...
- That's what I think ...
- The way I see it, ...
- From my point of view, ...
- Not at all.
- Well I'm not sure

Asking about opinions

- What did you think of (the illustrations)?
- Why do you say that?
- Don't you think that (it is a little boring)?
- Do you consider a good idea to (include a superhero)?
- Really?
- We'd like to have / hear your opinion.

8.2 Clarifying or explaining something

We can use the following expressions to clarify or explain something:

- For instance, ...
- For example, ...
- What I mean is that ...
- I think / believe / suppose / imagine / reckon...
- What I am trying to say is...
- Let me show you
- Let me explain it to you.
- Is it clearer now?
- Do you have any questions / doubts?

8.3 Good Manners

The following is a list of the TOP SIX good manners:

1. Always say PLEASE.
(This demonstrates consideration for others.)
 - Could you pass me salad, please?
 - Can you give us your opinion, please?
2. Always say THANK YOU.
(This shows appreciation and gratitude)
 - Thank you for your comments!
 - I really appreciate it!
 - That / This is very nice of you!
3. Say NICE things to people (Compliments).
(This makes others feel good and appreciated.)
 - You look nice today!
 - You did a great job!
4. Say I'M SORRY
(This shows you take responsibility for your actions)
 - I'm sorry.
 - I apologize for not being on time.
5. Say EXCUSE ME.
(This shows consideration for others.)
 - Excuse me, can I have some more bread?
6. SHARE with others.
(This you care and appreciate others.)
 - Here you are!
 - Would you like some water?

Unit 8 133

Term 3: Unit 9

Giving Presentations

Environment: Academic and educational

Social Practice: Exchanges associated with specific purposes

Communicative Activities: Present information about linguistic diversity.

Achievements:

Select information.

Read information.

Rehearse giving a presentation.

Give a presentation.

Evaluation Instrument page T93b (Assessment Rubric): Make one copy per student you choose to evaluate this month. Suggested number of students: 5 to 7.

Final Product: Giving oral presentations

Reader: *Fun Facts about World Languages*

Teaching guidelines

Use strategies to find information.

Warm Up

Students define the word *presentation* to begin the class: to produce or display something (a talk, a play, etc.) to an audience. Students brainstorm in small groups three presentation topics they would like to talk about.

Communicative Activities

We suggest you explain to students what they are going to learn about in this unit and with what purpose. Students examine the chart and speculate on what they will achieve at the end of the unit. They could say whether they like giving presentations and why, and they could discuss how important it is to talk about language diversity, as language is a big part of each culture. What do they love most about their mother tongue?

1 Look and guess the topic of each presentation.

You may want to form pairs that will work together in this class. First, students look at the photos and use their imagination and previous knowledge to guess what each presentation shown in the photos is about. They will get confirmation of the answers in the next activity.

Unit 9 Giving Oral Presentations

Environment: Academic and educational

Exchanges associated with specific purposes Present information about linguistic diversity

- Select information
- Read information
- Rehearse giving a presentation
- Give a presentation

Communicative Activities: Giving oral presentations

Achievements: Select information

1 Look and guess the topic of each presentation.



• Listen and check your answers.

• Mark (✓) the items you can use in presentations

- | | |
|----------------------------------|---------------------------------------|
| <input type="checkbox"/> board | <input type="checkbox"/> microphone |
| <input type="checkbox"/> pointer | <input type="checkbox"/> notes |
| <input type="checkbox"/> video | <input type="checkbox"/> presentation |
| <input type="checkbox"/> screen | <input type="checkbox"/> markers |

Answer the questions in pairs.

- 1 In which classes do you give presentations?
- 2 How do you research information?
- 3 Do you like giving presentations?
- 4 Which piece of equipment do you use in your presentations?

► Listen and check your answers. 39

Students are going to listen to Track 39, which contains extracts from the presentations in the previous activity, to see whether their predictions were correct or not. They can also note down the most interesting points in each presentation. They may need some vocabulary defined for them: *foundation*, *kennels* and *collars*.

► Mark (✓) the items you can use in the presentations.

Volunteers read the words and explain their meaning or use: *We use notes in case we forget something*. Then students mark the items they can use in their presentations at school.

Wrap Up

We suggest you use this part of the class as a diagnostic evaluation. Students can reflect on how much they know about the topic from other classes, movies, etc. In this unit, students discuss the questions in pairs. They may share their ideas with the class.

Read the title, look at the illustration and predict what the article is about.

About Language

Language is a system of communication. It is a way of sharing information. Language is a system of communication. It is a way of sharing information. Language is a system of communication. It is a way of sharing information.



monksaid the food is nice

Language and Culture

Language is a system of communication. It is a way of sharing information. Language is a system of communication. It is a way of sharing information. Language is a system of communication. It is a way of sharing information.

Match the parts of the text with their functions.

- | | |
|---------------|---|
| 1. Paraphrase | repeats the main idea of the text |
| 2. Illustrate | gives the meaning of unfamiliar words |
| 3. Predict | guesses the meaning of unfamiliar words |
| 4. Highlight | draws attention to the important parts |
| 5. Title | gives a subject to the information |

Read the article and answer the questions.

- What is the main idea of the article?
- Why is it important to preserve indigenous languages?
- How do you feel about the efforts to preserve indigenous languages?
- What are some things that can be done?

Choose the team you are going to do the Final Product presentation with. Read online about language diversity in Mexico and discuss the questions.

- Do you think it is important to preserve indigenous languages?
- How do you feel about the efforts to preserve indigenous languages?
- What are some things that can be done?

Match the parts of the text with their functions.

Students form pairs and do the task. They should first find the components from the list on the labels in the article and discuss how they could define them. Then they read the definitions and do the matching.

Read the article and answer the questions.

Before students read the article, they should look at the labeled arrows pointing to various parts of the text. After reading, they answer the questions and compare their answers in pairs. Finally, different students take turns reading and answering the questions out loud for the class.



Choose the team you are going to do the Final Product presentation with.

Read online about language diversity in Mexico and discuss the questions.

Students choose or are assigned their Final Product teams of three or four students. If teams cannot access the URL at school, they could do it at home or in a place with Internet. The article talks about the actions publishers are taking to help preserve indigenous languages in Mexico.

Teaching guidelines

Use strategies to find information (titles, pictures, etc.).
Locate information that helps with responding to questions.
Evaluate the function of text components (e.g. headings, footnotes, glossary).

Warm Up

In pairs, students race to write down languages in one minute before pooling their ideas on the board. They should check the pronunciation and spelling.

1 Read the title, look at the illustration and predict what the article is about.

Students do the task individually. Then you could elaborate on the concept of *linguistic diversity*. When talking about individuals, it refers to how many languages a person speaks. In reference to a society, it refers to how many languages a society as a whole speaks. Mexico is a very linguistically diverse place, with the number of languages spoken estimated at around 70.

Wrap Up

Value—Preserving indigenous languages

There is a famous speech by Professor Ghil'ad Zuckermann from the University of Adelaide in Australia about linguistic diversity in that country. He gave three reasons why we should help preserve indigenous languages:

- By supporting language diversity we are strengthening people's cultural heritage and their identity.
- People who speak more than one language possess improved cognitive abilities and educational outcomes.
- Every language in our world has its own unique elegance and we should embrace that beauty.

Students should say which reason they think is the most important, and whether they would give the same reasons to preserve indigenous languages in Mexico.



Teaching guidelines

- Relate previous knowledge to the text.
- Detect frequently used words to anticipate general sense.
- Use reading strategies: infer implicit information.
- Define criteria for selecting sources of information.

Warm Up

In small groups, students discuss the questions about the article they read online. They should give their opinions about the publishers' efforts. Would they like to participate in a similar project? It is important they express their opinions with respect.

2 Read the words and mark (✓) the ones you recognize and understand. Check your ideas in the Glossary on page 146.

Students should look quickly at the words and raise their hands if they recognize and understand all of them. They should also say when they use them and why they are so well-known. Students mark the words they know. If some students don't know what they are, they can look them up in the Glossary on page 146 (p.T112).

3 Read the title of the article. Then underline what you think it is about.

A volunteer reads the title of the article aloud. Another reads the three summary phrases, and students say which one might be the main idea of this article, justifying their ideas: *Language and social media are the key words that relate the two topics.*

► Read the article and discuss the questions.

Students read the article silently and then form pairs to discuss the questions. Next, students read out the parts of the article that justify their answers. Finally, they can discuss: *Do you use special social media language and emojis? Do you think they are useful? Why?*

► In your teams, go online and find three more facts related to language on social media that were not included in the article.

In their Final Product teams, students look online for other examples of social media language and report back the next class.

4 Complete the sentences using the words in the box. Then discuss which of these sources of information you would choose for your Final Product presentation. Complete Activity

2 Read the words and mark (✓) the ones you recognize and understand. Check your ideas in the

on page 146. LOL unfriend chat blog app

3 Read the title of the article. Then underline what you think it is about.

The importance of social media How social media affects languages The meaning of emojis



Nowadays, we have a lot of social media apps. We can use them to communicate with our friends and family. We can also use them to share our thoughts and feelings. Social media has become an important part of our lives. It has changed the way we communicate and the way we share information. We can now talk to people from all over the world. We can also share our photos and videos with our friends. Social media has made it easier for us to stay in touch with our loved ones. It has also made it easier for us to find information. We can now find out about anything we want to know. Social media has become a powerful tool for communication and information sharing.

4 Read the article and discuss the questions.

1. How can we define social media?
2. How has social media had an impact on the way we communicate?
3. What piece of advice does the author give?
4. Who might be interested in the information in this article? Why?

5 In your teams, go online and find three more facts related to language on social media that were not included in the article.

4 Complete the sentences using the words in the box. Then discuss which of these sources of information you would choose for your Final Product presentation. Complete Activity 1 of the

Feedback social apps magazine Internet dictionary

1. When I want to meet people, I use _____.
2. When I need information about a topic, I look at a _____ and the _____.
3. When I want to read for fun, I usually look for a _____.
4. When I don't know the meaning of an English word, I look it up in a _____.

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1 of the Collection of Evidence Template on page 121.

Students complete the sentences and then discuss which sources they will use to prepare their presentation. While they work, they should complete the first activity on the Collection of Evidence Template (p.T93a).

Wrap Up

Time to read! Fun Facts about World Languages pp. 99–102

Students read the title of the text. They are going to read interesting information about languages in general: *Do you think the first humans who used language spoke with as many words as we speak today?* After speculating, students read page 99 to find out the answer. Then students read pages 100 to 102 silently, using the words in the glossary to help them understand the information and, finally, they summarize it orally in their own words.

5 Look at the numbers from the article below and guess what they refer to

98% 50 12% 5th

6 Read the article and check your predictions.

English ^{around} the world

7 Find in the text and underline the answers to the questions below.

1. What is the main idea of the article?
2. Is English the most common native language in the world?
3. What two languages are official in Canada?
4. How many people speak English as a second language?
5. What is the main reason for English to be present in so many countries?

8 In preparation for your final project presentation, go to Worksheet 9 on page 167. Then answer the questions on a separate sheet of paper.

1. What kind of information can you find in graphs?
2. Do you think graphs can help present information? How?
3. What categories or names can you include in a graph?

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Teaching guidelines

Define purposes of reading.
Reread information.
Locate information that helps in responding to questions.

Warm Up

Students work in pairs to make a list of reasons for learning and speaking English. Pairs share their ideas with the rest of the class.

5 Look at the numbers from the article below and guess what they refer to.

Students read the title of the text, look at the numbers in the box and predict what they refer to: *What number do you think refers to the number of people who speak English in the UK? What number do you think refers to the number of people who speak English in India? What number refers to a particular century? What number do you think refers to the number of English-speaking countries?*

► Read the article and check your predictions.

Students read the text silently and underline the parts that show the numbers. Next, different students read these parts aloud and confirm their predictions.

► Find in the text and underline the answers to the questions below.

Students may choose who they want to work with, but you may suggest to work with someone they don't know that well. Students read the questions and find the answers in the article. They should realize that the main idea is not always the first sentence. Pairs share their ideas. Was there anything in the article that surprised them?

6 In preparation for your Final Product presentation, go to Worksheet 9 on page 167. Then answer the questions on a separate sheet of paper.

Students go to Worksheet 9 on page 167 (p.T93c) and say what information is presented in the first graph:

the percentages of English-speaking people in three countries, Canada, United Kingdom and India. Students work in their Final Product teams to read the article in Activity 5 again and color the bars. Then they read the questions in Activity 2 and find the information on the second graph. To do their Final Product, they may choose to make a bar graph or may need to read information on a graph and interpret it. So both skills are necessary. Elicit the title of the second graph and then have some students share answers to the questions with the class. They could go online and find out more about Spanish around the world.

Finally, to enrich their portfolio of evidence, they should answer the questions on a separate sheet of paper.

Wrap Up

Time to read! Fun Facts about World Languages pp. 103–105

Students recall information they remember from pages 99 to 102. Invite them to read pages 103 to 105. Students suggest examples of onomatopoeia in other languages.

Teaching guidelines

Use reading strategies.

Formulate questions to guide students' search for information.

Warm Up

Students can do the activity in pairs or orally as a class. If they work in pairs, they should write a list of countries and their official languages: *France – French*. Different pairs then take turns saying the name of a country and the language officially spoken there.

7 Read the questions and predict the answers.

Students discuss the answers to the questions applying their previous knowledge. They can compare their ideas with another pair of students. After that, the whole class discusses the questions, recording some of the predictions on the board.

- **Read the article. Then write the number of the corresponding question from the previous activity next to each paragraph.**

Before students read the article, they should look at the boxes next to each paragraph. After they read each paragraph, they should write the number of the corresponding question in the box. They should understand that the information in the paragraph should be an answer to this question. Then students go to page 146 of the Glossary section (p.T112) to check the meaning of the highlighted words. After students have read the text, different students could read one paragraph each along with the corresponding question to report their answers. This is an opportunity to correct students' pronunciation. You could correctly say their mispronounced words after they've finished for them to repeat after you rather than interrupting their reading.

8 Use the ideas below to ask and answer questions about the text.

Students work in pairs and formulate the questions correctly using the ideas: *How many languages in the world are there in danger of extinction?* Then they take turns asking and answering questions from memory. To check, they go back to the text and find the answers.

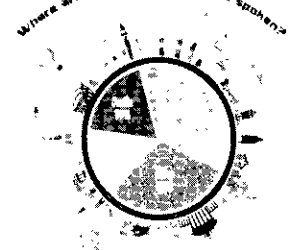
Read the questions and predict the answers.

1. Which languages are spoken by the most and by the fewest people?
2. How many languages are spoken in the world? 3. How are they distributed?

Read the article. Then write the number of the corresponding question from the previous activity next to each paragraph.

- | | |
|--|--|
| <p><input type="checkbox"/> There are at least 6,000 living languages in the world. The world's most frequently spoken languages are Hindi, Chinese, English, Spanish, Russian, Arabic, and French. Other languages spoken by about 1% of the world's people are endangered.</p> | <p><input type="checkbox"/> A large number of languages are spoken in Africa and Asia. In Africa, the most common languages are Swahili, Zulu, and Yoruba. In Asia, the most common languages are Chinese, Hindi, and Japanese. The percentage of the world's population that speaks a language is proportional to the size of the world's population.</p> |
|--|--|

- The world's most common languages are spoken in Africa and Asia. In Africa, the most common languages are Swahili, Zulu, and Yoruba. In Asia, the most common languages are Chinese, Hindi, and Japanese. The percentage of the world's population that speaks a language is proportional to the size of the world's population.



Use the ideas below to ask and answer questions about the text.

1. How many languages are in the world in danger of extinction?
2. What two European languages are spoken in Canada?
3. Which indigenous languages are spoken in your country?
4. Where are most languages spoken in Africa?

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How Am I Doing?

Read and mark (✓/X)

- | | |
|--|--------------------------|
| 1. I like working in the team we chose. | <input type="checkbox"/> |
| 2. I know what sources of information we can use to do research. | <input type="checkbox"/> |
| 3. I need to choose the topic of the presentation. | <input type="checkbox"/> |
| 4. I need to decide on the graphic components we need to use. | <input type="checkbox"/> |

88 Unit 9

How Am I Doing?

As you are now halfway through the unit, it is important for students to stop and check how they are doing. Students should work in their Final Product teams to assess their experience and performance so far as a team. They should also look ahead and reflect on what they need to do to be ready for their Final Product.

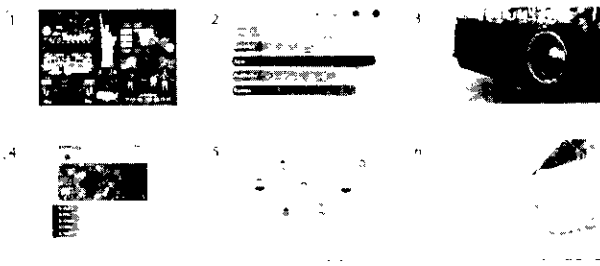
Wrap Up

Teams share their experiences so far of working together. They should say what they've done well so far and what they could improve on.



8 Label the pictures using the words in the box.

map graph projector infographic website survey



Answer the questions about the pictures on a separate sheet of paper.

1. Which pictures show sources of information?
2. Which ones do you think are more effective for giving information? Why?
3. Which one can you use to give a presentation?
4. Which ones would you select to find information about the following topics?

10 Listen to a woman talking about giving presentations. Circle the words in the box in Activity 9 that she mentions.

Listen again and complete the sentences.

1. Your audience could _____.
2. Put your topic and practice _____.
3. Your speech should contain _____.
4. Not everything we read or listen to is _____.

To choose the topic for the Final Product presentation, go to Collection of Evidence Template and complete Activity 2 using the topics you chose as a team previously. Then vote on the topic you want to present. Consider these questions.

1. Is the topic interesting?
2. Do you have enough information?
3. Can you imagine how you would present this information to an audience?
4. What material would you need?
5. When giving a presentation, will you use formal or informal language? Why?

Teaching guidelines

Define criteria for selecting sources of information.
Define language register.

Warm Up

Students suggest definitions for the word *source*: a primary reference, a document that provides information. In pairs, students discuss: *What sources of information do you use at school and to do homework? Which do you find the most useful? Why?* Students can discuss their ideas as a class at the end.

9 Label the pictures using the words in the box.

Students look at the pictures and say what they see. They read the words in the box and think about their meanings. Most of the words are cognates, which means that they resemble words in Spanish. Students label the pictures, and then report their answers by pointing at the pictures in the order they appear in the book and saying what they are. Students discuss: *Have you ever used any of these tools? What for?*

► Answer the questions about the pictures on a separate sheet of paper.

Students take turns reading the questions out loud for others to answer. The other students in the class say whether they agree with the answers and give their points of view. After that, students answer the questions in full on a sheet of paper and keep it in their portfolios.

10 Listen to a woman talking about giving presentations. Circle the words in the box in Activity 9 that she mentions.

An important part of getting ready for giving a presentation is to listen to other people giving one. Students need to learn to listen and get the main ideas of people's presentations. They are going to have to focus and try not to get distracted. Students are going to hear a woman talking about giving presentations. The first time they should listen for the answers to the following questions: *Who is her audience? What are two reasons you shouldn't speak too much?* Students listen to Track 40 and then give the answers to those questions. Then they listen again and circle the words in Activity 9 that she mentions.

► Listen again and complete the sentences.

Students read over the sentences to be completed and suggest how to complete them. Then they listen to Track 40 again and write the missing information on the lines.

► To choose the topic for the Final Product presentation, go to Collection of Evidence Template and complete Activity 2 using the topics you chose as a team previously. Then vote on the topic you want to present. Consider these questions.

Students work in their Final Product teams to complete the second activity on the Collection of Evidence Template (p.T93a). They should make a final choice on which topic they will present in the Final Product and then discuss the questions.

Wrap Up

Student discuss the following questions. They could listen to Track 40 again if necessary: *Is the woman using formal or informal language? How do you know? When giving a presentation at school, should you use formal or informal language? Why?*



Teaching guidelines

Prepare notes and graphic resources that support students' presentation.

Combine oral interaction with graphic resources and the use of notes to aid students' memory.

Warm Up

Students discuss which foreign language they think most people in their country study. Then they share with the class which two foreign languages besides English they would like to learn and why.

12 Unscramble the phrase below. Then listen and check. 41

The scrambled phrase has to do with languages and it is a Latin phrase. Students can find this phrase somewhere on the page. Students work for three minutes before listening to Track 41 to check. Then they define *lingua franca*.

13 Listen to the first part of a presentation and complete the definition. 42

Students read the incomplete definition and guess the missing words. Then they listen to Track 42 and complete the definition. You may reflect if it is easy to understand oral presentations. If some students find it difficult, they could listen to the track again.

► Listen to the second part of the presentation and discuss the questions. 43

Students work in pairs and read the questions first. They could come up with some ideas from previous knowledge. Then they listen to Track 43 once to listen to the explanation and say whether their preliminary ideas were right. Students may listen again to confirm their answers.

► Listen to the third part of the presentation and complete the mind map. 44

Students discuss the advantages and disadvantages of having a global language: *Can you imagine all the people in the world speaking one language?* Students look at the mind map and guess which languages complete it. They then listen to Track 44 to complete the mind map. They may need to listen more than once.

14 Compare your notes with a classmate. Add or change any necessary information.

Students work in pairs and compare the information they wrote in their mind maps, making corrections if necessary.

12 Unscramble the phrase below. Then listen and check. 41

CLINJA CAFRAN

13 Listen to the first part of a presentation and complete the definition. 42

It's any of the various _____ used as a common or commercial language
among _____ whose mother tongue is a _____ one.

► Listen to the second part of the presentation and discuss the questions. 43

1. How could you explain to others what a *lingua franca* is?
2. Why do you think is English considered a *lingua franca*?
3. What advantages are there to having a *lingua franca*?

► Listen to the third part of the presentation and complete the mind map. 44

14 Compare your notes with a classmate. Add or change any necessary information. 44

► Listen again and complete your notes. 44

► Take turns presenting the information using your notes.

15 In your team, go to _____ on page 189 and take notes on the textual and graphic components needed for your _____ can give you some ideas. Now is a good time to assign responsibilities to each team member. 44

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► Listen again and complete your notes. 44

Students listen to Track 44 one more time to check their notes and make their final adjustments.

► Take turns presenting the information using your notes.

In small groups, students choose one of the concepts in the mind map and prepare a presentation about it, using their notes and the tips on giving presentations that they saw earlier in this unit.

15 In your team, go to Mind Map 9 on page 189 and take notes on the textual and graphic components needed for your Final Product. Now is a good time to assign responsibilities to each team member.

Students work in their Final Product teams to complete Mind Map 9 on page 189 (p.T93d) in order to organize their ideas and materials for their presentation and discuss who will present each part.

Wrap Up

Students can spend the last few minutes of class rehearsing their presentations.

16 Discuss the questions.

1. Are you good at speaking in public?
2. Is your voice clear enough?
3. Are you good at speaking formally?
4. Is your voice loud or soft?

▶ **Listen to the extracts and circle the correct options.**

1	low / mid / high	slow / mid / fast	unclear / mid / very clear	formal or informal
2	low / mid / high	slow / mid / fast	unclear / mid / very clear	formal or informal
3	low / mid / high	slow / mid / fast	unclear / mid / very clear	formal or informal

▶ **Match each phrase with its function. Go to Language Reference 9.1 on page 134 to review the language you will need while giving your Final Product presentation.**

- | | |
|----------------------------|---|
| 1. Are you saying that...? | To wrap up ideas and give final thoughts. |
| 2. Finally, | To ask the audience if they have questions. |
| 3. I would like to add... | To give additional information. |
| 4. As I was saying, | To continue talking or bring up a topic. |
| 5. Any doubts? | To clarify ideas. |

▶ **Complete using the phrases from the activity above**

1. That is the end of the presentation.
2. I would like to invite you to support our reformation to teach English to children in difficult circumstances.
3. Speaking different languages opens doors to new horizons.
4. It is not only indigenous languages that are disappearing, but also the culture of those small communities.

▶ **Practice saying the sentences above using different rhythm, volume or clarity. Decide whether you want to sound formal or informal.**

Go online and make a list of the five most important points for you to remember when you give your presentation.

▶ **Listen to the extracts and circle the correct options.**

Students are going to listen to three people giving presentations. They should evaluate each person's delivery, considering four aspects: *volume* – how loudly or softly they speak; *rhythm* – how fast or slow they speak; *clarity* – how easy or difficult it is to understand them; and *register* – how formal or informal the language they use is. They should understand the options in the table first, and then listen to Track 45 more than once if necessary.

▶ **Match each phrase with its function.**

Go to Language Reference 9.1 on page 134 to review the language you will need while giving your Final Product presentation.

Students read the phrases in the left-hand column, which are taken from the listening activity. Then they read their functions in the right-hand column. In pairs, students discuss and match the phrases with their function. They might want to refer to page 134 (p.T93d) to confirm their ideas and to see more examples of phrases they can use during their presentation. After that, students take turns reading the sentences, paying attention to volume, clarity and rhythm.

▶ **Complete using the phrases from the activity above.**

Students read and complete the sentences before listening to Track 45 one more time so that they can check their answers.

▶ **Practice saying the sentences above using different rhythm, volume or clarity. Decide whether you want to sound formal or informal.**

Students read the instructions. In order to sound more or less formal, they may have to change some of the words. They should practice saying the sentences in pairs. Finally, some pairs say the sentences for the class.

Go online and make a list of the five most important points for you to remember when you give your Final Product presentation.

Students can do this as homework in preparation for their presentations. They should choose the five points they find most useful as tips for their Final Product. They could do it in the same teams as when they chose the topic for their presentation so that they can start practicing what to say and how to say it.

Teaching guidelines

Classify and compare prosodic resources (e.g. volume, rhythm, clarity).
 Make explicit references to the topic and questions of the investigation (e.g. *I would like to add...*).
 Summarize or extend information to clarify ideas.
 Invite the audience to ask questions or make comments. (e.g. *Any questions?*).
 Confirm or clarify ideas (e.g. *Are you saying...?*, *Do you mean that...?*).

Warm Up

The following are examples of situations that require either formal or informal language. Students decide which: *You want to ... borrow a pencil from a classmate, ask the speaker a question during a presentation, ask a teacher a question, ask a friend to explain a math problem.* Students work in pairs on a dialogue for one of the situations and then act it out for the class.

Wrap Up

Students share their findings from the website on oral presentations with the class.

16 Discuss the questions.

Students need to know the words *loud* and *soft*. They read and think of the answers to the questions individually and then share their ideas with a classmate.

Teaching guidelines

Review and practice nonverbal language (e.g. facial expressions, body posture, eye contact, gestures, etc.).

Warm Up Poster 9

It is important that students imitate the people in the scenes to start getting acquainted with the postures and gestures they will use during the presentation. Volunteers should go first. Students need to learn to feel comfortable and at ease in front of the class.

17 Label the pictures using the phrases in the box.

Students look at the words in the box, read them aloud and give or look up their meaning. Students label the pictures.

► Listen and check your answers. 46

Students listen to Track 46 to check. Then they could imitate some of the body language shown in the pictures for the rest of the class to identify.

18 Listen and mark (✓) which photo illustrates the dialogue. Go to Language Reference 9.1 on page 134 if needed. 47

Students listen to Track 47 and mark the photo that illustrates the dialogue. Students can refer to Language Reference 9.1 on page 134 (p.T93d) for more information.

► Listen again and answer the questions. 47

Students can continue in the same pairs and listen to the track again to answer the questions. Students should reflect on the importance of asking for help and helping others.

► Listen again and underline the correct option. 47

Students read the options before listening to Track 47 again. Students then discuss the importance of each tip.

► Go to Language Reference 9.2 page 134 and read the tips you will need for the Final Product presentation. Practice different forms of nonverbal language in your team.

Students work in their Final Product teams to go through the tips in Language Reference 9.2 on page 134 (p.T93d). They should take turns demonstrating and identifying types of body language.

47 Label the pictures using the phrases in the box.

eye contact facial expressions body posture eye contact and gesture



► Listen and check your answers. 46

► Listen and mark (✓) which photo illustrates the dialogue. Go to page 134 if needed.



► Listen again and answer the questions. 47

- 1 Why is the Sam doing it?
- 2 Does his friend see him good at it?
- 3 How does Sam feel at the end?

► Listen again and underline the correct option. 47

- 1 You should use language if you are not familiar with it.
- 2 Make eye contact with everybody, not just from time to time.
- 3 When you are talking, use gestures to help you understand the meaning.
- 4 If they speak to you, use your eyes and how to pat.

► Go to page 134 and read the tips you will need for the presentation. Practice different forms of nonverbal language in your team.

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Wrap Up

Time to read! Fun Facts about World Languages pp. 106–108

Students recall some of the language facts they remember from the pages they have read. Then they read pages 106 to 107 and use the words in the glossary to help them with the meaning of unfamiliar vocabulary. Students discuss the questions on page 108. They should access at least one of the suggested readings in order to enrich their knowledge.

1 Give a presentation to your class.

1. Choose the form and a brief theme idea for your presentation.
2. Brainstorm ideas about a topic of interest.
3. Brainstorm ideas about two topics and choose one to give your presentation about.
4. Prepare notes and graphic resources that include pictures, charts, or numbers, etc.
5. Learn to use language register and nonverbal language.
6. Select a form and a subject that is of interest to your audience.
7. Practice nonverbal language that is useful for a specific situation.
8. Ask a partner for helpful advice and to speak your mind.
9. Give your presentation to the class and invite class members to make comments.

Reflection

1. Did you like working in the team you chose? Why or why not?
2. Did you participate in the creation of visual materials for presentations?
3. Did you rehearse your presentation?
4. Did you listen to others' presentations attentively?



Form 1

For the _____ presentation

1. I liked the topic I chose.	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
2. I had to put in hard information on different sources.	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
3. I used new language and expressions.	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
4. I got tips about body language and tone of voice.	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
5. I gave my questions from the audience.	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>

Form 1 93

Final Product

1 Give a presentation to your class.

Students work in their teams to review the steps they have taken so far towards their Final Product. When teams give their presentations to the class, the audience could make comments and ask questions. After each presentation is finished, students should hold a short feedback session about it, discussing both the content and delivery of the presentation.

Reflection

Students work in the same teams as before and discuss the answers to the questions. The class discusses together how they worked and what they would like to focus on in the future.

Self-evaluation

As a part of continuous evaluation, it is time for students to reflect on their Final Product performance. It isn't necessary for students to share their reflections. It is an individual and personal evaluation to reflect on what they have to work on the future.

Wrap Up

Students review the unit individually and recall the presentations. They should choose one fact about linguistic diversity. They report the fact to the class and say why they find it interesting or useful.

Teaching guidelines

- Prepare notes and graphic resources that support the presentation.
- Rehearse the presentation.
- Give the presentation.
- Review and practice nonverbal language.
- Define language register.
- Invite the audience to ask questions or make comments.
- Monitor progress from a starting point.

Warm Up

Before students give their presentation, they could reflect on the most important lessons from this unit and give ideas about the importance of linguistic diversity in the world. Do they feel more curious now about learning languages? Would they like to tell people about the importance of preserving indigenous languages in Mexico?



Collection of Evidence Template

Investigation Questions

1 Make a list of four different sources of information.

2 Write two questions about the topics you chose as a team. Answer the questions using the information you researched.

Topic 1: _____

Questions:

Answers:

Topic 2: _____

Questions:

Answers:

► Discuss the questions, then choose one of the topic for you Final Product.

1. What sources of information could you use to find additional details?
2. What graphic components could you use to illustrate your information?

Evaluation Instrument

Unit 9

Assessment Rubric

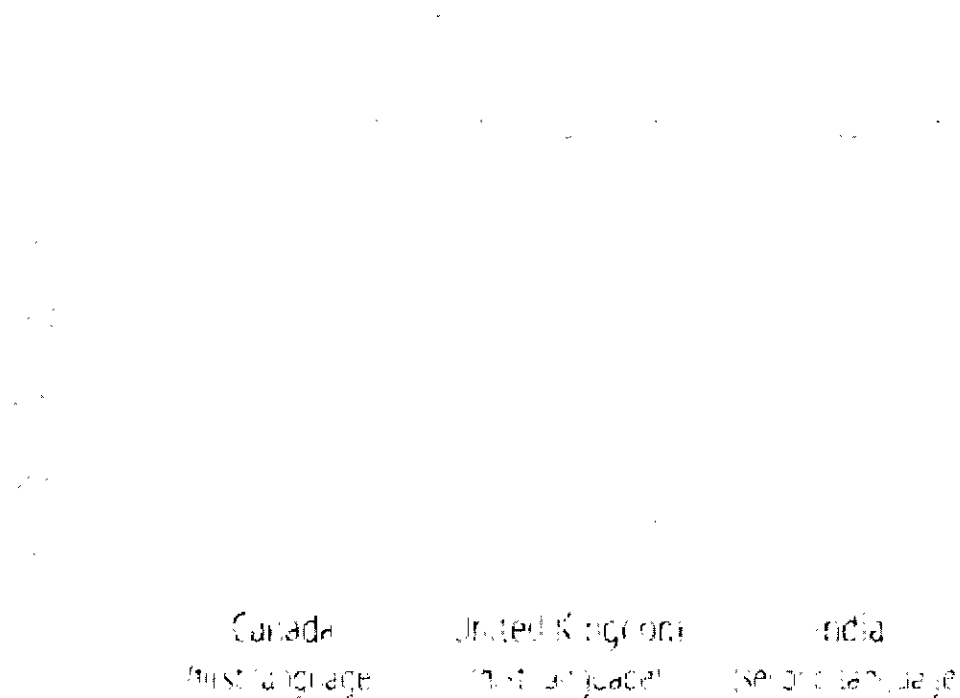
1 Use the following rubric to evaluate your students' performance.

Name: _____

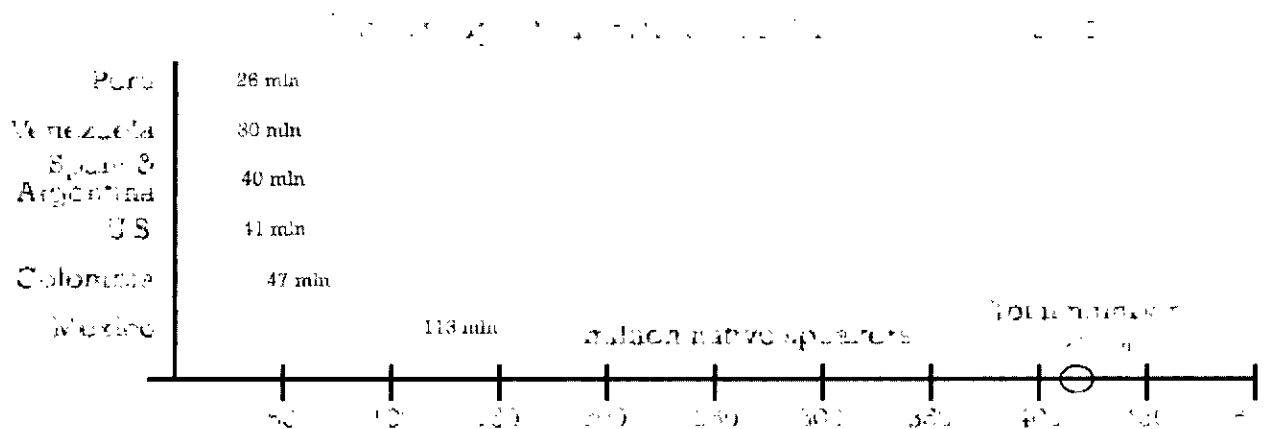
Date: _____

The student can	easily and correctly	correctly, but with minor difficulties	generally correctly but with some difficulties	sometimes correctly but with noticeable difficulties	incorrectly and with great difficulty
define criteria for selecting sources of information					
read and understand information about a topic					
write notes about a topic					
use appropriate register when giving a presentation					
use graphic resources and notes					
use appropriate body language					


1 Color the graph according to the information in the article on page 87.



2 Read the graph below that shows the number of native Spanish speakers. Then discuss the questions.

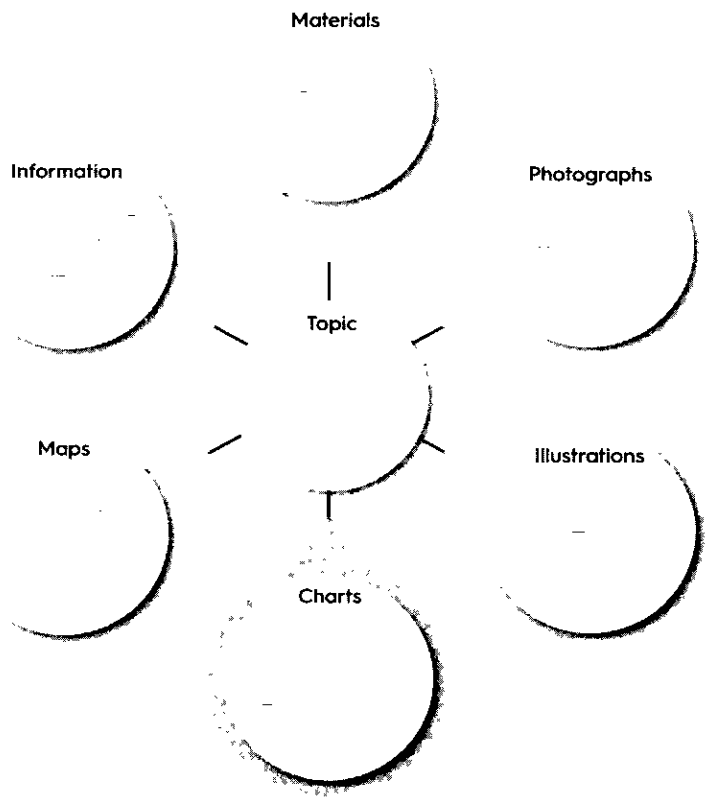


1. How many native speakers of Spanish are there in the world?
2. Which country has the most speakers of Spanish?
3. Does the presence of the U.S. in the graph surprise you? Why?
4. Which two countries have the same number of speakers?

 Go online and find out what countries are missing in the graph. Then draw similar graph in your notebook and include them.

Mind Map 9

1 Complete the cluster with information about your presentation.



Language Reference

Unit 9 Giving Presentations

9.1 Language and Expressions When Giving Presentations

When you are giving a presentation, there are some useful phrases you can use. Look at the categories below.

- | | | |
|----|---|--|
| 1. | As I was saying...
So, as we previously mentioned...
Going back to what we were discussing... | |
| 2. | Are you saying...?
Do you mean...?
Are you trying to say...? | |
| 3. | To invite the audience to make questions or comments
Now, what do you think...?
Any questions?
Any comments? | |
| 4. | To expand on information
I would like to add...
Let me say something else...
One last thing... | |
| 5. | To summarize ideas
Finally...
Lastly... | |

9.2 Body Language

When you give a presentation, remember these tips:

- **Eye contact.** That means visual contact with another person's eyes. Don't be afraid to look at your audience. They are there because they want to listen to you.
- **Posture.** Always stand upright, but not rigid. That will make your audience feel comfortable, too. Don't put your hands in your pockets and don't cross your arms.
- **Hand gestures.** Move your hands and arms in a natural way. Don't move them too much. Use your hands to point to your visual material during your presentation.
- **Facial expressions.** Remember to smile; don't make funny faces or show confusion. Be nice to your audience.

These are key elements to keep your audience interested



Term 3: Unit 10

Where Should We Go?

Environment: Family and community

Social Practice: Exchanges associated with the environment.

Communicative Activities: Agree with others on a travel itinerary.

Achievements:

Seek and consult information.

Compare pros and cons of ideas and proposals.

Build arguments to defend ideas and proposals.

Listen and express pros and cons to come to an agreement.

Evaluation Instrument page T103b (Questionnaire):
Make one copy per student you choose to evaluate this month. Suggested number of students: 5—7.

Final Product: Designing a travel itinerary

Reader: *I'm Going away*

Teaching guidelines

Propose destinations and travel ideas.

Add data to viable proposals and ideas.

Emphasize words or alter volume to get an effect of impact.

Unit Overview

We suggest you explain to students what they are going to learn about in this unit and with what purpose. Students look at the chart and suggest ideas about what they will achieve at the end of the unit. You may discuss with students how they feel about designing a travel itinerary.

1 Number the photos according to the travel destinations.

Students look at the photos and describe them.

They may need help with vocabulary: *skyscrapers* (tall buildings), *pyramids*, *vegetation*, *hiking*, etc. Then students number the pictures according to the words in the box and name them out loud.

► Write the names of the places people would probably like to go.

Students read the instructions and write ideas individually. They should think about reasons for their choices and provide examples: *You can see all kinds of wild animals in rainforests. Big cities are ideal for shopping because they usually have big, famous stores.*

Unit 10 Where Should We Go?

Unit Overview

Environment: Family and community

Social Practice Exchanges associated with the environment

Communicative Activities Agree with others on a travel itinerary

Achievements

- Seek and consult information
- Compare pros and cons of ideas and proposals
- Build arguments to defend ideas and proposals
- Listen and express pros and cons to come to an agreement

Final Product: Designing a travel itinerary

Reader: *I'm Going Away*

1 Number the photos according to the travel destinations.

1 beach 2 mountains 3 city 4 rainforest 5 archaeological site



► Write the names of the places people would probably like to go.

Someone who likes:

water sports and sunbathing

nature and watching wild animals,

skiing and rock climbing

sightseeing and shopping

monuments and structures of ancient cultures

How Much Do I Know?

Reflect and mark (✓).

1. How many travel destinations can you name in English? Five or more Between three and five Less than three
2. How many activities related to travel destinations can you name? Five or more Between three and five Less than three
3. Do you know phrases to propose ideas about travel? Yes Some No
4. Do you know expressions to give reasons for your choices? Yes Some No

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Students work in pairs to share their ideas, including their extra information.

How Much Do I Know?

We suggest you ask students to complete the activity individually as a diagnostic evaluation. This will help them become aware of and activate their existing knowledge of the topic. We recommend that students work individually, then discuss their answers in pairs.

Wrap Up

Students share their experiences of traveling to the kinds of places mentioned in Activity 1. If they haven't been, they could just name nearby places where people can do the activities.

1 Look and discuss.

1. Where in Mexico are these places?
2. Which place would you like to visit? Why?



- ▶ Listen and write the number of the dialogue in which people decide to go to each of these places. 48

▶ Answer the questions.

1. What reasons do people give to go to Palenque? 2. What attractions form part of the other destination?

- | | |
|----|----|
| a) | a) |
| b) | b) |
| | c) |

- ▶ Complete the sentences from the dialogues using the words in the box. Then listen again and check your answers.

forward should don't quite think

1. That's _____ a good idea.
2. Traveling by plane is expensive. _____ you agree?
3. I'm looking _____ to going to a place with hot weather.
4. I don't _____ it's a good idea. It will be crowded.
5. We _____ really go there.

▶ To start thinking about your Final Product, go online and do the tasks.

1. Form teams you would like to work in throughout this unit. Make sure you work with classmates you haven't worked with before.
2. Write a list of destinations and ideas about travel.
3. Discuss where you would like to go.
4. Use the expressions from the activity above to propose ideas and negotiate plans.

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Teaching guidelines

Propose destinations and travel ideas.

Analyze reasons of proposals and ideas.

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

Students discuss the following questions in pairs and then share their ideas with the rest of the class: *Have you ever traveled with friends or been on school trips? Where did you go? Did you like traveling with friends / classmates? Why?*

1 Look and discuss.

Students look at the two pictures and guess where they are: *Palenque* and *Oaxaca*. They should discuss question 2 in pairs. Students share their ideas with the class.

- ▶ Listen and write the number of the dialogue in which people decide to go to each of these places. 48

Students are going to listen to people discussing going to these places. Students should listen to Track 48 to check their answers, more than once if necessary.

- ▶ Answer the questions.

Students read the questions before listening to the dialogues again. Students write their answers, then report them to the whole class.

- ▶ Complete the sentences from the dialogues using the words in the box. Then listen again and check your answers. 48

These sentences are from the dialogues that students have just listened to. Students read the incomplete sentences and complete them. They then discuss the answers as a class before listening to Track 48 again to check their answers.

To start thinking about your Final Product, go online and do the tasks.

You may wish to assign students to teams of three to five students so they work with partners they haven't worked with before. Students first access the URL to get ideas about places to go. If they access it outside school, they could do the other tasks in the next class. Students should analyze each other's proposals and their reasons to help them decide on a list of places to visit. They should try to moderate the stress and volume of their speech. Students should write a final list on a separate piece of paper and include it in their portfolio. They should check their work for spelling, grammar, vocabulary and any other errors.

Wrap Up

Time to read! I'm Going Away

pp. 109—110

Students read the title of the story and predict what it might be about. Students define *go away* and then discuss: *Why do you think a teenager might decide to go away?* Students read pages 109 and 110 and use the words in the glossary to help them understand the story. Next, students compare their predictions with what happens on the first two pages of the story and discuss whether the boy's decision was wise or unwise.

Teaching guidelines

Define sources of information to find out about destinations.

Take note of data that support viable proposals and ideas.

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.*).

Warm Up

Students can start the class by discussing their travel experiences in pairs: *Where have you traveled to? Was it easy to get information about the place? Who did you go with?*

2 Match the sources of information about travel destinations with their names.

Students match the travel information sources with the pictures and compare the sources. Students tell the class if they have ever used any of them, and if so, what for.

► Talk about your vacation destination.

We suggest students work in different pairs to discuss the questions. Several students share their answers with the class.

3 Listen and complete the information. 49

Students are going to listen to a conversation between two friends exchanging information about places to go on vacation. Students look at the tables and say which two places will be discussed. They should then discuss: *Who has information about the sanctuary? Where did she get it from? Who has information about the Cacahuamilpa Caves? Where did he get it from?* Students listen to Track 49 to find the answers.

Students listen again to complete the missing information in their books. Students say the information that supports each proposal and give any additional information they think is relevant, or that they would add to a discussion about visiting these places.

Students could also listen to Track 49 again for the phrases each speaker uses to negotiate ideas and proposals.

4 In pairs, write what you know about one of the places in the pictures. Share with the class and complete your notes.

Students should use at least one of the sources mentioned in Activity 2 to get information. They should complete a table similar to the ones in Activity 3,

2 Match the sources of information about travel destinations with their names.



website



phones

website

magazine



► Talk about your vacation destination.

1. How often do you travel with your family?

2. How do you get your vacation information?

► Listen and complete the information. 49

Monarch Butterfly Sanctuary
and Valle de Bravo

Location:

Where to go:

What to do:

Cacahuamilpa Caves and Taxco

Location:

Where to go:

What to do:

4 In pairs, write what you know about one of the places in the pictures. Share with the class and complete your notes.



► In your team, go online and list 10 activities in different destinations in Mexico.

Then choose two travel destinations and go to the on page 123 and complete it.

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adding any information they think is relevant or useful. They then write a short paragraph containing the information. They will keep this in their portfolio so they should write clearly and check their work. This will help them develop skills to complete their Final Product—an itinerary.



In your team, go online and list 10 activities in different destinations in Mexico. Then choose two travel destinations and go to the Collection of Evidence Template on page 123 and complete it.

Students work in their Final Product teams to do the task. If they access the URL outside school, they can pool their ideas in the next class and choose ten activities. They should then choose two travel destinations and complete the Collection of Evidence Template on page 123 (p.T103a) about them.

Wrap Up

Teams could tell the class about their chosen travel destinations. Allow teams to change their destinations if there is too much overlap. They will make a final destination choice in the next lesson.

5 Listen to the telephone conversation and complete the notes.

James: Hello, Jennifer. How are you?
Jennifer: I'm fine, thanks. How about you?
James: I'm good. I'm thinking about going to the mountains for a few days.
Jennifer: That sounds nice. Where are you thinking of going?
James: I'm thinking about going to the mountains near the river.
Jennifer: That sounds like a good idea. I've been there before. It's very beautiful.
James: I've heard it's beautiful. I've been thinking about going there for a few days.
Jennifer: I've been there before. I've had a few questions, but I can answer them.

6 Listen to John talking to his friends. Complete the sentences with the following linking words or phrases.

- Although I don't like it, I think it's a good idea to go to the mountains.
1. Much better than,
 2. we would have to pay 240 euros a night, I think we should hire a guide.
 3. The views are amazing, we might see a number of the birds.
 4. We could go on a trip and climb if we're worried about the river.
 5. We'll bring a few documents with us, I've had further questions, so I can answer them.

Write the linking words and phrases in the mind map.



To choose a final destination for your Final Product, first use the expressions in Language Reference 10.1 on page 135 to discuss the pros and cons of the two places you listed in the Collection of Evidence Template. Reach an agreement on which destination you will be working on.

before listening to Track 50, more than once if necessary, to complete the information.

6 Listen to John talking to his friends. Complete the sentences with the following linking words or phrases. 51

Students can start by reading the words in the box. They are all words used to connect ideas. Students complete the sentences using the connectors. They could listen to Track 51 so that they can check their answers. Different students read one sentence each to report their answers.

Students should not speak too loudly but should adjust the way they speak for the person they are speaking to. This is particularly important on the telephone because you cannot see the speakers face or body language.

Several students could come to the front of the class, one at a time, to have a conversation with another student who is seated in the class. They should adjust their voice so it is loud and clear enough for the other person to hear, even though they are not right in front of the person speaking.

Write the linking words and phrases in the mind map.

Connectors or linking words have different functions. We suggest you go over the different functions, which are shown on the mind map on page 97. Students complete it with the linking words and example sentences. Students compare their answers in pairs before they check them with the whole class.

To choose a final destination for your Final Product, first use the expressions in Language Reference 10.1 on page 135 to discuss the pros and cons of the two places you listed in the Collection of Evidence Template. Reach an agreement on which destination you will be working on.

We suggest students work in pairs. They first refer to Language Reference 9.1 on page 135 (p.T103d) in their Final Product teams. They should use the language to discuss the travel destinations on their Collection of Evidence templates and make a final choice.

Wrap Up

Students could write two examples for each connector and share their ideas with the class.

Teaching guidelines

- Use connectors to link reasons and data to build arguments.
- Add data to viable proposals and ideas.
- Talk clearly and loud enough.

Warm Up

Students could review telling the time in English before starting the activities. In pairs, students take turns saying the times shown on different analog clocks (clocks with hands) drawn on the board: 8.00, 10.45, 6.30, 7.15.

5 Listen to the telephone conversation and complete the notes. 50

Students recall the previous lesson by answering the following questions: *Where have James and Jennifer decided to go? What activities can they do there? Who are they planning to travel with?* John (James and Jennifer's friend) is going to call the Cacahuamilpa National Park to ask for information: *What kind of information do you think he is going to ask for?* Students look at the notebook page to help them with their predictions



Teaching guidelines

- Interpret gestures and body language to detect emotions.
- Recognize emotions in persuasive language.
- Discard proposals based on consulted information.

Warm Up

You may find it useful to open the class with a miming activity to direct students' attention to the topic of body language. To do so, students write five different travel activities from the unit. Then they form groups and take turns miming the activities for the other members of the group to guess.

7 Look at the photos and underline what the people mean. Then listen and check. 52

Students define the term *body language* in their own words: *nonverbal communication that uses the body and movement (such as gestures, posture and facial expression) to convey messages*. Then students look at the photos and decide what each one means before listening to Track 52 to check their answers.

► Complete the dialogue with the expressions above. Then act it out using gestures.

Students work individually to complete the exchange. This is a good opportunity to help students with pronunciation and word and sentence stress. They could also give examples of how emphasis and volume could be altered to effect the impact of the statements. Students plan the word stress and tone of voice they want to use in each sentence, then practice the dialogue in pairs. You could monitor the activity for correct pronunciation or intonation. Students should also imitate the body language shown in the photos above.

Students should think about how they can review decisions in light of new information. In pairs they could discuss whether they would like to take this trip based on the information in the dialogue. Students should give reasons for their decisions.

How Am I Doing?

Students can work alone or in their Final Product teams to research useful information about their favorite travel destinations or places they would like to go. Then they consider their chosen destination and assess what other information they need for the Final Product.

7 Look at the photos and underline what the people mean. Then listen and check. 52

1. a. I have a question.
b. Let me think about it.

2. a. I have an idea.
b. I agree.

3. a. I have a question.
b. I agree.

4. a. Let me think about it.
b. I disagree.

5. a. I have a question.
b. I have an idea.

6. a. I disagree.
b. I have no idea.

► Complete the dialogue with the expressions above. Then act it out using gestures.

- A: Is everything clear?
B: _____ (Can we take photos inside the caves?)
- A: Can we buy souvenirs at the park?
B: _____ (You'd better ask the teacher.)
- A: We should ask the principal to extend our trip.
B: _____ (Don't let us go in the school's place and we can't miss the rehearsal.)
- A: Can we admit a computer in the evening?
B: _____ (I'll let you know later.)
- A: How can we find Joan now?
B: _____ (Let's send him a text message.)
- A: Let's all wait for the guide here.
B: _____ (We should always stay together.)

How Am I Doing?

In preparation for your Final Product, do some research about your favorite places. Find out when is the best moment to go there, what you can do there, the weather, etc. Then decide what information you still need for the destination of your choice.

Wrap Up

Time to read! I'm Going Away

pp. 111–114

Students give a brief summary of what they have read so far. Then they read pages 111–114 and look up the words in the Glossary to help them understand. Students can ask about any other words they have questions about. After reading, they should discuss: *Who do you think the man is? Which of the plans on the screen do you think are the most exciting? Would you have accepted the man's invitation? Why? Would you agree with the itinerary? Why?*

8 Look at the pictures and discuss which would be your dream travel destination.



9 Listen and write in your notebook what advantages and disadvantages they mention about each place.

10 Listen again and complete the graphic organizer below.

A Dream Travel Destination



11 Discuss these questions.

- 1. What is it for, take notes in your notebook or taking notes with the graphic organizer?
- 2. What are the advantages of using a graphic organizer? What are the disadvantages?

12 Listen again and complete the expressions using the words in the box.

sure sounds mean long

- 1. I'm not sure.
- 2. That's quite a good idea.
- 3. What do you think?
- 4. That's not a good idea.

13 Write the number of the expression that corresponds to each use.

doubt strong agreement surprising disagreement

14 In preparation to do your itinerary, go to page 169 and plan a trip to Mexico City.

9 Listen and write in your notebook what advantages and disadvantages they mention about each place. 53

Students consider the following questions before listening to Track 53 to check: *What is the topic of the conversation? Who is talking?* Then they listen again to write the advantages and disadvantages in their notebook.

▶ Listen again and complete the graphic organizer below. 53

Students look at the headings and information they have to complete before listening Track 53 again. You may need to pause after each piece of information to give students time to write it down.

▶ Discuss these questions.

Students can discuss the questions in pairs, bearing in mind that there is not just one right answer to any of them.

▶ Listen again and complete the expressions using the words in the box. 53

Students complete the expressions used to approve or disapprove of a proposal. They could listen to Track 53 one more time to confirm their answers.

▶ Write the number of the expression that corresponds to each use.

We suggest students read aloud the expressions from the previous activity. They can decide as a class which use each has according to the options. Students then write four short dialogues including the expressions.

10 In preparation to do your Final Product itinerary, go to Worksheet 10 on page 169 and plan a trip to Mexico City. 10

Students go to page 169 (p.T103c). Each team can split into two groups to do the pairwork activity, or they could form pairs with other students. They then choose who will be Student A or B. They have to negotiate what to do each day. They should include the expressions suggested on the page or any others from the unit. Finally, pairs act out the conversations in front of the class using appropriate body language. Students keep their Worksheet in the portfolios.

Wrap Up

Students discuss their own experiences or ideas about Mexico City: *Have you been to Mexico City? If so, what's your favorite thing to do? If not, where would you like to go in Mexico City?*

Teaching guidelines

Contrast advantages and disadvantages of using graphic material.
 Analyze expressions and strategies of persuasion (e.g. *Are you sure we...? That's quite a good idea, We really should go there, etc.*).
 Reflect on ways to negotiate ideas and proposals (e.g. *That's not good, It sounds fantastic.*).

Warm Up

Students each name one place they would love to visit in the world and say why.

8 Look at the pictures and discuss which would be your dream travel destination.

Students work in pairs to share their knowledge and opinions of the places in the photos. This will activate students' knowledge, help them develop their skills in describing places and analyzing ideas and data, as well as giving them additional ideas to include in their Final Product.

Teachers guidelines

Analyze reasons of proposals and ideas.
 Take notes on data that support viable proposals and ideas.
 Contrast advantages and disadvantages using graphic material.
 Enlist proposals of destinations and ideas about travel.

Warm Up

Students could take a short quiz about South America to start the class in order to spark their curiosity and activate their prior knowledge: *What is the largest country in South America? What are the capitals of Argentina, Chile and Brazil? What mountain range separates Chile from Argentina? What river runs through six different countries?* Students copy and answer the quiz. Volunteers give the answers: *Brazil, Buenos Aires, Santiago, Brasília, The Andes, The Amazon.*

11 Look at the pictures and texts below and decide where you would find each of them.

Students may say what the texts are and what type of information they include. Then they say where they can expect to find them. (They can refer back to page 96 if they need help with ideas.) Students can use page 147 of the Glossary section to look up new words.

► Write the letter of the corresponding tour in the photos.

It is useful for students to link this information to their prior learning by recalling the way they organized information using a chart in the previous lesson. Students describe the photographs, saying which tour each one refers to and writing the corresponding letter in each box. They then say what parts of the texts refer to things seen in the photos.

► Read the texts again and complete the chart.

Students complete the table. While they are working you may write the following prompts on the board: *Tour ... goes to It costs It lasts During the tour you will ...* Then students work in pairs and use the prompts to check their answers. Finally, different students can read the information for the rest of the class.

► Listen and write which tour the boy prefers. In your notebook, make notes about the reasons for his choice.

11 Look at the pictures and texts below and decide where you would find each of them.

- Write the letter of the corresponding tour in the photos.
- Read the texts again and complete the chart.



- Listen and write which tour the boy prefers. In your notebook, make notes about the reasons for his choice.
- In preparation for the Final Product, go to Mind Map 10 on page 191. In your team, note down ideas related to the destination you chose. Think about additional resources you can use to create your itinerary.

100

Students examine the information they are listening for before listening to Track 54 and answering the first part of the task. Then they can listen to the track again to write their notes. You may like to check answers by calling different students to the front to write their reasons on the board.

► In preparation for the Final Product, go to Mind Map 10 on page 191. In your team, note down ideas related to the destination you chose. Think about additional resources you can use to create your itinerary.

In their Final Product teams, students go to Mind Map 10 on page 191 (p.T103d) and summarize all the most relevant information about their chosen destination. They can also check if there is any information missing about the destination and research and add it if so.

Wrap Up

Students discuss which of the three tours they would most like to take and say why. They could also do a quick poll to find out the class favorite.

▶ Read the text and complete the information about the park

YOSEMITE NATIONAL PARK

Are you planning to travel this weekend? We have the ideal place for you. Visit YOSSEMITE NATIONAL PARK and enjoy the world's best of nature in some of the most spectacular scenery in the US.

This enormous park in Sierra Nevada California contains a most 1,200 square miles of scenic wild and beautiful year-round.

There are many different activities to enjoy during your visit. **These** include guided walks, bus and tram trails, horseback riding, climbing, fishing, swimming and much more.

If you love nature you should visit the spectacular views from Glacier Point and the Sequoia (giant) trees in the Mariposa Grove.

After a long day exploring the park relax and enjoy one of our special live performances at the Yosemite Valley Theatre District or the Yosemite Museum with its unique collection of Indian artifacts. Accommodation in the park includes hotels, motels and tents as well as a range of options for backpackers.

FOR MORE INFORMATION CALL
+1 209 378 9100



NAME _____
 DATE _____
 SIZE _____
 TYPE _____
 ACTIVITIES _____
 POINTS OF INTEREST _____
 ENTERTAINMENT _____
 ACCOMMODATION _____

▶ Complete the sentences.

- In line 1, **you** refers to _____.
- In line 3, **It** refers to _____.
- In line 4, **These** refers to _____.
- In line 21, **its** refers to _____.

▶ Discuss and agree on what you would do and where you would stay if you visited Yosemite National Park for two days.

Unit 10 101

Teaching guidelines

Define sources of information to find out about destinations.

Take notes on data that support viable proposals and ideas.

Analyze reasons of proposals and ideas.

Warm Up

Students recall prior knowledge by making a list of at least two national parks they know in Mexico. Students should include the following information about these national parks: where they are located and what activities can be done there. Students compare their information before discussing as a class which of the places are more popular and whether they have been to any of them.

12 Read the text and complete the information about the park.

Students first define the source of information: what it is, where it is found, what kind of information they can expect to find in it. Then students read the text silently once for general understanding. They can

refer to page 147 of the Glossary section (p.T113) if necessary. Then students read the text again and complete the information on the right-hand side of the page. Students could share their own point of view by saying whether they would like to visit the park and why.

▶ Complete the sentences.

In order to avoid repetition of words or phrases in a text and to keep it from becoming monotonous to read, we use some words called reference words. These words are often pronouns (*I, you, he, she, it, we, they*), possessive adjectives (*my, your, his, her, its, our, their*), possessive pronouns (*mine, yours, his, hers, its, ours, theirs*) or demonstratives (*this, that, these, those*). Students look at the words in bold in the text and determine that they are all reference words. Students then decide what each word refers to and complete the sentences.

▶ Discuss and agree on what you would do and where you would stay if you visited Yosemite National Park for two days.

Students write notes individually first to prepare them for the speaking activity. This is a good opportunity to remind students of the ways they can use their voices and body language to add meaning to their communication. They can review word stress and volume, adding emotion, speaking clearly and with appropriate volume, and using body language. Students can then work in pairs to discuss and agree on the topic, giving reasons for their answers. Students discuss as a class and different students talk about their choices. This kind of negotiating and discussing will help them with their Final Product.

Wrap Up

Value—Managing anger

It is important not to make rash decisions when you are angry. Students could reflect on possible alternatives, such as: *giving yourself time before reacting, discussing the situation with someone you trust, or expressing your point of view and giving reasons in a respectful way.*

Teaching guidelines

Exchange opinions to reach a consensus. Define sources of information to find out about destinations. Discard proposals based on the information consulted. Analyze expressions and strategies of persuasion

Warm Up Poster 10

Students can start by reviewing strategies for discussions, both those for verbal and body language, and those for negotiating, agreeing, and adding details. Students look at Poster 10 and identify the places and activities before discussing the following in pairs: *where they would like to go, who they would like to go with and which activities they would like to do.*

13 Read the text quickly and discuss the questions.

In order to find specific information in a text, it is not always necessary to read every word. Students should skim for the answers in the text and discuss them in pairs, coming to a consensus.

► Complete the text using the words in the box.

Students read the text in detail and complete it. Different students read parts of the text aloud. This is a good opportunity to correct pronunciation, volume and clarity of speech. You might like to use this text to help students identify and analyze the expressions and strategies used to persuade the reader. Then students identify what the purpose of the text is: *to persuade the reader to attend the camp.*

► Use the information in the text and the following schedule to design the activities for the third day.

In pairs, students start by discussing the campers' activities on the first two days: *What are they going to do on the first day in the morning? What are they going to do on the second day in the evening?*, etc. Next, students complete the schedule for the third day, using the same writing style used in the first two days and without repeating activities.

13 Read the text quickly and discuss the questions.

1. Who is the text for? 2. What is it for? 3. Where is the event going to be held?

► Complete the text using the words in the box.

campfires, rafting, healthy, birds, countries, rope pullin



IT'S TIME TO GO TO CAMP!
We are going to have a great weekend of outdoor activities. We will be camping in a beautiful area with many things to see and do. We will have campfires, rafting, and rope pulling. We will also have a chance to see some healthy birds. We will be going to a camp in a beautiful area with many things to see and do. We will have campfires, rafting, and rope pulling. We will also have a chance to see some healthy birds.

► Use the information in the text and the following schedule to design the activities for the third day.

INFORMATION FROM THE SCHEDULE
SCHEDULE

8:00 AM

8:00 AM - 9:00 AM: Breakfast and get ready for the day.
9:00 AM - 10:00 AM: Rafting on the river.
10:00 AM - 11:00 AM: Hike to the campsite.
11:00 AM - 12:00 PM: Lunch and rest.

► In your team, plan the itinerary for the destination of your choice. Go back to the Collection of Evidence and the Mind Map to make sure you include all the ideas. Assign parts of the itinerary to each team member to rehearse saying them aloud. Rehearse saying your itinerary as a team.

102 Unit 10

► In your team, plan the itinerary for the destination of your choice. Go back to the Collection of Evidence and the Mind Map to make sure you include all the ideas. Assign parts of the itinerary to each team member to rehearse saying them aloud. Rehearse saying your Final Product itinerary as a team.

Students use all the material in their portfolios to decide on a final itinerary for their destination. They should divide the itinerary so that they all participate. Then they should practice their part by themselves before running through the complete itinerary with their team a few times.

Wrap Up

Time to read! I'm Going Away

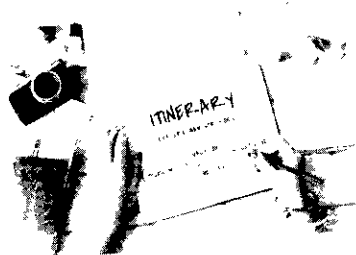
pp. 115-120

Students summarize the story so far and predict what will happen next. Then they read the rest of the story and answer the following questions: *Did the boy like the adventure? If you could travel to outer space, what would your itinerary be? Who would you travel with?* Finally, students can work together on page 120.

1 Design a travel itinerary.

1. Choose the team to work with and brainstorm travel destinations.
2. Write a list of possible activities and discuss two travel destinations.
3. Have teams give arguments for and against proposals and come to an agreement on which one you want to work.
4. Write notes about the destination you chose.
5. Practice designing a travel itinerary.
6. Complete and share your travel destination.

8. Present your itinerary orally to the rest of the class. Then you can decide to send the itinerary by email to students from other grades and family members.



Reflection

1. How easy or difficult was it for the team to think of options and reach agreements?
2. How easy was it for you to use the expressions suggested in the unit while discussing?
3. How similar or different was your team's itinerary to or from those of the other teams?
4. What part of the project did you find the most interesting?

While preparing the

- searched for information
- gave arguments for and against a destination
- reached agreements
- spoke clearly

Unit Test 103

Teaching guidelines

- Enlist proposals of destinations and ideas about travel.
- Analyze reasons for proposals and ideas.
- Organize agreements showing assertiveness.
- Build arguments to defend ideas and proposals.
- Listen and express pros and cons to come to an agreement.

Warm Up

Students today will be concentrating hard on presenting their itinerary and on listening to other presentations. They could take the opportunity at the beginning of the class to release any nervous energy that could affect their performance by closing their eyes and slowly breathing in and out ten times, filling their abdomen each time.

Final Product

1 Design a travel itinerary.

Students work in their teams to review the steps they have taken so far towards their Final Product. They gather their Worksheets, Mind Maps and Collection of Evidence Templates in preparation for their final presentations. Teams take turns presenting their itinerary. Other students should listen respectfully and ask questions or offer feedback at the end.

Reflection

Encourage students to work individually to complete the reflection questions to help them reflect on their experience of designing an itinerary. This can be completed as homework if appropriate to your context.

Self-evaluation

As part of their continuous evaluation, it is time for students to think about what they have learned. It isn't necessary for students to share their reflections as this is an individual and personal evaluation to raise their awareness of what they have to work on in the future.

Wrap Up

Students say which of the itineraries other than their own they would choose to take and why. They can mingle in the classroom asking and answering other students and then report their findings to the class.



Collection of Evidence Template

List of Ideas and Proposals

1 Choose two travel destinations and complete the chart below.

Proposal 1	Proposal 2
Destination: _____	Destination: _____
Location: _____	Location: _____
Suggested number of days: _____	Suggested number of days: _____
List of activities: _____ _____ _____	List of activities: _____ _____ _____
PROS: _____ _____	PROS: _____ _____
CONS: _____ _____	CONS: _____ _____

Name: _____

Date: _____

1 Use the code to answer the questions about the student's performance.

- 4 Yes. Correctly and confidently.
- 3 Yes. Correctly with occasional difficulties.
- 2 Yes, but with frequent difficulties.
- 1 No. He or she is unable to do it.

1. Can the student use different sources of information to obtain information?

1 2 3 4

2. Is he or she able to contrast the advantages and disadvantages of travel proposals?

1 2 3 4

3. Can he or she build arguments to defend ideas and proposals?

1 2 3 4

4. Is he or she able to use appropriate language to negotiate proposals?

1 2 3 4

5. Can he or she use connectors to link reasons and information to build arguments?

1 2 3 4

6. Can he or she talk clearly and loudly enough?

1 2 3 4

7. Can he or she use body language correctly and correctly interpret others' body language?

1 2 3 4

2 Use the student's overall score to provide feedback.

If the student gets an overall score of 17 or higher, suggest reviewing the areas in which he or she scored the lowest.

If the student gets an overall score of 16 or lower, suggest answering the exercises in the unit again, using the *Collection of Evidence Template* to detect weak areas of knowledge and asking for peer help or help from the teacher.



Worksheet 10

- 1 Read about the attractions in Mexico City and discuss which ones you should do. Use the expressions in the box. 🗣️

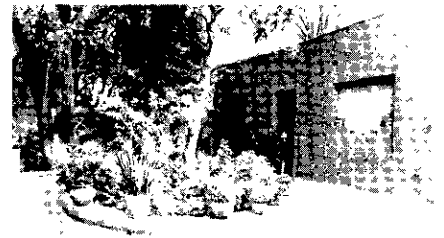
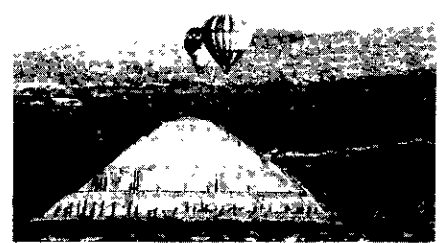
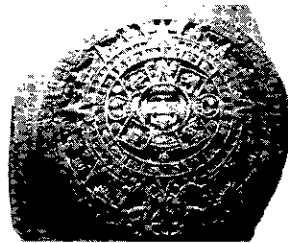
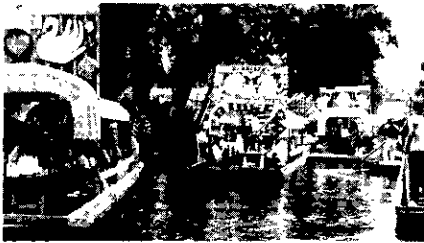
We really should go... How about... Are you sure? That's a good idea. It sounds fantastic.

Student A:

- Visit the National Museum of Anthropology: see the Aztec Sunstone; spend several hours there
- Go to Xochimilco: see the floating gardens (chinampas); be on the water all day
- Go to a wrestling event: watch masked luchadores; lots of local fans

Student B:

- Go to the pyramids of Teotihuacan: climb the Sun and the Moon pyramid; take a balloon ride
- Frida Kahlo Museum: visit the house of the famous painter; takes about two hours
- Go up the Latin American Tower: see the city from the 43rd floor; aquarium



- 2 Discuss and choose an activity for each day. Act out a conversation using the expressions in the box. 🗣️

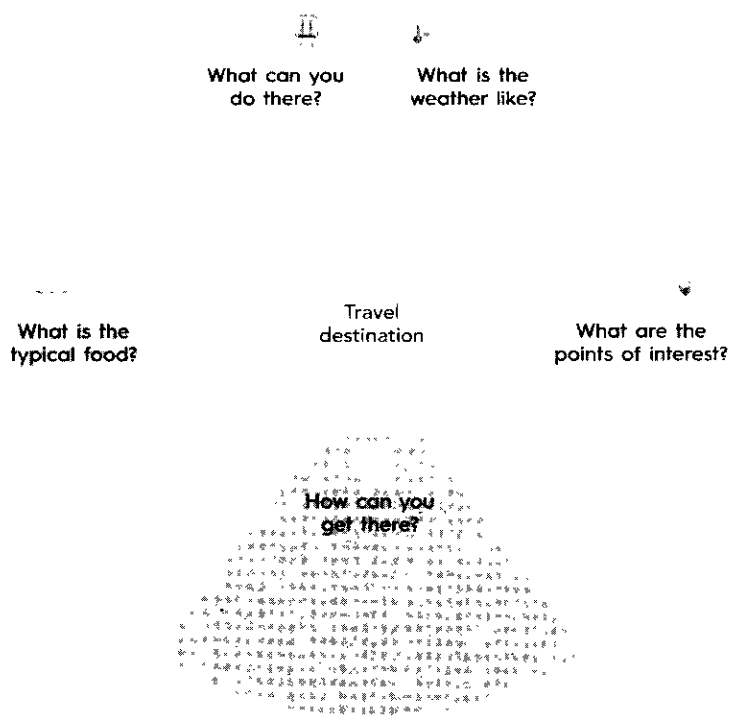
What about... Let's... That's not a good idea. I'm not sure.

Sunday	Go to Xochimilco
Munday	
Tuesday	
Wednesday	
Thursday	

🖨️ If you need more information about attractions in Mexico City, go to:

Mind Map 10

1 Complete the describing wheel to plan an itinerary.



Language Reference

Unit 10 Where Should We Go?

10.1 Connectors

Connectors are words or expressions used to join words or sentences. They are used to add information, give reasons, contrast ideas or express results.

He has visited Yucatan **and** Quintana Roo. (add information)

They are going to camp near a lake **and** cook their meals over a campfire. (add information)

Although it was a little cold, they swam in the sea. (contrast two ideas)

He took his camera **so** I'm sure he's going to take lots of pictures. (express a result)

We should wear comfortable shoes **because** we are going to go for long walks. (give a reason)

We visited the park **but** we did not sleep there. (contrast two ideas)

Here is a list of some common conjunctions and the ideas they convey

- But
- However,
- Nevertheless,
- In contrast,
- Although
- Instead
- On the other hand,
- Whereas
- Also
- Besides
- In addition,
- What is more,
- Moreover,
- Furthermore,
- Likewise,
- Similarly,

Explaining Ideas	Expressing Cause And Effect	Time
<ul style="list-style-type: none"> • For example, • For instance, • In other words • The main reason for this... • I believe / suppose / imagine that... 	<ul style="list-style-type: none"> • As a result, • Thanks to this, • For this reason, • Therefore, • Consequently, • Because of this • Due to (the fact) . 	<ul style="list-style-type: none"> • At the beginning, • First(ly), • At first, • In the beginning, • Later • After that, • Next, • In conclusion, • To sum up, • Finally, • Last but not least,

Glossary

Unit 1

page 7

cap *n.*– gorra; a head covering, especially one with a visor and no brim: *When it's sunny, I usually wear my cap.*

cardigan *n.*– suéter abierto; a usually collarless sweater that opens the full length of the center front: *I love my blue cardigan because it keeps me warm.*

coat *n.*– saco; an outer garment worn on the upper body and varying in length and style according to fashion and use: *He was wearing a coat and tie.*

glove *n.*– guante; a covering for the hand with space for each finger: *When it's cold, I usually wear my gloves.*

It fits like a glove.



This English idiom is used to say that something fits very well.

Me queda como guante.

Una expresión idiomática usada en inglés es *to fit like a glove*. Se emplea para decir que alguna prenda de ropa nos queda muy bien, como un guante.

hat *n.*– sombrero; a covering for the head, usually having a shaped crown and brim: *In those days, no properly dressed person left home without a hat.*

jacket *n.*– saco; a garment for the upper body usually having a front opening, collar, lapels, sleeves and pockets: *Her jacket has a lot of pockets.*

scarf *n.*– bufanda; a broad band of cloth worn about the shoulders, around the neck, or over the head: *This scarf is long.*

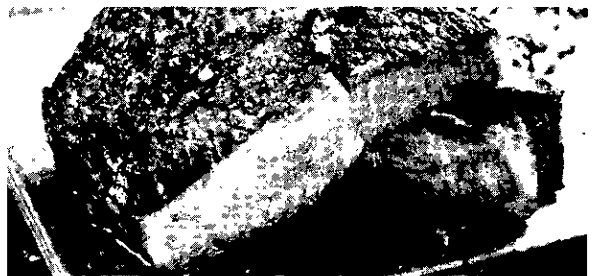
sweater *n.*– suéter; a knitted or crocheted pullover: *Grandma knitted a sweater for my sister.*

winter jacket *n.*– chamarra; a warm garment, usually worn in winter: *I keep a winter jacket in the car.*

page 8

bacon *n.*– tocino; thin strips of salted and smoked meat from the sides and the back of a pig: *I love bacon sandwiches.*

beef *n.*– carne; the flesh of an adult (as a steer or cow) used as food: *He isn't eating as much beef as he used to.*



flour *n.*– harina; a product consisting of finely milled wheat: *We need two cups of flour to make the cake.*

garlic *n.*– ajo; widely cultivated for its compound bulbs and much used in cookery: *A pasta dish flavored with basil and garlic.*

iced *adj.*– con hielo; containing small pieces of ice or ice cubes: *Iced tea is my favorite drink in the summer.*

onion *n.*– cebolla; a vegetable that grows in the ground: *The supermarket sells white onions and red onions.*



soup kitchen *n.*– comedor de beneficencia; a place that gives food (such as soup and bread) to poor people: *The homeless man eats at the soup kitchen everyday.*



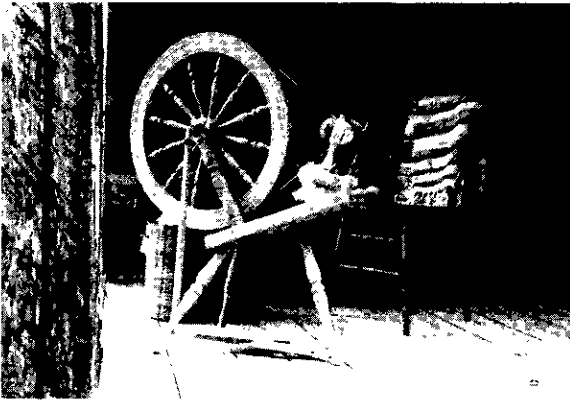
Unit 2 page 19

gold *n.*– *oro*; a yellow metallic element that occurs free or in a few minerals and is used especially in coins, jewelry and dentures: *This ring is made of gold.*

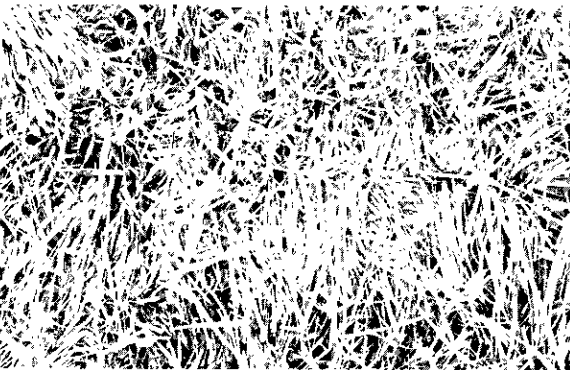
mill *n.*– *molinero*; one who operates a mill; specifically: one who grinds grain into flour: *His father was a miller.*

necklace *n.*– *collar*; an ornament worn around the neck: *These earrings match the necklace.*

spinning wheel *n.*– *rueca*; a small domestic hand-driven or foot-driven machine for spinning yarn or thread: *My grandma had a spinning wheel.*



straw *n.*– *paja*; a natural or artificial heavy fiber used for weaving, plaiting or braiding: *The basket is made of straw.*



page 20

forever *adv.*– *para siempre*; for a limitless time: *She was convinced that she would live forever.*

guess *v.*– *adivinar*; to form an opinion from little or no evidence: *He guessed that it would rain today.*

keep *v.*– *conservar*; to retain in one's possession or power: *We kept the money we found.*

servant *n.*– *criado*; a person who is employed to do work for another person, especially to work in another person's home doing jobs such as cooking and cleaning: *The rich family had servants to clean and cook for them.*



Unit 3

page 28

elephant *n.*— *elefante*; a very large, gray animal that has a trunk (= long nose) with which it can pick things up: *Elephants are mammals.*

To have a memory like an elephant.



This English idiom is used to say that someone has a very good memory. It is known that elephants are very intelligent and have a very good memory.

Tener memoria de elefante.

Una expresión idiomática usada en inglés es *to have a memory like an elephant*. Se emplea para decir que alguien tiene muy buena memoria. El elefante se caracteriza por su gran inteligencia y su prodigiosa memoria.

gill *n.*— *branquia*; an organ (as of a fish) for obtaining oxygen from water: *Fish have gills to breathe.*

hair *n.*— *pelo*; a slender threadlike outgrowth of the epidermis of an animal; *especially* : one of the usually pigmented filaments that form the characteristic coat of a mammal: *Both males and females have hair.*

heart *n.*— *corazón*; the organ inside the chest that sends the blood around the body: *I could feel my heart pounding.*

kangaroo *n.*— *canguro*; any of various herbivorous leaping marsupial mammals of Australia, New Guinea, and adjacent

islands, with a small head, large ears, long powerful hind legs, a long thick tail used as a support and in balancing, and rather small forelegs not used in locomotion: *Kangaroos can jump.*



lion *n.*— *león*; a large, heavily built, social cat of open or rocky areas, chiefly of sub-Saharan Africa, though once widely distributed throughout Africa and southern Asia, that has a tawny body with a tufted tail and a shaggy blackish or dark brown mane in the male: *Lions roar.*

monkey *n.*— *mono*; a nonhuman primate mammal with the exception usually of the lemurs and tarsiers: *Monkeys can climb trees.*

rabbit *n.*— *conejo*; any of a family of long-eared, short-tailed lagomorph mammals with long hind legs: *We keep rabbits as pets.*

sweat gland *n.*— *glándula sudorípara*; a simple tubular gland of the skin that excretes perspiration, is widely distributed in nearly all parts of the human skin, and consists typically of an epithelial tube extending spirally from a minute pore on the surface of the skin into the dermis or subcutaneous tissues where it ends in a convoluted tuft: *Pigs have very few sweat glands.*

zebra *n.*— *cebra*; any of several fleet African mammals related to the horse but distinctively and conspicuously patterned in stripes of black or dark brown and white or buff: *Zebras look like horses but with stripes.*

Unit 4
page 36

anger *n.*– *enojo*; a strong feeling that makes you want to hurt someone or be unpleasant because of something unfair or hurtful that has happened: *He found it hard to control his anger.*



curiosity *n.*– *curiosidad*; an eager wish to know or learn about something: *I'm burning with curiosity - you must tell me who won!*

envy *n.*– *envidia*; wishing that you had something that another person has: *His house provoked envy among all his friends.*

fear *n.*– *miedo*; an unpleasant emotion caused by the anticipation or awareness of danger: *Trembling with fear, she handed over the money to the gunman.*

frustration *n.*– *frustración*; a feeling of annoyance or lack of confidence because you cannot achieve what you want; something that makes you feel like this: *I could sense his frustration at not being able to help.*

happiness *n.*– *felicidad*; the feeling of being happy: *It was only later in life that she found happiness and peace of mind.*

love *n.*– *amor*, (1): strong affection for another arising out of kinship or personal ties (2): the affection and tenderness felt by lovers (3): affection based on admiration, benevolence, or common interests: *Children need unconditional love from their parents.*

pride *n.*– *orgullo*; the quality or state of being proud: *They needed help, but their pride wouldn't let them ask for it.*

To swallow one's pride.

This English idiom is used to say that someone has to forget about his / her pride and accept something humiliating.

Tragarse el orgullo.

Una expresión idiomática usada en inglés es *To swallow one's pride*. Se emplea para decir que tenemos que tragarnos nuestro orgullo y aceptar una situación humillante.

sadness *n.*– *tristeza*; the state of being affected with grief or unhappiness: *Her sadness at her mom's death was obvious.*

shame *n.*– *pena*; an unlucky situation: *It's a shame that the concert had to be cancelled.*

suffering *n.*– *sufrimiento*; the experience of physical or mental pain: *The war will cause widespread human suffering.*

surprise *n.*– *sorpresa*; an unexpected event or the feeling caused by something unexpected happening: *Don't tell Anne about the party—I want it to be a surprise.*



worry *n.*– *preocupación*; mental distress or agitation resulting from concern usually for something impending or anticipated: *His only worry is getting to the airport on time.*



Glossary



Unit 5

page 47

choose v. – *escoger*; to select freely and after consideration: *The political party chose a leader.*

committee n. – *comité*; a group of people who are chosen to do a particular job or to make decisions about something.

honor v. – *honrar*; to regard or treat (someone) with admiration and respect: *We honored the queen.*

host v. – *ser anfitrión*; to serve as host to, at, or for: *She will host a dinner party.*

participate v. – *participar*; to take part: *She always participates in class discussions.*

start v. – *comenzar*; to come into being, activity, or operation: *When does the movie start?*

take place v. – *llevar a cabo*; to come into existence: *The match will take place tomorrow.*

train v. – *entrenar*; to get prepared (as by exercise) for a test of skill: *He trains every morning.*



watch v. – *mirar*; to look at: *My father likes to watch comedy movies.*

page 48

diving n. – *clavado*; the sport of jumping into water with your head first and your arms stretched out in front of you: *Diving is what James likes doing best when he goes to the swimming pool.*



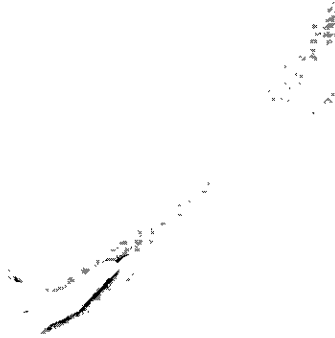
race n. – *carrera*; a contest of speed: *Fred won the race around the park.*

weight lifting n. – *levantamiento de pesas*; the activity of lifting heavy objects (called weights) for exercise or in competition: *Weight lifting builds muscle and strengthens your heart.*



Unit 6
page 56

elbow *n.*– *codo*; the joint of the human arm: *Brian bent his elbow.*



joint *n.*– *articulación*; the point of contact between elements of an animal skeleton and the parts that surround and support it: *Peter injured a finger joint when he tried to catch the ball.*

rubber band *n.*– *liga*; a thin, flexible loop that is made of rubber and used to hold things together: *The mail carrier uses rubber bands to bundle together letters for the same address.*



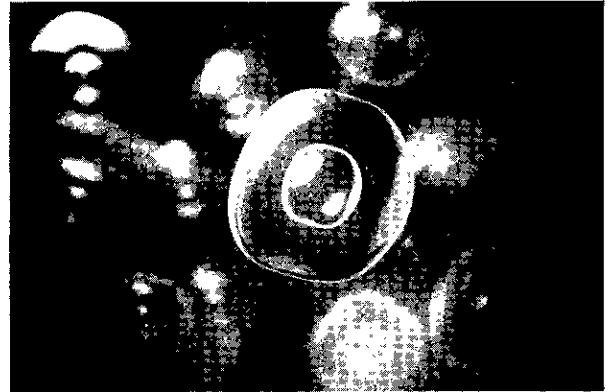
stretch *v.*– *estirar*; to extend in length: *He stretched his neck to see what was going on.*

wrist *n.*– *muñeca*; the joint or the region of the joint between the human hand and the arm or a corresponding part on a lower animal: *Nina put a bracelet on her wrist.*

page 57

blink *v.*– *parpadear*; to close and then open your eyes very quickly: *People often blink frequently in dry places.*

cell *n.*– *célula*; the basic structural unit of living things that performs specific functions necessary for life: *Each student drew a diagram of a cell for biology class.*



pharynx *n.*– *faringe*; the part inside your mouth where the passages of the nose connect to your mouth and throat: *The doctor pointed out that the problem was in the pharynx.*

sniff *v.*– *oler*; to smell (something or someone) by putting your nose close to it and taking air in through your nose in short breaths: *She put a little bit of the perfume on her wrist and sniffed it.*

tendon *n.*– *tendón*; a tough piece of tissue in your body that connects a muscle to a bone: *Drew tore a tendon from running too fast and too long.*

tissue *n.*– *tejido*; a mass or layer of cells usually of one kind that perform a special function and form the basic structural material of an animal or plant body: *The doctor said there was some damage to the tissue.*

Glossary



Unit 7

page 64

cooking *n.*– *cocinar*; the act of preparing and cooking food: *Cooking soups is his favorite hobby.*

drawing *n.*– *dibujar*; the act or art of making a picture, image, etc., with a pencil, pen, marker, chalk, etc., but usually not with paint: *I am really bad at drawing! I can't even draw a straight line.*

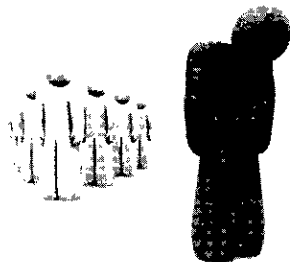
painting *n.*– *pintura*; the art or act of making pictures using paint: *He doesn't like abstract painting.*

watching sports *v.*– *ver deportes*; To look at or observe sports, without participating: *I love watching sports at the weekend, especially soccer.*

page 70

join *v.*– *unir*; to come into close association or relationship: *Would you like to join us?*

If you can't beat them, join them.



This proverb is used to say that if you have to give up fighting some group because you cannot beat them, you should band together and join them instead.

Si no puedes vencerlos, úneteles.

El proverbio *If you can't beat them, join them*, se emplea para expresar que te rindes de llevarle la contraria a un grupo de personas y decides que lo mejor es unirteles.

nickname *n.*– *apodo*; a usually descriptive name given instead of or in addition to the one belonging to a person, place, or thing:

His mother gave him the nickname "Winky" when he was a baby.

post *v.*– *publicar*; to publish (as a message) in an online forum (as an electronic bulletin board): *I posted a message to my friend.*

risk *n.*– *riesgo*; possibility of loss or injury: *The degree of risk is minimal.*

safe *adj.*– *seguro*; free from harm or risk: *This is a safe place.*

Safe and sound



This English idiom is used when you reach your destiny unharmed and whole or healthy.

Sano y salvo

Una expresión idiomática usada en inglés es *safe and sound*. Se emplea cuando llegas a tu destino sin daño alguno: *I got home safe and sound.*

unlikely *adj.*– *improbable*; not likely: *He was an unlikely candidate for the position.*



Unit 8

page 78

bored *adj.*– *aburrido*; feeling unhappy because something is not interesting or you do not have anything to do: *I was so bored that I slept through the second half of the film.*



comic strip *n.*– *tira cómica*; a series of cartoon drawings that tell a story or part of a story.

disagree *v.*– *no estar de acuerdo*; to have a different opinion.

dose *n.*– *dosis*; a measured amount of something such as medicine: *The label says to take one dose two times a day.*

increase *v.*– *augmentar*; to make something become greater in amount, size or number: *Gradually increase the temperature to boiling point.*

stressful *v.*– *estresante*; that causes great worry: *Not knowing whether or not we had passed the exam was very stressful.*

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pull *v.*– *jalar*; to move something towards yourself, sometimes with great physical effort: *He pulled the heavy box across the floor to the door.*

send *v.*– *enviar*; to cause something to go or be taken somewhere without going yourself: *He sent a message to his friend who lived in London.*

throw *v.*– *lanzar*; to send something through the air with force, especially by a sudden movement of the arm: *The boy threw the ball back over the fence.*



wind *n.*– *viento*; the movement of air outside, especially when strong enough to be felt: *The wind is strong around skyscrapers.*

Glossary



Unit 9

page 86

app *abbr.*– *aplicación*; application, a computer program designed for a particular purpose: *This app will give your snapshots a vintage look.*

blog *n.*– *blog*; a website that contains thoughts, opinions or experiences that you put on the internet for other people to read: *I'm going to post it on my blog.*

chat *n.*– *chat*; a formal or informal online talk: *Should we start a chat among the three of us?*



LOL *abbr.*– *riendo a carcajadas*; laughing out loud: *James typed LOL after the comment, so I knew he was only joking.*

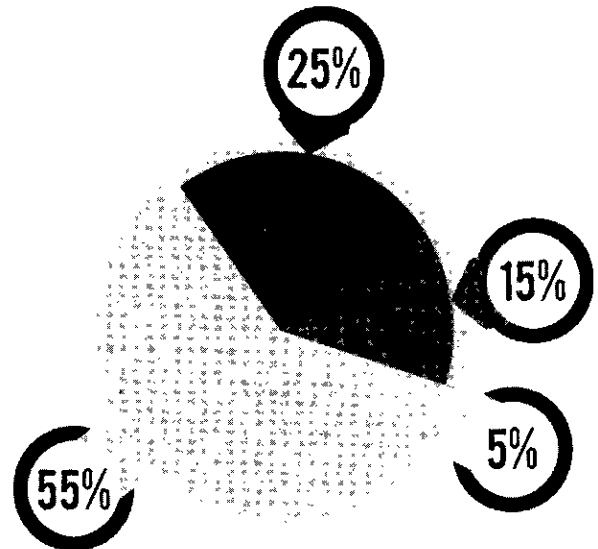
unfriend *v.*– *eliminar (de una red social)*; to remove (a person) from a list of friends or contacts on a social media website: *She was mad at me and she unfriended me.*

page 88

emigration *n.*– *emigración*; leaving one's country in order to live in another country: *There was a considerable emigration of people from a number of Arab countries.*

endangered *adj.*– *en peligro de extinción*; in danger of disappearing: *Tigers are an endangered species and must be protected from exploitation.*

pie chart *n.*– *gráfica circular*; a way of showing information about how a total amount is divided up, consisting of a circle that is divided from its center into different parts: *Pie charts are an easy way to visualize expenses.*



spread *v.*– *extenderse*; to become larger or to affect a larger area, to move into more places: *Christianity gradually spread across Europe.*

Unit 10
page 100

cabin *n.*– *cabaña*; a small, simple house made of wood: *Henry's parents live in a cabin in the mountains.*

campfire *n.*– *fogata*; a fire that is built outdoors at a camp or picnic area: *After dinner there are marshmallows to roast over the campfire.*

cuisine *n.*– *cocina*; a style of cooking: *The chef is an expert in French cuisine.*

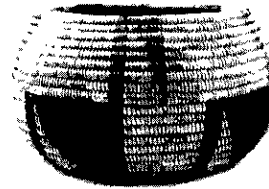
iconic *adj.*– *icónico*; widely known and acknowledged especially for distinctive excellence: *The Statue of Liberty is iconic of America.*

rafting *n.*– *rafting*; the activity of traveling on a river in a small boat: *My friends and I went rafting on the New River last summer.*

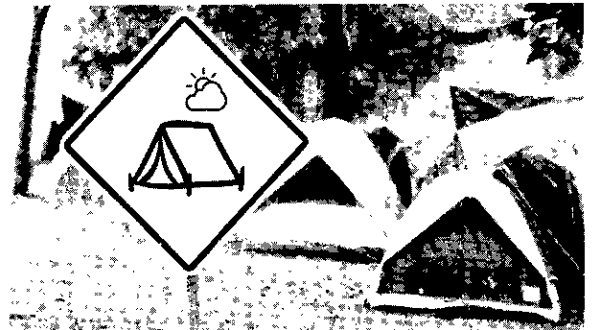
scuba diving *n.*– *buceo*; a sport or activity in which a person swims underwater using an air tank and a special breathing machine strapped onto the body: *We wanted to do some scuba diving but couldn't afford to rent the equipment.*


page 101

basket *n.*– *canasta*; a container usually made by weaving together materials (such as reeds, straw, or strips of wood): *The indigenous people of this region used to weave baskets out of grasses.*



campground *n.*– *campamento*; an area or place that is used for camping; a place where people can put up a tent or park a camper and that usually has toilets and showers for campers to use: *Please put up tents only in designated campgrounds.*



embrace *v.*– *abracar*; to take in or include as a part, item, or element of a more inclusive whole: *Charity embraces all acts that contribute to human welfare.*

scenery *n.*– *paisaje*; a view of natural features (such as mountains, hills, valleys, etc.) that is pleasing to look at: *Having reached the top of the mountain, Robert paused to admire the scenery.*

wonder *n.*– *maravilla*; something or someone that is very surprising, beautiful, amazing, etc.: *The Panama Canal is one of the wonders of the modern world.*

Name: _____

Assessment 1

1 Complete the sentences using the words and expressions in the box. _____ / 6

another time brown looking for size small try them on

SALESPERSON: May I help you?

MAN: Yes, I'm _____ a pair of black boots.

SALESPERSON: We have these elegant black leather boots.

MAN: Yes, I like them. May I _____?

SALESPERSON: Of course; what _____ do you wear?

MAN: Size 8.

SALESPERSON: I'm afraid we don't have this model in size 8. Would you like to try them in size 7.5?

MAN: No, those would be too _____.

SALESPERSON: May I show you a pair of _____ boots?

MAN: No, thank you. Maybe _____.



2 Number the spaces appropriately. _____ / 6

At the Doctor's Office

PATIENT: Good afternoon. I'm here to see Dr. Jones.

NURSE: _____

PATIENT: Yes, it's at five-thirty.

NURSE: _____

PATIENT: It's Jane Jackson.

NURSE: _____

PATIENT: Yes, it is. A friend recommended Dr. Jones to me.

NURSE: _____

(5 minutes later)

PATIENT: Here it is.

NURSE: _____

PATIENT: Will I have to wait long?

NURSE: _____

① No, the doctor will be with you in a few minutes.

② Fine, Miss Jackson. Please fill out this form.

③ Thank you. Please take a seat.

④ Is this your first time here?

⑤ Do you have an appointment?

⑥ What is your name, please?

Name: _____

1 Read and circle the correct options. _____ / 4

The Princess and the Pea

Once upon a time there was a handsome prince who *was wanting / wanted* to marry a princess, but she had to be a true princess. So he *was traveling / traveled* all over the world to find one. There were plenty of princesses but he couldn't find out if they were real. They all had defects.

So he *was returning / returned* home feeling very disappointed.

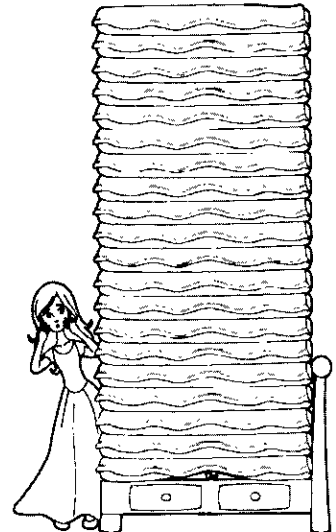
One night there was a terrible storm with thunder and lightning. Suddenly, while it *was raining / rained*, someone knocked on the palace gate.



2 Number the paragraphs and discover the ending of the story. _____ / 3

No one but a princess could be so sensitive; it had to be true! So they called the prince and told him that they had found him a real princess. The minute he saw her he fell in love, and they got married immediately.

The wise queen had an idea. She made a bed for their guest. She put a pea under twenty mattresses and twenty quilts. When she finished, she showed the girl to her bed. The next morning the king and the queen asked her how she had slept. "Not very well," she said. "There was something in my bed and I couldn't sleep. Now I'm all bruised!"



The old king went to the door and there stood a beautiful girl, dripping wet. Water was running from her hair, her clothes were soaked and her shoes were muddy. She said, "I am a princess who has lost her way in the storm. Will you let me stay?" The king invited her in and called the queen. But how could they be sure she was really a princess?

► Answer the questions about the story. _____ / 5

1. Who are the **characters** in the story? _____
2. What is the **setting**? _____
3. What is the **event**? _____
4. What is the **conflict**? _____
5. What is the **resolution**? _____

Name: _____

1 Write the corresponding part of speech next to each word. _____ / 2

adjective	article	conjunction	noun	preposition	verb
-----------	---------	-------------	------	-------------	------

- | | |
|----------------------|-------------------|
| 1. on _____ | 4. begin _____ |
| 2. and _____ | 5. the _____ |
| 3. fascinating _____ | 6. festival _____ |

Complete the text using the words above. _____ / 2

There is an Ice and Snow Sculpture _____ in China. It starts _____ January 5th and lasts one month. Sometimes the exhibits _____ earlier or stay open longer, depending on weather conditions.

Sculptors use saws to cut _____ ice into blocks. Some of the sculptures include buildings and monuments of different styles. There are also figures of animals, people _____ mythical creatures.

This event attracts lots of tourists from all over the world because the sculptures are enormous and amazing. Everything is full of lights and color. It is a unique and _____ experience.



2 Number each sentence according to the appropriate meaning of "long". _____ / 3

1. long <i>adj.</i> – (in time) largo/a	_____ This house has very long corridors.
2. long <i>adj.</i> – largo/a	_____ After a day of work, I long for some rest.
3. long <i>v.</i> – añorar	_____ The movie was 3 hours long.

3 Write about how to use a bilingual dictionary, using the notes below. _____ / 5

1. analyze / context	_____
2. decide / part of speech	_____
3. find / dictionary section	_____
4. read / meanings	_____
5. decide / which meaning	_____

Name: _____

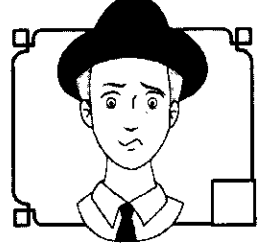
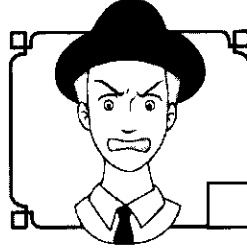
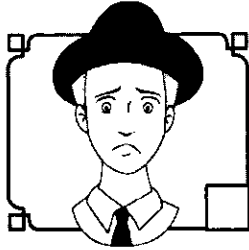
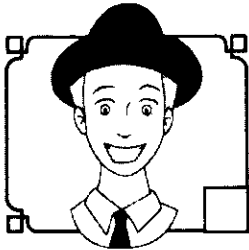
1 Number the pictures. _____ / 2

1. worry

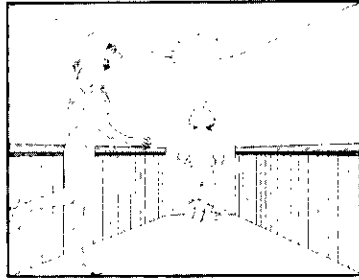
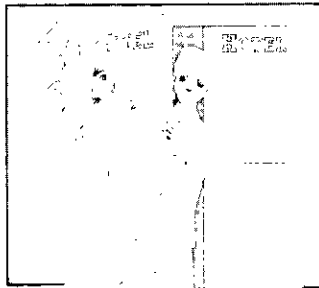
2. happiness

3. sadness

4. anger



2 Look at the scenes from a silent movie and answer the questions. _____ / 6



1. Where is the woman? _____
2. What is at the end of the hall? _____
3. Why is the woman scared at first? _____
4. What does she see? _____
5. What does she decide to do? _____
6. What does she see at the end? _____

3 Unscramble the sentences. _____ / 4

1. arrives / woman / at / a / hotel / a _____
2. hears / noises / she _____
3. werewolf / sees / a / she _____
4. arrives / a costume party / she / at _____

Name: _____

1 Write predictions about the future using the verbs in the box. _____ / 3

become have live marry study travel

1. You _____ medicine at an important university.
2. You _____ an excellent heart surgeon.
3. You _____ all over the world.
4. You _____ an intelligent, fun man/woman.
5. You _____ five girls.
6. You _____ in a pretty house.



2 Complete the weather reports. _____ / 5

1. Today the _____ is going to reach 28°C at noon and is going to drop to 10°C at night.
2. Tomorrow will be a good day to fly our kites. It is going to be _____.
3. It is going to _____ tonight. That will help cool things down.
4. The weather _____ says that the sky is going to be partly cloudy.
5. Take your sunglasses with you. It is going to be _____ in the south of the country.

3 Number the predictions to match them with the topics shown. _____ / 4

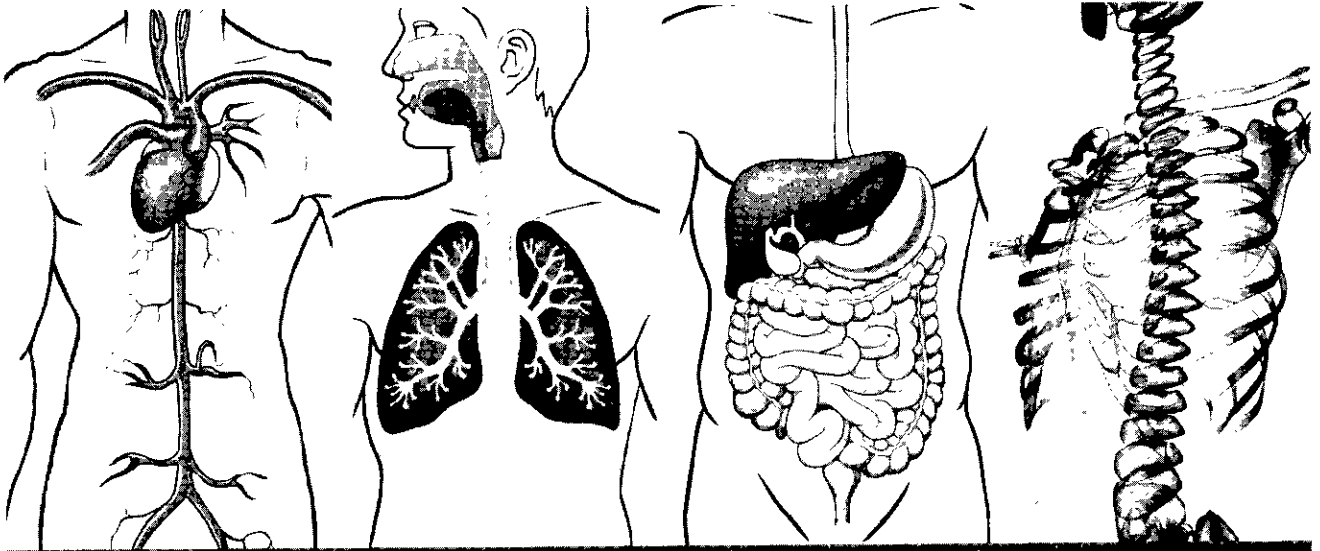
1. Entertainment 2. The Environment 3. Health 4. Learning

- _____ All trash will be recycled.
- _____ No one will be overweight and everyone will exercise 1 hour a day.
- _____ There will be no more candy or chips in school stores.
- _____ Everyone will shop online.
- _____ Every household will have a 3D television set.
- _____ All animals will be extinct.
- _____ There will be no classrooms. Everyone will study via the Internet.
- _____ There will be a cure for cancer.

Name: _____

Assessment 6

1 Name three parts of each of the following bodily systems. _____ / 4



Circulatory	Respiratory	Digestive	Skeletal
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

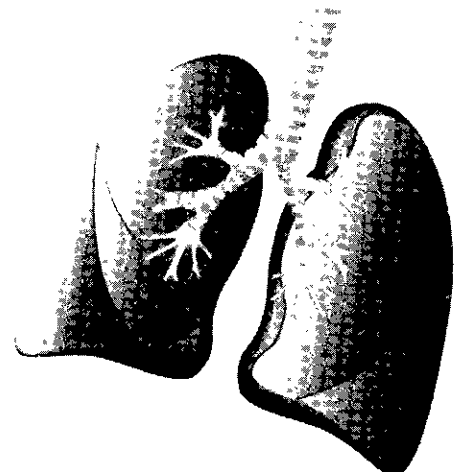
2 Underline the spelling mistakes and write the correct words. _____ / 5

1. The ligaments hold your vones together. They are like rubber bands. _____
2. The lloints are the bending places where two bones meet. _____
3. The muscles pull your bones to muv them. _____
4. Shoulders, elbous and wrists are joints. _____
5. The bones hold you up, give your body shape and jelp you move. _____

3 Complete using the words in the box. _____ / 3

breathing exhale inhale

1. Taking air in and out of your lungs is called _____.
2. When we _____, we breathe in air.
3. When we _____, we breathe out air.



Name: _____

1 Read the e-mail and complete the chart. _____ / 5

From: karen_rodgz@teenworld.com
 To: susansmith@youthclub.com.uk
 Dear Susan,
 I'm really glad we're friends. We have so much in common!
 We both love playing tennis and swimming. I know you like doing yoga. I don't like it especially, but I like karate. At school, we both hate history, but I love math. You don't like math, do you?
 I know you love baking. Do you think you could send me a recipe for a cake? Saturday is my mom's birthday.
 Best,
 Karen

	e-mail address	likes	dislikes	loves	hates
Karen					
Susan					

2 Match the sentences with the question tags. _____ / 2

- | | |
|---|-------------|
| 1. She is too old to act so childish, | does he? |
| 2. Kevin doesn't have a lot of money, | are they? |
| 3. Sandra went to the mall on Saturday, | isn't she? |
| 4. Larry and Bob aren't playing soccer, | didn't she? |

3 Use the expressions in the boxes to respond to the statements. _____ / 5

I'm not sure.

Wow, that's great!

Oh no, that's terrible!

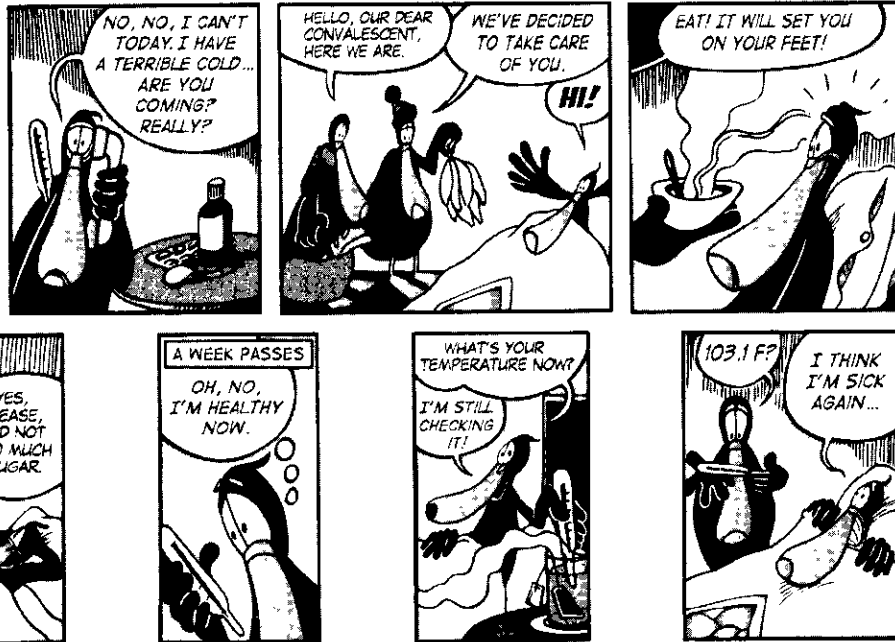
One moment, please.

Oh, really?

1. His dad had a car accident and is in the hospital. _____
2. Could you please take my order? I'm in a hurry! _____
3. Patricia and Jim are expecting a baby. _____
4. I think he will be moving out of town. _____
5. Would you like to go to the movies on Friday night? _____

1 Complete the information about the comic strip. _____ / 4

BLACK DUCKS
BY
IGOR
ZAKOWSKI



1. Name of the comic strip: _____

2. Author: _____

3. Genre: _____

4. Number of panels: _____

2 Unscramble the questions about the comic strip. Then answer them. _____ / 6

1. duck / go / can't / why / out / the / ?
_____ ? _____
2. do / what / his / do / friends / ?
_____ ? _____
3. at / he / do / what / the / does / end / ?
_____ ? _____

2 Circle four onomatopoeic phrases. _____ / 2

- ding dong! okay crash! Hi! thanks
- Cool! hahahaha! chirp chirp

Name: _____

1 Read and complete the text using the words in the box. _____ / 4

uniforms different and They speak differently in the

Both the Americans and the British _____ English, but not exactly in the same way. _____ pronounce and spell some words _____: compare *color* (AmE) and *colour* (BrE). Apart from this, there are also cultural differences, like the fact that the British drive on the left side of the road, while Americans drive on _____ right. Young people _____ these countries are _____, too. Most British children wear _____ to school, but most Americans don't. British children play soccer _____ rugby, while American kids play football and baseball.

▶ Circle four cultural areas discussed in the text above. _____ / 2

eating habits	language differences	literature	dress codes
driving codes	music	sports preferences	

2 Match the terms with their meanings. _____ / 2

- | | |
|---|--|
| <p>Footnote</p> <p>Glossary</p> <p>Picture/Image</p> <p>Title</p> | <ol style="list-style-type: none"> 1. Visual support for the information in the text. 2. A comment at the bottom of a page, referring to a specific part of the text on a page. 3. A name given to a book, article, play, musical composition or other work. 4. An alphabetical list giving meanings of difficult words in a text or book. |
|---|--|

▶ Label the parts of the text using the words above. _____ / 4

①

About Language

Languages are probably one of the most ancient inventions of mankind. Unlike animals, humans use a wide variety of languages to communicate and survive in this world. This does not reduce the importance of other forms of communication, such as body language.

③

mankind – the human race ←

by Jan Kapur

¹ *Language* in this article refers to a system for the expressions of thoughts, feelings, etc., used by a specific group of people.

Name: _____

1 Look at the schedule and complete the information below. _____ / 4

School Weekend Trip to San Clemente Island Schedule

Departure: May 3rd 5:00 a.m.		Return: May 5th 5:00 p.m.
Day 1	Day 2	Day 3
5:00 Bus to Long Beach	7:00 Wake up	7:00 Wake up
6:30 Ferry to San Clemente	8:00 Breakfast	8:00 Breakfast
8:00 Breakfast	9:00 Hike to mountain top	9:00 Pack up gear
9:00 Hike to campground	13:00 Lunch	11:00 Hike to port
12:00 Lunch	14:00 Swimming and snorkeling	14:00 Ferry to Long Beach
14:00 Set up tents	18:00 Cook out	15:30 Bus to school
15:30 Water Sports	20:00 Campfire games and songs	17:00 Arrival
18:00 Cook out		
20:00 Campfire activities		

Destination:

Number of days:

Accommodation:

Main activities:

Responsible teachers: Mr. Calvo, Miss Myers and Mr. Fletcher

2 Complete the dialogue. _____ / 5

Tim: Mom, the school is organizing a camping trip to San Clemente.

Mom: Do you want to go?

Tim: Yes, I do.

Mom: When would you go?

Tim: On Friday the 3rd, at 5:00 a.m.

Mom: Where are you going to sleep?

Tim: We are going to set up _____ in a campground.

Mom: And what kind of _____ are you going to do?

Tim: We're going to swim, snorkel and hike. We're also going to light _____ and _____ out.

Mom: Who is going to be responsible?

Tim: Our teachers, Mr. _____. Can I go, Mom?

Mom: Let me talk it over with your dad, but I don't see why not.

3 Cross out the words that don't belong with the others. _____ / 3

- | | | | |
|-------------|----------|--------------|-----------|
| 1. tent | ferry | hostel | cabin |
| 2. website | magazine | campfire | guidebook |
| 3. campsite | hiking | rope pulling | rafting |

Name: _____

Assessment Term 1 (1-4)

Part 1 Vocabulary (____ / 15)

Circle the correct option, A, B or C.

1. May I take your ...?

- A dessert
- B help
- C order

2. Please fill out this

- A form
- B dictionary
- C book

3. A ... is a person in a story.

- A resolution
- B event
- C character

4. A ... is a problem of a character in the story.

- A event
- B conflict
- C setting

5. The ... is where a story takes place.

- A setting
- B event
- C resolution

6. The ... is the main story of a literary work.

- A conflict
- B genre
- C plot

7. The ... is the description of what happens and what characters are doing in a scene.

- A scene description
- B scene direction
- C dialogue

8. I don't like ... movies. I hate guessing what the characters might be saying.

- A science fiction
- B horror
- C silent



- A hope
- B happiness
- C frustration



- A sadness
- B shame
- C envy



- A happiness
- B surprise
- C hope

12. In a dictionary, the ... is the information that appears in bold and in alphabetical order.

- A entry
- B part of speech
- C translation

13. The ... are the abbreviations in italics in the dictionary.

- A subentries
- B guidewords
- C parts of speech

14. A ... helps you translate words from one language to another.

- A dictionary
- B bilingual dictionary
- C monolingual dictionary

15. In a dictionary, the... shows you how to pronounce the words correctly.

- A translation
- B phonetic transcription
- C guideword

Name: _____

Assessment Term 1 (1-4)

Part 2 Grammar (____ / 15)

Write the words in the correct order.

1. your / I / take / ? / May / order

2. anything / you / drink / Would / to / ? / like

3. like / please / to / I'd / the / juice, / . / have

4. I / have / four / the / show, / tickets / Can / for / please / ?

5. I / Can / your / ? / see / ID

Circle the correct option, A, B or C.

6. In the past, the citizens of Hamelin ... honest and industrious people.

- A was
- B were
- C are

7. And as the years ... by, they ... very rich.

- A go, became
- B went, become
- C went, became

8. ... you ... anything today?

- A Did, catch
- B Did, caught
- C Do, catch

9. The girl ... through the forest.

- A run
- B was run
- C was running

10. When the lights ... out, we ... dinner.

- A were going, prepared
- B went, prepare
- C went, were preparing

11. Tom ... take a taxi to save some time. It's late.

- A might
- B was
- C might not

Write the sequence words to order the instructions for replacing a lightbulb.

Then	Finally	First	Next
------	---------	-------	------

12. _____ remove the lightbulb.

13. _____, turn on the electricity and switch on the light.

14. _____, turn off the electricity.

15. _____, screw in the new lightbulb.

Name: _____

Assessment Term 1 (1-4)

Part 3 Reading (____ / 10)

Read and circle *Right*, *Wrong* or *Doesn't say*.

Dracula

Last week I was helping my cousin do his homework. He had to write some information about Count Dracula. I told him I didn't know everything but that I could give him some facts. I know it's a horror novel that was written by an Irish writer, Bram Stoker. My cousin told me it was published in 1897 and that it was Stoker's masterpiece. He said that the original title for the novel was "The Dead Un-Dead." I didn't know that. The title sounded so interesting that we decided to read more about it. We found out that the novel is about a young lawyer, Jonathan Harker, who travels to Transylvania to help a rich nobleman, Count Dracula, buy an estate in England.

As Harker is on his way to his destination, people tell him about the dangers in getting to his destination. He doesn't believe anything they say and decides to continue his journey, but he is scared.

When Harker meets the Count he thinks that everything is fine, as Dracula seems to be a well-educated and hospitable man. But after a few days, Harker realizes that he is a prisoner in the castle. He fears for his life and tries to escape from the castle by climbing down the walls.

We haven't read the novel so we know nothing about the plot or the ending. We got really excited.

I asked my parents to buy the book for me. I would like to start reading it this summer!

1. The title of the novel was originally "The Dead Un-Dead."
A Right B Wrong C Doesn't say
2. The novel's author is the English writer Bram Stoker.
A Right B Wrong C Doesn't say

3. One of the characters is an old lawyer.
A Right B Wrong C Doesn't say
4. The novel's setting is Count Dracula's castle in England.
A Right B Wrong C Doesn't say
5. The conflict in the novel starts when Dracula locks Jonathan in a cell.
A Right B Wrong C Doesn't say

Circle the correct option, A, B or C.

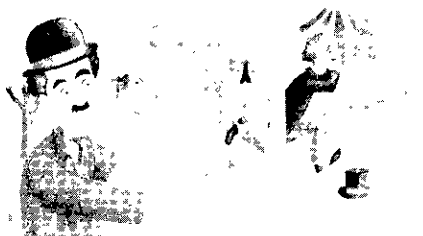
6. What was the boy doing last week?
A He did his homework.
B He did his cousin's homework.
C He was helping his cousin do homework.
7. What did he find interesting about the novel at first?
A The novel's title.
B The novel's setting.
C The novel's author.
8. What is the plot of the novel?
A A young man trapped in Count Dracula's castle in Transylvania plans to escape from him.
B A young lawyer sells a castle to Count Dracula in Transylvania.
C Count Dracula invites a young lawyer to his castle for the summer.
9. What seems to be the boy's reaction to the novel?
A He is not very interested in the story.
B The story scares him.
C He is interested in and excited about the story.
10. What might the boy do during the summer?
A He might read the novel.
B He might travel to Transylvania.
C He might visit his cousin.

Name: _____

Assessment Term 1 (1-4)

Part 4 Writing (____ / 10)

Number the scenes in the correct order to make a story.



Write the dialogues for each scene on a separate sheet of paper.

Part 5 Speaking (____ / 10)

Student A: You are a customer at a café. Choose the options from the menu that you would like to order.

<h3>Café Menu</h3>
Drinks
Italian sodas (lemon, berry, orange, kiwi)
Smoothies (berry, chocolate, mango, coconut)
Sodas (coke, lemon, orange, grape)
Coffee (mocha, cappuccino, latte)
Desserts
Cake (chocolate, carrot, coconut, coffee, vanilla)
Pie (cheese, apple, berry, mango)
Ice cream (strawberry, vanilla, chocolate, lemon)

Part 5 Speaking (____ / 10)

Student B: You are the waiter/waitress at a café. Welcome your customer and take the order.

Table: 2
Order:
Drinks:
Desserts:
Total:

Name: _____

Assessment Term 2 (5-7)

Part 1 Vocabulary (____ / 15)

Complete the words.

1. Today it is 35°C; it is ____.
2. It will be 10°C over the weekend; it is going to be _____.
3. Look at those clouds. It's going to r _____ soon.
4. I like to imagine how things will be in the future: I enjoy making p _____.
5. This organ is part of our digestive system: the s _____.
6. These are part of our respiratory system: the l _____.
7. This controls our movements, sensations and thoughts the b _____.
8. These hold you up, help you move and give shape to your body: the b _____.

Circle the correct option, A, B or C.

9. These are sports:
A swimming, weight lifting, running.
B soccer, tennis, playing video games.
C playing drums, riding a bike, playing tennis.
10. These are bodily organs:
A brain, esophagus, nose.
B heart, lungs, blood.
C mouth, intestine, hormone.
11. These are some of the body's systems:
A skeletal, respiratory, muscle.
B digestive, respiratory, skeletal.
C circulatory, skeletal, nerves.
12. These are bones:
A spine, skull, lungs.
B thighbone, neck, mouth.
C ribs, spine, kneecap.
13. These are related to the respiratory system:
A nose, lungs, inhale.
B nose, mouth, stomach.
C nose, exhale, hormones.
14. These are related to the circulatory system:
A blood, veins, arteries.
B blood, veins, neurons.
C blood, bones, heart.
15. These are leisure activities:
A baking cupcakes, riding a bike, taking pictures.
B swimming, playing video games, studying.
C running, reading, washing clothes.

Name: _____

Assessment Term 2 (5-7)

Part 2 Grammar (____ / 15)

Write the words in the correct order.

1. it / to / today / Is / rain / going / ?

2. is / Friday / to / It / going / sunny / be / not / on / .

3. people / the / shopping / go / in / Will / future / ?

4. are / to / everything / buy / online / . / going / People

5. I / going / I'm / get / ill / . / think / to

Circle the correct option, A, B or C.

6. If I study a lot, ...

A I will get a scholarship for college.

B going to pass my exam.

C I get a ten in my exam.

7. If they keep playing like this, ...

A they win the match.

B they going to win the match.

C they will win the match.

8. The heart ... blood around the body.

A move

B sends

C pumps

9. In the digestive system, food ... to nourish our body.

A is broken down

B broken down

C is broke down

10. Nutrients and oxygen ... to all parts of the body by the blood.

A are carry

B are carried

C carry

11. The human brain is ... a computer.

A more fast than

B faster than

C not faster than

12. I ... video games with my friend.

A enjoy play

B enjoy playing

C enjoy to play

Complete the questions by adding question tags.

13. The man over there is looking at me, _____?

14. They don't like this band, _____?

15. She came late last night, _____?

Name: _____

Part 3 Reading (____ / 10)

Read and circle *Right*, *Wrong* or *Doesn't say*.

INTERVIEWER: Hi, and welcome to our program, "Weekend Fun"! Today in our studio we have two members of the hiking club, Mike and Anna. Welcome to the program.

MIKE AND ANNA: Thanks. It's good to be here.

INTERVIEWER: Can you tell our listeners about the club? What do you do? When do you meet?

ANNA: Sure. The hiking club is an organization for teenagers and young adults. We all love the outdoors! We organize excursions to the mountains or to the forest every weekend. We like to hike, climb and rappel.

INTERVIEWER: Can you explain what *rappel* means?

MIKE: Of course. It means to go down the side of a mountain using ropes.

INTERVIEWER: Wow! So, all the club members enjoy adventures, don't they?

MIKE: It's definitely not a club for couch potatoes! We don't like spending weekends at home. And we all hate watching TV!

1. The interview is about a hiking club for people who don't like to stay home on weekends.
A Right B Wrong C Doesn't say
2. The club goes on outdoor excursions every weekend.
A Right B Wrong C Doesn't say
3. Rappelling is going on excursions in the mountains and through the forest.
A Right B Wrong C Doesn't say
4. All the members of the hiking club are couch potatoes.
A Right B Wrong C Doesn't say
5. Some of the activities that members of the club do are hiking, climbing and rappelling.
A Right B Wrong C Doesn't say

Circle the correct option, A, B or C, to complete the mini conversations.

6. The world will be very different in the year 2050, won't it?
A Who knows? It might be very different.
B Just a minute, please!
C Don't worry.
7. Which is more important, the heart or the brain?
A I think the brain is more important.
B The stomach might be.
C Let me see. The heart was.
8. Daniel is 65 cm tall. I'm 70 cm tall. I'm taller than him.
A I'm 72 cm. Well, I'm tallest than Daniel and you.
B Yes, I agree.
C Well, I'm 72 cm. That means I'm the tallest.
9. Oh, no! The clouds are gray.
A I think it's going to rain.
B It's cloudy.
C An umbrella.
10. What do we have to do?
A Oh, no! I don't like it.
B Make a chart of the human body.
C No, I don't want to help you.

Name: _____

Assessment Term 2 (5-7)

Part 4 Writing (____ / 10)

1. Make a list of the things that define you: for example, think about your personality, values, interests, leisure activities and plans for the future.
2. Write your profile including information about your past, present and future.

Part 5 Speaking (____ / 10)

Student A: Interviewer

You are going to interview your partner about his or her favorite leisure activities. Plan the interview and write the questions you are going to use.



Part 5 Speaking (____ / 10)

Student B: Interviewee

You are going to be interviewed by your partner about your favorite leisure activities. Make a list of the activities you like to do and the ones you dislike. Get ready to answer the questions.



Name: _____

Part 1 Vocabulary (____ / 15)

Complete the words.

1. A c _ _ _ _ strip is a funny story told using pictures and very little text.
2. The person or artist who both writes and illustrates a comic strip is the c _ _ _ _ _ .
3. O _ _ _ _ _ is words that imitate natural sounds.
4. A s _ _ _ _ b _ _ _ _ contains a character's dialogue.
5. A p _ _ _ _ is a single drawing or picture in a comic strip.

Circle the correct option, A, B or C.

6. It gives visual support to the information.
A picture
B footnote
C glossary
7. It explains the meaning of special words in the text.
A picture
B footnote
C glossary
8. It is a source of information.
A projector
B map
C screen
9. It is an example of nonverbal language.
A speech
B eye contact
C volume
10. It is the ideal place for someone who likes sightseeing and shopping.
A mountains
B rainforest
C city

11. Go to this place if you want to see monuments and structures from ancient cultures.
A beach
B city
C archeological site
12. This is the period of time from January 1st to December 31st.
A gap year
B leap year
C calendar year
13. This is a year that you spend traveling, working, etc., before continuing your studies.
A gap year
B leap year
C calendar year
14. Formal, informal and semiformal are types of:
A volume.
B register.
C rhythm.
15. Low, mid and high are types of:
A volume.
B register.
C rhythm.

Name: _____

Assessment Term 3 (8-10)

Part 2 Grammar (____ / 15)

Write the words in the correct order.

1. do / Why / say / you / that / ?

2. expensive / you / Don't / it / is / think / a / little / ?

3. I / expensive / was / As / organic / products / saying, / are / .

4. you / to / products / ? / Are / say / trying / you / are / organic / against

5. it's / not easy / I / would like / to get / to add / products / . / organic / that

Circle the correct option, A, B or C.

6. I want to visit Mexico City ... Cuernavaca.

- A but
- B and
- C although

7. ... I didn't want to come, I'm having a good time.

- A Because
- B But
- C Although

8. We shouldn't carry a lot of luggage ... we are going to walk.

- A because
- B and
- C although

9. Maybe not early in the morning, ... no later than noon.

- A because
- B but
- C and

10. You should ... and face your audience.

- A stand at the back
- B stand up straight
- C sit down

11. If people speak to you, smile and show

- A empathy
- B you don't care
- C are happy

12. Make eye contact with ... from time to time.

- A no one
- B everybody
- C some

13. I don't ... it's a good idea; it will be crowded.

- A like
- B think
- C agree

14. I'm looking ... to going to the beach.

- A forward
- B ahead
- C excited

15. There are many places to visit, ..., the lake, the mountain or the town.

- A example
- B like
- C for instance



Term 3

Name: _____

Part 3 Reading (____ / 10)

Read and circle *Right*, *Wrong* or *Doesn't say*.

Simple Presentation Tips

1 When giving presentations, these simple tips will help you, especially for giving presentations at school. Talk to the audience and make eye contact. Use nonverbal language to help
5 you express your ideas better. Make sure you know who your audience is, for instance, your classmates, your parents or your teachers. Don't try to say too much; remember that less is more. What we mean is that you don't need
10 to prove you know a lot. Besides, you may not have enough time. This is important: plan your time and practice your presentation. You can ask a friend or your parents to listen to you. Use visual materials effectively. Make sure you
15 use the ones you feel comfortable with: graphs, charts, infographics, pictures, maps, etc. And remember, your visual material should be clear and attractive and contain relevant and organized information. You can also use audio
20 or videos for your presentations but be prepared for any technical problems. In looking for information, make sure to pay attention to how reliable your sources are; not everything we
25 read or listen to in blogs or websites is true. And lastly, remember to have fun and enjoy your presentation. Try not to get nervous.

1. The main purpose of this text is to give suggestions for giving a presentation.
A Right B Wrong C Doesn't say
2. In line 14, **you** refers to the reader.
A Right B Wrong C Doesn't say
3. It is important that you show your audience you know a lot about the topic.
A Right B Wrong C Doesn't say

4. The information you get on the web is always reliable.
A Right B Wrong C Doesn't say
5. According to the text, you should always include audiovisual materials when giving a presentation.
A Right B Wrong C Doesn't say

Circle the correct option, A, B or C, to complete the mini conversations.

6. And this is the end of the presentation.
A Any questions?
B Let me know.
C I have a question.
7. What should we wear to the party?
A Let me show you.
B I have no idea. Let's find out.
C Any ideas?
8. Can we light a campfire in the evening?
A Let me think about it.
B Let's wait.
C Come on!
9. Can we stop to rest for a few minutes?
A I have a question.
B I don't know. You'd better ask the guide.
C I disagree. Let's ask the guide.
10. Where should we go?
A I'm not sure.
B It's really great!
C That sounds good!

Name: _____

Assessment Term 3 (8-10)

Part 4 Writing (____ / 10)

You are planning the best weekend ever with your best friend. Complete the chart with your ideas. Then design a schedule. Finally, write an email to your friend about your schedule. Invite him or her to add any other activities.

"The Best Weekend Ever" Schedule

Time	Saturday	Sunday
Morning		
Afternoon		
Night		

Part 5 Speaking (____ / 10)

You are going to give a 5-minute presentation to the examiner about one of the topics on the list below. Choose the basic tips for giving a presentation that apply to this situation. You don't have much time to prepare your talk, so be creative.

Topics:

A Language and social media.

B Travel destinations in your state.

C What do you prefer: novels, silent films or comic strips? Why?

Tips:

1. Write down your ideas.
2. Prepare some simple visual material to help you present organized information.
3. Make eye contact and use nonverbal language.

Preparation time: 10 minutes.

Answer Key – Student's Book

Unit 1

p. 4

- 1** 1. Sports center 2. Fast-food restaurant 3. Drugstore 4. Store. 2. Answers will vary.
- ▶ 1. She forgot her ID. 2. He is having lunch. 3. She is asking for something for a headache. 4. She will ask someone to bring orange juice.

p. 5

- 1** 1. They are at the Music Castle music store. 2. They buy music CDs and DVDs.
- 2** 1. They are looking for the latest album by Big Five. Yes, they did. 3. They are speaking face-to-face. The woman asks them to go with her to the pop music section. She says, "Here you are."
- ▶ C, R, C, L, L, C
- ▶ 1. Good afternoon, Welcome to Music Castle, 2. May I help you? 3. We are looking for the pop music section. 4. That's over there.
- ▶ Good, Welcome, Hello, May I help, We're looking for, over there

p. 6

- 3** 1. c, 2. a
- ▶ 3, 6, 1, 2, 8, 7, 4, 5
- ▶ 1. Can I have ... 2. That's 20 dollars, please. 3. Enjoy the movie! 4. The 6:15 show, please. 5. Here you are.

p. 7

- 4** Photo 1;
- ▶ 1. She's looking for a sweater. 2. Medium, 3. No, she doesn't.
- ▶ 4, 1, 3, 2
- 5** Answers will vary.

p. 8

- 6** At a restaurant
- ▶ Boy: mozzarella sticks, steak fajitas and lemonade; Girl: soup, chicken Cesar wrap, water and iced tea they are having lunch because the waiter says Good afternoon.
- 7** First column: C, C, W; Second column: C, C, W

p. 9

- 8** Photo 3
- ▶ 1. At the library. 2. the girl wants to borrow some books. 3. A ID.
- 9** How can I help you? What do I need to join? It is valid if it has your photo. Just a photo ID and a certificate of health. I'll go to see the doctor then. Answers will vary.
- 10.** Answers will vary.

p. 10

- 11** 1. He needs somewhere to stay the night. 2. He's looking for a puppy.
- ▶ Dialogue 1: Good evening, Sir. Can I have your full name, please? Formal
Dialogue 2: Hi. What's your name? Informal
- ▶ 1. Ask for personal information, 2. Greet someone formally, 3. Greet someone informally, 4. Ask for help, 5. Express what you need, 6. Show a friendly attitude.
- 12** Answers will vary.

p. 11

- 13** 4, 8, 1, 2, 3, 5, 9, 7, 6
- 14** 1. B, 2. C, 3. A, 4. C, 5. B, 6. B
- ▶ 1. E, 2. P, 3. A, 4. A, 5. E, 6. P
- ▶ Answers will vary.
- ▶ Answers will vary.
- Answers will vary.

p. 12

- 15** help, donate, water, inventory, Thanks
- 16** Answers will vary.

Unit 2

p. 14

- 1** 1. Cinderella, 2 Snow White, 3. Aladdin, 4. Little Red Riding Hood
- ▶ 1. 2, 2. 3, 3. 4, 4. 1

p. 15

- 1** First column: subtitle; Second column: title, authors, illustration, text
- ▶ 1. The title. So that it will stand out. 2. "We need help!" "I can help, but it will cost you." "Whatever the price, we will pay." They're in quotation marks / In Spanish they use hyphens. 3. Answers will vary. 4. They help them understand the story better.

Answers will vary.

p. 16

- 2** The Fisherman and His Wife
- ▶ First row: 3, 4, 2; Second row: 1, 5
- ▶ Answers will vary.
- ▶ apologise, colour, grey, metre

Answer Key – Student's Book

p. 17

- 3 A cottage, a palace, to be a king and queen
- ▶ Answers will vary.
 - ▶ Possible answers: Beginning: The fisherman and his wife lived in a dirty shack. One day he caught a big fish. The man let it go.
Middle: The wife was angry. She told him to ask for a better house. He did and the house became a beautiful cottage. The wife then wanted a palace. She got the palace.
End: The wife wanted the fish to make them king and queen and they lost everything.
 - ▶ Answers will vary.

p. 18

- 4 **The Pied Piper of Hamelin:** Characters: the Pied Piper, the children, the mayor, the rats; Setting: the town of Hamelin; Conflict: The mayor refused to pay the Piper. Resolution: The Piper played his flute and took the children away. **The Fisherman and His Wife:** Characters: the fisherman, his wife and the fish; Setting: a shack near the ocean. Conflict: The fisherman's wife gets greedy and wants more and more. Resolution: The fish returns everything to how it was
- ▶ Answers will vary.

p. 19

- 5 1. Once upon
- ▶ Possible answer: The miller told the king his daughter could spin straw into gold but she didn't know how. The king locked her in a room. A little man came and said he could help.
 - ▶ Answers will vary.
 - ▶ Answers will vary.
 - ▶ While she was crying, a little man appeared in the room.

p. 20

- 6 1. 2, 2. 1
- ▶ opened, saw, was bringing, said, answered, offered
 - ▶ First column: 3, 2; Second column: 1, 4

p. 21

- 7 Answers will vary.
- ▶ 1. Rumpelstiltskin turned the straw into gold.
 - ▶ 2. Rumpelstiltskin demanded the queen's baby.
 - ▶ 3. A servant was walking in the forest when he heard Rumpelstiltskin singing his name.
 - ▶ 4. Rumpelstiltskin got angry and disappeared forever.
 - ▶ Answers will vary.

p. 22


- 8 1. In which two tales were the characters very greedy? In the Fisherman and His Wife and Rumpelstiltskin. 2. What did the miller say his daughter could spin from straw? Gold. 3. Where did the man find his wife when he returned home? In a beautiful cottage. 4. What happened when the man played his flute? The rats followed him out of town. 5. Why was the miller's daughter crying when the little man appeared? She didn't know how to spin straw into gold. 6. What type of plague invaded the town? A plague of rats.
- 9 Rumpelstiltskin, The Fisherman and His Wife, The Pied Piper of Hamelin
- ▶ Answers will vary.

Unit 3

p. 24

- 1 Picture 4
- ▶ 2, 1, 4


p. 25

- 1 Row 1: entries, change in the part of speech, main entry, synonyms/collocations; Row 2: subentries, example; Row 3: phonetic transcription, parts of speech, forms of entry, translation
- ▶  Answers will vary.

p. 26

- 2 A, C, F, H, K, N, Q, T, V, Y
- 3 1. rite, 2. poquito, 3. rock, 4. portón, 5. seal, 6. libro, 7. seashell, 8. lidear
- 4 First row: 9, 8, 4, 6, 7; Second row: 2, 5, 1, 3
- ▶ First Column: repel, repellent, repent, repentance, repentant; Second Column: repercussion, repertoire, repetition, repetitious
 - ▶ 2. You look at the second letter. 3. You look at the third letter. 4. Bilingual, because it has a translation.

p. 27

- 5 1. d, 2. c, 3. g, 4. f, 5. a, 6. h, 7. b, 8. e
- 6 below-*prep.*; but-*conj.*; fast-*adj.*, *adv.*, *v.*; lock-*n.*, *v.*; mine-*pron.*, *n.*, *v.*; the-*art.*
- ▶ 1. *n.*, 2. *v.*, 3. *adv.*, 4. *n.*, 5. *pron.*, 6. *v.*
 - ▶ Worksheet 3:  First column: 3, 1, 2, 5, Second column: 6, 4

Answer Key – Student's Book

p. 28

- 8 and-y, backwards–*hacia atrás*, in-en, interesting–*interesante*, lay–*poner*, live–*vivo*, lungs–*pulmones*, mammals–*mamíferos*, them–*ellos*, until–*hasta* (que)
- ▶ 2. and, 3. live, 4. lay, 5. in, 6. lungs, 7. interesting, 8. mammals, 9. backwards, 10. until
2. *conj.* 3. *adj.* 4. *v.* 5. *prep.* 6 *n.* 7. *adj.* 8. *n.* 9. *adv.* 10. *adv.*
- ▶ Answers will vary.

p. 29

- 9 Common nouns: country, man, mountain, ocean, woman; Proper nouns: Mount Everest, Nadia, Pacific, Simon, Uruguay
- 10 Red: D(emonstrations), F(amous), H; Yellow: . ! “ ? “ Green: E(gypt)
- ▶ Nouns *n.*: demonstrations, Egypt, planet, scientists, singer, weekend
 - Verbs *v.*: are asking, can save, is, turn
 - Adjective *adj.*: famous, free, violent
 - Pronoun *pron.*: our, themselves, we
 - Preposition *prep.*: in, over
 - Article *art.*: the
 - Adverb *adv.*: again, how
- ▶ 4, 2, 3, 1

p. 30

- 11 Accept student's ideas.
- ▶ 4, 3, 2, 1
 - ▶ 1. Try, 2. Decide, 3. Look up, 4. Search, 5. Check, 6. Do
- 12 Possible answers: We saw a good play on Sunday. Ben plays tennis very well. My cousin plays the piano. The actor plays the part of a thief.

p.31

- 13 2. Arabic numerals: 1, 2, 3 3. 3. examples: The dog was pulling the sleigh. 4. guidewords: pull–pumpkin 5. phonetic transcription: /pəlp/
- 14 1. Examples establish a context for the use of the word. 2. Phonetic transcriptions help us pronounce the word. 3. Guidewords help us locate the entry faster. 4. The abbreviations help us identify the part of speech of the word. 5. Arabic numerals show us the different meanings of the word. 6. Roman numerals show us the different parts of speech of the same word.

p. 32

- 15 a
- ▶ First column: ✓, ✓, -, ✓, -; Second column: -, ✓, ✓, ✓, ✓
 - ▶ First column: 1, 2, - 3, - Second column: -, 4, 6, 7, 5
 - ▶ Answers will vary.
 - ▶ Answers will vary.

Unit 4

p. 34

- 1 Answers will vary.

p. 35

- 1 Game: 1. a 2. c 3. 3, Charlie Chaplin, his girlfriend, the villain 4. c 5. Yes 6. Charlie Chaplin and his girlfriend are at the fair. The villain is watching them. 7. The villain tries to bother the girlfriend but Charlie Chaplin sees them. 8. Yes. You can see it on her face. 9. b 10. Charlie Chaplin saves her and scares the villain away.

p. 36

- 2 1. anger 2. happiness
3. surprise 4. sadness
- 3 frightening–Scene 2, melodramatic–Scene 3, comic–Scene-1

p. 37

- 4 Answers will vary.
- ▶ 5, 3, 1, 4, 6, 2
 - ▶ 1. The man. 2. He stands in line but the line doesn't move. 3. No, he doesn't. 4. He feels disappointed.

p. 38

- 5 3, 2, 1, 4
- ▶ 1. He might want to marry her. 2. Because she might not love him. 3. He might be the man he loves.
 - ▶ Answers will vary.
- 6 What do you want to do? I am going to fight it. What do you need to fight the mummy? Where is it?

p. 39

- 7 First row: science fiction, comedy, romance, Second row: horror, musical, animation
- 8 B
- ▶ Answers will vary.

p. 40

- 9 3, 5, 2, 4, 1

Answer Key – Student's Book

- 10** 1. First speech bubble, 2. Second speech bubble, 3. First speech bubble, 4. First speech bubble, 5. First speech bubble
▶ Answers will vary.

p. 41

- 11** 1. INT.-interior, EXT.-exterior, 2. The scene descriptions, 3. When they are characters, 4. They go in parentheses.

12 Answers will vary.

Unit 5

p. 44

1 Answers will vary.

- ▶ 1. 3, 2. 1, 3. 2, 4. 4

p. 45

- 1** 1. The weather. 2. Answers will vary.
▶ 1. It is going to ... 2. "is" and "it" change places. 3. To rain, to rain, to be, sunny, cloudy
▶ is going to be 17°
Possible answers: On Tuesday, the maximum temperature is going to be 21°C and the lowest temperature is going to be 15°C. It is going to be cloudy.
On Wednesday, the maximum temperature is going to be 19°C and the lowest temperature is going to be 8°C. It is going to rain.

p. 46

- 2** 1. He is going to Mexico City. 2. He is going to stay a week. 3. Ana is helping him with the weather forecast.
▶ On Tuesday and Wednesday, it is going to be hot and very sunny. The rest of the week is going to be cool. The high temperature will be only 17 degrees it will be 10 degrees at night. And it is going to rain on Friday.
▶ Possible answers: 1. Weather forecasters Meteorologist. 2. Before you decide what to wear. If you are planning outdoor activities. 3. Possible answers: Economist. Trader. Marketer. Designer.

p. 47

- 4** Answers will vary.
▶ started, watched, takes, chooses, will host, will be
▶ 1. The next Olympics will take place in 2020. 2. Tokyo, Japan will host the games. 3. The theme will be "Discover Tomorrow."
▶ Answers will vary.

p. 48

5 4, 6, 5, 2, 3, 7

- ▶ Maria: swimming competition, Lola: weight-lifting event, Pedro: 50 meters freestyle, Frank: 2,000-meter race, Marla: diving competition

p. 49

- 6** 1. This dress is really pretty... 2. He's going to fall down. 3. Shhh, the film's going to start ... 4. I have too much homework... 5. Look at those clouds...
Students draw a picture of a cloudy day.
▶ 1. Because she has too much. 2. It is really pretty.
▶ 1. Why is the boy going to fall down? There is an open manhole in the street and he isn't look at where he is going. 2. What is going to happen if the couple doesn't keep quiet? They will miss the beginning of the movie. 3. Why is it going to rain soon? Because it is very cloudy.

p. 50


- 7** 1. They will take all their classes at home using the Internet. 2. They will talk to and see their friends using smartphones. 3. People won't leave their homes. 4. Answers will vary.
▶ Answers will vary.
▶ The sentences with *if* express a condition for something else to happen.

8 Answers will vary.

p. 51

- 9** Possible answers: Maria will study foreign languages and will learn about other cultures. Pedro will have a family and volunteer for a social program. Paola will make good friends and invent new technology.

p. 52

- 11** Personality: friendly and responsible. Values: likes helping other people. Interests: reading and writing stories. Free-time activities: plays basketball and takes swimming classes. Plans for the future: Enter a writing contest. She would like to become a teacher. Will help her classmates prepare for midterm exams.
▶ Answers will vary.
 Answers will vary.

Answer Key – Student's Book

Unit 6

p. 54

1. Respiratory system, 2. Heart, 3. Skeletal system, 4. Digestive system. 5. Nervous system.
- ▶ PE teacher - to show what parts of the body students use during exercise - labeled chart of the skeletal and muscular systems
secondary school students - to brainstorm general information about human body systems - a concept map of each system
heart surgeon - to explain the procedure to a heart surgery patient - simple diagram of the heart
medical student - to learn about the human body in detail - detailed diagrams of all systems and parts of the human body

p. 55

- 1 First column (top to bottom): skull, spine, thighbone, shinbone, foot; Second column (top to bottom): neck, ribs, pelvis, kneecap, toes
- ▶ 1. a, 2. c, 3. b, 4. a, 5. b, 6. c
- ▶ Answers will vary.

p. 56

3 bones, muscles, joints and ligaments

Circle: Your bones hold you up and help you move. They also give your body shape and protect other parts of your body. Your joints help you move, too. You also need muscles to move and to stand. They pull on the bones to move them. Ligaments hold your bones together.

- ▶ muscles - help you move and stand, move bones; joints - help you bend and move; ligaments - hold your bones together

p. 57

- 5 1. high school students, 2. an anatomy textbook
- ▶ 4, 1, 2, 3
- ▶ 1. They pull on bones to move them and help you to move and stand. 2. Smooth muscles control our breathing. 3. We can't control our cardiac muscle.
- ▶ 1. facts, 2. the verb to be, 3. past participle form
- 6 1. are, activated, 2. is protected, 3. is stored

p. 58

- 7 Answers will vary.
- ▶ 1. breathing, 2. trachea, 3. lungs, 4. inhale, 5. nasal passages, 6. exhale
- ▶ 1. inhale, 2. exhale, 3. breathing, 4. nasal passages, 5. trachea, 6. lungs

- ▶ First column: nasal passages; Second column (top to bottom): trachea, lungs

☐ Answers will vary.

p. 59

- 8 1. A human brain. 2. It sends a higher number of messages. 3. Doing exercise. 4. The cerebrum.
- ▶ (top to bottom) biggest, higher, smarter, most complex, more powerful
- 9 1. What is the heaviest organ in the human body? The skin. 2. Which is the longest bone in the human body? The femur. 3. Whose heart is bigger: a blue whale's or a human's? The blue whale's. 4. What is the most important function of the cerebrum? To control our movements, thoughts and memory. 5. Which is the fastest human sense? The sense of hearing.

p. 60

10 Answers will vary.

- ▶ 1. The heart pumps blood around the body. 2. Veins and arteries. 3. The right and left ventricle and the right and left atrium. 4. The heart, the blood vessels and the blood. 5. The blood carries nutrients and oxygen to all parts of the body and carries away waste materials and carbon dioxide.

p. 61

- 11 1. Do exercise every day. 2. Eat a lot of fresh fruit and vegetables. 3. Drink a lot of water. 4. Do activities to relax. 5. Brush your teeth at least twice a day.
- ▶ 1. Don't eat too much. 2. Don't eat junk food like candy and chips. 3. Don't spend a lot of time in front of the computer. 4. Don't watch more than an hour of TV each day. 5. Don't drink sodas.
- ▶ Exercise: Do exercise every day. Do activities to relax.
Food: Drink a lot of water. Eat a lot of fresh fruit and vegetables. Other Habits: Brush your teeth at least twice a day.
- 12 1 2. Our teacher says, "eat balanced meals and do a lot of exercise to have a healthy heart." 3. Your brain controls how you feel, how you think and how you act. 4. The brain and the spinal cord make up your central nervous system.
2 1. Answers will vary. 2. Bronchitis, colds and the flu are respiratory diseases, so is pneumonia. 3. Answers will vary. 4. The heart is a muscle, it is part of the circulatory system.

Answer Key -- Student's Book

p. 62

- 14 Left-column: 5, 3, 1; Right-column: 6, 4, 2
- ▶ Digestion begins with the nose. Food enters your body through the mouth. The ~~tongue~~ esophagus pushes the food from the back of your ~~tongue~~ throat to your stomach. The stomach breaks down and stores some of the food and sends it to the ~~large~~ small intestine. The small intestine ~~builds-up~~ breaks down the food; it gets help from the ~~appendix~~ pancreas, liver and gallbladder. The large intestine is a ~~short~~ long tube; it includes 3 organs: the colon, rectum and anus.

Unit 7

p. 64

- 1 watching sports, painting, dancing, cooking
- 2 Be quiet!-Emoticon 2, Come here!-Emoticon 3, Who knows?- Emoticon 1, Just a minute, please. -Emoticon 4

p. 65

- 1 Answers will vary.
 - ▶ Answers will vary.
 - ▶ don't like, enjoy, hate, love
 - ▶ enjoy / hate: ✓, ✗, ✓; like / love: ✓, ✓, ✓; dislike: ✓, ✓, ✓

p. 66

- 3 Answers will vary.
 - ▶ 1. She hates swimming because she is afraid of the water. 2. Yes, she loves it. 3. She likes lifting weights and playing football. 4 She asks Anna to help her prepare a surprise party.
 - ▶ 1. BE, 2. AE, 3. AE, 4. BE
- 4 2, 3, 1

p. 67

- 5 Alan, Gareth
 - ▶ Hey, swim, and, don't, Well, weather, no
 - ▶ Answers will vary.
- 6 1. Oh, really? 2. Oh, no! That can't be true. 3. Wow! That's great! 4. Hmm. I'm not sure.

p. 68

- 7 1. Choosing a workshop. 2. Planning an excursion. 3. Chatting with a friend.
 - ▶ 1. 3, 1, 4, 2; 2. 1, 3, 4, 2, 5; 3. 2, 1, 4, 3
 - ▶ I, I, F

p. 69

- 8 Answers will vary.
 - ▶ B: Every weekend; B: With some friends, B: a bike accident, B: People and animals, B: noisy and dirty

p. 70

- 9 Answers will vary.
 - ▶ Red: Yes, it's great! It's a perfect way to keep in touch with my friends. Eddie: I agree. I also like communicating with people that way. I don't think so. In my opinion, it's very unlikely that anything bad could happen. Green: But don't you think it can be dangerous? I disagree. I don't think it's so simple. We need to be careful. Some strangers might use our information to rob our houses or to bother us.
 - ▶ Answers will vary.

p. 71

- 10 ▶ 1. It's safe, isn't it?
s QT
2. He doesn't enjoy loud music, does he?
s QT
3. You don't like fish, do you?
s QT
4. It isn't going to snow, is it?
s QT

- ▶ 1. She doesn't dance well, - does she? 2. Paul likes swimming, - doesn't he? 3. My mom is very strict, -isn't she? 4. Alfred didn't help at all, -does he? 5. You are angry, -aren't you? 6. They have a lot of money, - don't they?

p. 72

- 12 1. Formal, 2. The main parts are: opening, body, closing. 3. Opening: salutation, Body: central idea, Closing: good-bye. 4. Answers will vary. 5. A summer job.
 - ▶ Answers will vary.

Unit 8

p. 74

- 1 1. Superhero, 2. Comedy, 3. Western, 4. Horror, 5. Romance
- 2 5, 2, 3, 1, 4

Answer Key – Student's Book

p. 75

- 1** Someone playing a joke on someone else.
- ▶ Top to bottom: 1, 3, 2, 4
 - ▶ 1. There are 3 events. Because there are 3 panels.
 - ▶ 2. In the speech bubbles. 3. Exclamatory 4. Comic strips have less writing and more drawings that are in a sequence.
 - ▶ 1. Zip, 2. He takes and eats Zap's sandwich.
 - ▶ 3. They're friends. 4. Answers will vary.
 - ▶ Answers will vary.

p. 76

- 2** Clouds
- ▶ 1. The woman. 2. The man. 3. The dog. He sees the shape of a cat.
 - ▶ 1. three, 2. woof, 3. two
 - ▶ 3, 4, 2, 1

p. 77

- 3** Be constructive when giving an opinion.
- ▶ Red: Dad, that boy told me that my drawing is ugly.
Blue: I like the colors very much, but I think you have to add details.
Green: I'll think about that. Thank you for your comment.
 - ▶ Answers will vary.

p. 78

- 4** 1. e, 2. f, d, 3. a, 4. c, b
- ▶ 1. Because the doctor didn't prescribe her any pills. 2. Because he thinks having so many pets is stressful.
- 5** 1. did you think, 2. do you say, 3. Don't you, 4. at all, 5. I'm not

p. 79

- 6** 2, 1, 4, 3
- ▶ Answers will vary.
- 7** Answers will vary.

p. 80

- 8** good and polite social behavior
- 9** let's, That's, about, Any, would
- ▶ 3, 2, 1

p. 81

- 10** ▶ 1. What did Mr. Simpson decide to do on his vacation? He decided to take the train to the mountains.
2. What did he do on the train? He put his head out of the window to look at the mountains.
3. What did the wind do? It blew his hat off.
4. What did Mr. Simpson do then? He took his bag and threw it out the window, too. 5. What did the other passengers on the train ask? Why did you throw your bag out of the window? 6. What did Mr. Simpson answer? When somebody finds the hat and the bag, they'll return them both to me.

p. 82

- 11** ▶ 1. Super Toddler, 2. Smart Woman, 3. Healing Girl, 4. Geek Boy
- ▶ explaining something
 - ▶ Answers will vary.

Unit 9

p. 84

- 1** First row: pet foundation, company investments; Second row: languages around the world, math formulas
- ▶ All of the above.
 - ▶ All can be used in presentations.

p. 85

- 1** The differences in languages and cultures around the world.
- ▶ 1. presents additional information about something, 2. gives the meanings of particular words, 3. gives visual support to the information, 4. introduces or summarizes a section of a text, 5. gives the main idea of the text
 - ▶ 1. We use a wide variety of languages to communicate. 2. mankind, 3. language, 4. body language

p. 86

- 2** Answers will vary.
- 3** How social media affects languages
- ▶ 1. Social media are the communication tools available online that help us communicate with other people. 2. It is now much easier to communicate with others, have fun and learn online. 3. Use social media wisely and never hurt anyone. 4. Answers will vary.
- 4** 1. social apps, 2. textbook, Internet, 3. magazine, 4. Dictionary

Answer Key – Student's Book

p. 87

- 5** Answers will vary.
- ▶ 98% of people speak English as a second language in the United Kingdom, 50 countries have English as a first language, 12% of the population speaks English as a second language, the English language has its origins in the 5th century
 - ▶ 1. The main idea is to show where English is spoken around the world. 2. Yes, it is. 3. French and English. 4. About 505 million people. 5. English spread through colonization and emigration.
- 6** Worksheet 9: 2 1. 427 million native speakers. 2. Mexico. 3. Answers will vary. 4. Spain and Argentina.

p. 88

- 7** Answers will vary.
- ▶ 2, 3, 1
- 8** 1. How many languages in the world are in danger of extinction? About 23 percent of the world's languages. 2. What two European languages are spoken in Canada? French and English. 3. Which indigenous languages are spoken in your country? Answers will vary. 4. Where are the most languages concentrated? In Asia and Africa.

p. 89

- 9** 1. infographic, 2. graph, 3. projector, 4. web page, 5. map, 6. survey
- ▶ 1. infographic, graph, web page, map, survey, 2. Answers will vary, 3. All of them, 4. Answers will vary.
- 10** map, graph, infographic, web page
- ▶ 1. classmates, parents and teachers. 2. your presentation, 3. relevant and organized information, 4. blogs or websites is true.
- 11** Answers will vary.

p. 90

- 12** lingua franca
- 13** languages, people, different
- ▶ 1. It is a language used as a common or commercial language among people whose mother tongue is different. 2. Because it is the most commonly spoken language. Because of the importance of the United States in commerce, technology and industry. 3. There is better communication and fewer misunderstandings.
 - ▶ Worldwide Organizations: United Nations, UNESCO, UNICEF. United Nations Official Languages: Arab, Chinese, Russian, English, French, Spanish. Advantages of a Global

Language: Worldwide communication, harmony, peace. No misunderstandings. Disadvantages of a Global Language: There would be a monolingual social class. Some languages would disappear.

15 Answers will vary.

p. 91

- 16** Answers will vary.
- ▶ 1. mid, fast, unclear, informal, 2. mid, mid, very clear, formal 3. mid, slow, very clear, semiformal
 - ▶ 1. To clarify ideas, 2. To wrap up ideas and give final thoughts. 3. To give additional information, 4. To continue talking or bringing up a topic. 5. To ask the audience if they have a question.
 - ▶ 1. Any doubts, 2. Finally, 3. As I was saying, 4. I would like to add

p. 92

- 17** eye contact, body posture, hand gestures, facial expressions
- 18** Photo 1
- ▶ 1. Because he's going to give a presentation. 2. Yes, she does. 3. He feels more confident.
 - ▶ 1. stand upright, 2. some people, 3. move your hands in a relaxed way, 4. smile

Unit 10

p. 94

- 1** 3, 4, 5, 1, 2
- ▶ beach, rainforest, mountains, city, archeological site

p. 95

- 1** 1. Palenque, Chiapas, 2. Answers will vary.
- ▶ 1, 2
 - ▶ 1. a) surrounded by nature, jungle, b) learn about ancient Mayan culture
 - ▶ 1. quite, 2. don't, 3. forward, 4. think, 5. should

p. 96

- 2** First column: guidebook, agency; Second column: magazine, website
- ▶ Answers will vary.
- 3** Location: Monarch Butterfly Sanctuary. Where to stay: The sanctuary has several places you can put up your own tent or in a hotel in Valle de Bravo, What to do: Learn about the Monarch butterfly, hike in the forest, go horseback riding. In Valle de Bravo: go kayaking, visit waterfalls, climb a rock to see the view. Cacahuamilpa Caves and Taxco. Location: on the border of Morelos and Guerrero, about 2 ½ hours from Mexico City, Where to stay: campsites

Answer Key – Student's Book

in the park or in a hotel in Taxco, What to do: Visit the caves, explore subterranean rivers, go rock climbing, go to a botanical garden, see wild animals.

4 Answers will vary.

p. 97

5 Place: Parque Nacional Cacahuamilpa. Get there by: bus or car, Opens at: 10:00 a.m., Closes at: 5 p.m., Only guides can: turn on the lights, tell you lots of interesting stories about the caves, The tour lasts: about two hours, Tickets cost: 60 pesos per person

6 1. but, 2. Although, 3. and, this means that, 4. because, 5. so

► First column: and, because; Second column: but/ although, so

p. 98

7 1. b, 2. b, 3. a, 4. b, 5. b, 6. b

► I have a question. I have no idea. I disagree. Let me think about it. I have an idea. I agree.

p. 99

8 Answers will vary.

9 South Africa. Pros: Many safari parks. Cons: too far and too expensive.

South America. Pros: See Machu Picchu, go paddling in the Amazon. Cons: too exotic, doesn't like water.

Mexico. Pros: can see attractions in Oaxaca and Mexico City.

► Answers will vary.

► 1. sure, 2. sounds, 3. mean, 4. idea

► 1, 2, 3, 4

p. 100

11 Answers will vary.

► C, A, B

► Tour A. Location: South America: Buenos Aires, Rio de Janeiro, Santiago, Cost: \$2,800, Duration: two weeks, Things to do: learn how to dance the tango, samba and the Chilean cueca, go shopping

Tour B. Location: Chilean Andes, Cost: \$1,500, Duration: ten days, Things to do: cook over a campfire, go fishing, rafting, cycling and rock climbing, see beautiful scenery.

Tour C. Location: Buzios, Cost: \$1,200, Duration: seven days, Things to do: go scuba diving and surfing, play soccer on the beach, eat fresh fish, listen to music.

► Tour C.

► Answers will vary.

p. 101

12 Name: Yosemite National Park, Location: Sierra Nevada, California, Size: 1,200 square miles, Open: all year round, Activities: walks, bus and train tours, horseback riding, climbing, fishing, swimming, Points of Interest: Glacier Point, Sequoias (gigantic trees) in Mariposa Grove, Entertainment: Yosemite Valley Theater, Yosemite Museum. Accommodation: campgrounds, hotels, motels and inns.

► 1. you-the person reading the article, 2. It-Yosemite National Park, 3. These-activities, its-Yosemite Museum's.

p. 102

13 1. For teenagers and young adults. 2. An international youth camp. 3. Chiapas, Mexico.

► countries, birds, rafting, rope pulling, campfires, healthy

► Answers will vary.

Answer Key – Assessments

Assessment 1

Page T114

- 1 looking for; try them on; size; small; brown; another time
- 2 5, 6, 4, 2, 3, 1

Assessment 2

Page T115

- 1 wanted; traveled; returned; was raining
- 2 3, 2, 1
- ▶ Possible answers: 1. The princess, the prince, the king and the queen. 2. The palace where the king, the queen and the prince live. 3. The prince is looking for a real princess to marry, but he can't find one. One night, a beautiful princess appears at the palace looking for shelter from the rain. 4. The king and the queen are not sure that she's a real princess. So the queen has an idea and puts her to the test. 5. The princess proves to be a real princess when she says that she couldn't sleep well. The prince meets her and they get married.

Assessment 3

Page T116

- 1 1. preposition; 2. conjunction; 3. adjective; 4. verb; 5. article; 6. noun
- ▶ festival; on; begin; the; and; fascinating
- 2 2, 3, 1
- 3 Possible answers: 1. Analyze the context in which the word is being used. 2. Decide the part of speech. 3. Find the right dictionary section. 4. Don't read all the meanings; read only the ones corresponding to the part of speech you chose. 5. Decide which meaning is the one you're looking for.

Assessment 4

Page T117

- 1 2, 3, 4, 5, 1
- 2 Answers may vary. 1. She's in a hotel. 2. The shadow of a man. 3. Because she hears someone knocking loudly on the door while she is in bed. 4. She sees a man wearing a werewolf mask. / She sees a werewolf. 5. She decides to follow him. 6. She sees that there's a costume party.
- 3 1. A woman arrives at a hotel. 2. She hears noises. 3. She sees a werewolf. 4. She arrives at a costume party.

Assessment 5

Page T118

- 1 1. will study; 2. will become; 3. will travel; 4. will marry; 5. will have; 6. will live
- 2 1. temperature; 2. windy; 3. rain; 4. forecast; 5. sunny
- 3 2, 3, 3, 1, 1, 2, 4, 3

Assessment 6

Page T119

- 1 Possible answers: Circulatory: heart, vein, blood; Respiratory: lungs, trachea, nasal passages; Digestive: mouth, stomach, large intestine; Skeletal: skull, spine, rib
- 2 1. bones → bones; 2. joints → joints; 3. move → move; 4. elbows → elbows; 5. help → help
- 3 1. breathing; 2. inhale; 3. exhale

Assessment 7

Page T120

- 1 Karen – e-mail address: karen_rodgz@teenworld.com; likes: karate; dislikes: doing yoga; loves: math, playing tennis and swimming; hates: history
Susan – e-mail address: susansmith@youthclub.com.uk; likes: doing yoga; dislikes: math; loves: baking, playing tennis and swimming; hates: history
- 2 1. isn't she?; 2. does he?; 3. didn't she?; 4. are they?
- 3 1. Oh, no, that's terrible! 2. One moment, please. 3. Wow, that's great! 4. Oh, really? 5. I'm not sure.

Assessment 8

Page T121

- 1 1. Black Ducks; 2. Igor Zakowski; 3. comedy; 4. seven
- ▶ Answers may vary. 1. Why can't the duck go out? Because he has a terrible cold. 2. What do his friends do? They come visit him to take care of him. 3. What does he do at the end? He pretends to be sick again so that his friends will keep taking care of him.
- 2 ding dong!; crash!; hahahaha!; chirp chirp

Assessment 9

Page T122

- 1 speak; They; differently; the; in; different; uniforms; and
- ▶ language differences; dress codes; driving codes; sports preferences
- 2 1. Picture/Image; 2. Footnote; 3. Title; 4. Glossary
- ▶ 1. Title; 2. Picture/Image; 3. Glossary; 4. Footnote

Assessment 10

Page T123

- 1 Destination: San Clemente Island; Number of days: 3; Accommodation: tents in campground; Main activities: hiking, water sports, cooking out, campfire activities.
- 2 tents; activities; campfires; cook; Calvo, Miss Myers and Mr. Fletcher.
- 3 1. ferry; 2. campfire; 3. campsite

Answer Key – Term Assessments

Assessment Term 1

Part 1 Vocabulary (15 points)

1. C
2. A
3. C
4. B
5. A
6. C
7. A
8. C
9. C
10. B
11. B
12. A
13. C
14. B
15. B

Part 2 Grammar (15 points)

1. May I take your order?
2. Would you like anything to drink?
3. I'd like to have the juice, please.
4. Can I have four tickets for the show, please?
5. Can I see your ID?
6. B
7. C
8. A
9. C
10. C
11. A
12. Then
13. Finally,
14. First,
15. Next,

Part 3 Reading (10 points)

1. A
2. B
3. B
4. B
5. B
6. C
7. A
8. A
9. C
10. A

Part 4 Writing (10 points)

(2 points) 2, 4, 1, 3 (8 points) Answers will vary: Students should write the dialogues for the comic strip. Check that they use the format seen on page 41 of the Activity Book. Review spelling, grammar and coherence.

Part 5 Speaking (10 points)

Answers will vary: Student B writes down what Student A orders. Check that students use suitable questions and expressions to carry out the conversation. You can ask them to switch roles if time allows.

Assessment Term 2

Part 1 Vocabulary (15 points)

1. hot
2. cold
3. rain
4. predictions
5. stomach
6. lungs
7. brain
8. bones
9. A
10. A
11. B
12. C
13. A
14. A
15. A

Part 2 Grammar (15 points)

1. Is it going to rain today?
2. It is not going to be sunny on Friday.
3. Will people go shopping in the future?
4. People are going to buy everything online.
5. I think I'm going to get ill.
6. A
7. C
8. C
9. A
10. B
11. B
12. B
13. isn't he?
14. do they?
15. didn't she?

Answer Key – Term Assessments

Part 3 Reading (10 points)

1. A
2. A
3. B
4. B
5. A
6. A
7. A
8. C
9. A
10. B

Part 4 Writing (10 points)

Answers will vary: Students write a couple of paragraphs as a self-profile. They should include information about their personality, values, interests, leisure activities and plans for the future. Review for spelling, grammar and coherence.

Part 5 Speaking (10 points)

Student A interviews Student B about his or her favorite activities. Check that students use suitable questions and expressions to carry on the conversation. You can ask them to switch roles if time allows.

Assessment Term 3

Part 1 Vocabulary (15 points)

1. comic
2. cartoonist
3. Onomatopoeia
4. speech bubble
5. panel
6. A
7. C
8. B
9. B
10. C
11. C
12. C
13. A
14. B
15. A

Part 2 Grammar (15 points)

1. Why do you say that?
2. Don't you think it is a little expensive?
3. I was saying, organic products are expensive.
4. Are you trying to say you are against organic products?
5. I would like to add that it's not easy to get organic products.
6. B
7. C
8. A
9. B
10. B
11. A
12. B
13. B
14. A
15. C

Part 3 Reading (10 points)

1. A
2. A
3. B
4. B
5. C
6. C
7. A, B, or C
8. A or B
9. B
10. A

Part 4 Writing (10 points)

Answers will vary: Students write an email to their friend explaining the schedule for their best weekend ever. They should include a variety of activities along with the schedules. They should also invite him or her to add activities to the schedule. Review spelling, grammar and coherence.

Part 5 Speaking (10 points)

Answers will vary: Students give a short presentation about one of the three topics on the list. They should follow the tips given and take 10 minutes to prepare. Optionally, you can ask them to prepare this for homework so that they have more time. Review with the students the tips that they should use nonverbal language and visual aids and speak clearly.



Unit 1

TRACK 1

NARRATOR: Dialogue 1

MAN: Good afternoon.

GIRL: Good afternoon. I forgot my ID and my Pilates class begins in ten minutes.

MAN: Don't worry. I can give you a day pass so you can get into the club for today.

GIRL: Great! Thanks.

MAN: You're welcome.

NARRATOR: Dialogue 2

CASHIER: Good afternoon. May I take your order?

Boy: Yes, please. I'd like a crispy chicken burger and a side salad.

CASHIER: Anything to drink?

Boy: A small soda, please.

CASHIER: OK, a crispy chicken burger, a side salad and a small soda.

Boy: That's right.

CASHIER: That's \$4.50, please.

NARRATOR: Dialogue 3

MAN: Hello. I'd like something for a headache, please.

WOMAN: Would you like aspirin or ibuprofen?

MAN: Er... ibuprofen.

WOMAN: Here you are. Make sure you read the instructions on the box, and go to your doctor if you don't start to feel better soon.

MAN: OK, thanks. How much is it?

WOMAN: \$3.50, please.

MAN: Here you are.

WOMAN: Thanks! Bye.

NARRATOR: Dialogue 4

CASHIER: Good morning.

GIRL: Good morning.

CASHIER: Did you find what you needed?

GIRL: No, I couldn't find the orange juice.

CASHIER: Orange juice? That's strange. May I call someone to get it for you?

GIRL: Yes, please.

CASHIER: OK. Give me a minute, please.

GIRL: Thank you.

TRACK 2

WOMAN: Good afternoon. Welcome to Music Castle.

Boy: Hello, thank you.

TRACK 3

WOMAN: Good afternoon. Welcome to Music Castle.

Boy: Hello, thank you.

GIRL: Hey, Rob, let's find the pop section. I'd like to listen to the Big Five album before I buy it.

Boy: OK. Let's ask where it is.

WOMAN: May I help you?

GIRL: Yes, please. We're looking for the pop music section.

WOMAN: It's over here; come with me. Are you looking for a specific band or singer?

Boy: Yes, the latest album of the Big Five.

WOMAN: That's over there. Here you are.

Boy: Thanks.

TRACK 4

WOMAN: Good afternoon. Welcome to X-press Cinemas.

Boy: Good afternoon. Can I have four tickets to see *Surviving in the Ocean*, please?

WOMAN: Sure. What time?

Boy: The 6:15 show, please.

WOMAN: OK, four tickets to see *Surviving in the Ocean* at 6:15. That's 20 dollars, please.

Boy: 20 dollars... here you are.

WOMAN: Thank you. Enjoy the movie.

Boy: Thanks.

TRACK 5

MAN: Good afternoon. Can I help you?

WOMAN: Yes, please. I'm looking for a sweater.

MAN: Sure. What size do you need?

WOMAN: Medium, please.

MAN: What color would you like?

WOMAN: I don't know... I like blue, green or black.

MAN: Come with me; this way. Here you are.

WOMAN: Thanks. Can I try it on?

MAN: Yes. The changing rooms are over here.

WOMAN: Thanks.

MAN: Does it fit you?

WOMAN: No, I think it's too tight.

MAN: Do you want to try a bigger size?

WOMAN: Oh, no thanks. Maybe next time.

MAN: You're welcome.

TRACK 6

WAITER: Good afternoon. May I take your order?

GIRL: Yes. I'd like the soup of the day and then a chicken Caesar wrap, please.

WAITER: Would you like anything to drink?

GIRL: Hmm... a glass of water and some iced tea, please.

WAITER: And what would you like to order?

Boy: I'd like to have the mozzarella sticks, please.

WAITER: Mozzarella sticks... Anything else?

Boy: Can I have the steak fajita wrap, please?

WAITER: Sure. Anything to drink?

Boy: I'll have a glass of lemonade.

WAITER: OK. Let me confirm your order... A soup of the day, a chicken Caesar wrap, an order of mozzarella sticks and a steak fajita wrap. And to drink, a glass of water, some iced tea and a glass of lemonade.

GIRL: That's right, thanks.

WAITER: You're welcome. I'll be right back.

TRACK 7

LIBRARIAN: Good morning. How can I help you?

GIRL: Good morning. I'd like to borrow some books.

LIBRARIAN: Right. You have to get an ID first.

GIRL: Sure. What do I need to get one?

LIBRARIAN: Fill out this form. Then bring proof of residence and your school ID.

GIRL: Can I use my school ID, because it has my address on it?

LIBRARIAN: I'm afraid not. You have to bring a different one.

GIRL: Is the electric bill OK?

LIBRARIAN: Yes. That's fine.

GIRL: OK. So I need my school ID, the electric bill and the form.

LIBRARIAN: That's right.

GIRL: I'll come back tomorrow, then.

LIBRARIAN: If you want, you can fill out the form today and have your ID picture taken tomorrow.

GIRL: Great! Thanks.

LIBRARIAN: OK. So here's the form to fill out and...

TRACK 8

NARRATOR: 1

MAN: Good evening.

GIRL: Good evening, Sir.

MAN: Can I spend a night here?

GIRL: Yes, of course. We still have some space.

MAN: Thank you.

GIRL: Can I have your full name, please?

MAN: Karl Lobbit.

GIRL: Thank you. Have a good night. (fades...)

NARRATOR: 2

CLERK: Hi. What can I do for you?

BOY: Hello. I'm looking for a puppy.

CLERK: Come with me. What's your name?

BOY: Sam.

CLERK: This way, Sam.

BOY: Wow! Look at that black one, it's so cute.

CLERK: Do you know how to take care of a puppy?

BOY: No, not really...

CLERK: Let me tell you what you need to do...

TRACK 9

MAN: Good evening.

GIRL: Good evening, Sir.

MAN: What could I eat tonight?

GIRL: We have chicken soup.

MAN: Mmm, sounds good.

GIRL: Would you like ice cream for dessert?

MAN: Yes, I would like a scoop of chocolate ice cream, please.

GIRL: Here it is. Enjoy your food!

MAN: Thanks.

TRACK 10

(Boy, very enthusiastic): Hello! May I help you?

(Girl, polite not enthusiastic): Would you like ice cream for dessert?

(Boy, angry): I'd like to adopt a cat.

(Man, angry): Can I have more bread?

(Woman, enthusiastic): Thank you very much!

(Girl, polite): Good evening.

TRACK 11

WOMAN: Good afternoon. May I help you?

MAN: I'd like to donate some things for the earthquake victims.

WOMAN: Great! What are they?

MAN: I have some bottles of water, clothes and blankets.

WOMAN: Thank you.

MAN: What else can I do to help?

WOMAN: Could you help us packing?

MAN: Sure. I can pack and make an inventory.

WOMAN: Thanks for volunteering.

Unit 2

TRACK 12

NARRATOR: The Fisherman and His Wife by Jacob and Wilhelm Grimm. Once upon a time a fisherman and his wife lived in a small, dirty, gray shack near the ocean. One day, while he was out fishing, the fisherman caught a big fish. It was a beautiful color and nearly a meter long. The fish said to him, "Please let me live. I am an enchanted prince. Put me back in the water and let me go." When the fisherman arrived home, his wife asked, "Did you catch anything today?" "Yes," said the man. "I caught a big fish, but he told me that he was an enchanted prince, so I apologized and I let him go." "And what did you ask for in return?" said the woman. "Nothing," said the fisherman. "Nothing?" shouted his wife angrily. "Go back to the ocean at once!" "But what should I ask for?" said the fisherman.

TRACK 13

NARRATOR:

1. The miller's daughter became queen and had a child. The little man said, "Now give me what you promised."
2. The queen cried so much that the little man said, "If you can guess my name within three days, you may keep your child." But he knew she's never guess his name.
3. That night a servant was walking in the in the forest when he saw the little man dancing around

a fire and singing. "I'm ugly and bad and short and thin, my name is Rumpelstiltskin." The servant quickly returned and told the queen.

4. On the third day the little man appeared again and demanded her baby. But the queen said, "No, you may not take him because I know your name is Rumpelstiltskin. The little man got angry and disappeared forever.

Unit 3

TRACK 14

NARRATOR: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

TRACK 15

NARRATOR: portón, rock, rite, libro, seal, poquito, seashell

TRACK 16

NARRATOR: An adjective describes a noun. An adverb describes a verb, adjective or adverb. An article is used before a noun; it can be definite or indefinite. A conjunction joins words, phrases or clauses with each other. A noun names a person, place, thing or state. A preposition describes the relationship between a noun and another noun, verb or adverb. A pronoun replaces a noun or noun phrase. A verb describes an action or existence.

TRACK 17

BOY 1: Hi, Ron. What are you doing?

BOY 2: I don't understand this word in English. I need to look it up, but I can't find it!

TRACK 18

BOY 1: Turn to the English-Spanish section. Don't just flip the pages.

BOY 2: Yes, I know! But there are so many words!

BOY 1: Use the guidewords to help you. What's the word?

BOY 2: "Po-lish." What are guidewords?

BOY 1: They're the words at the top of the page. They show you the first and the last words on the page.

GIRL: And don't read all the meanings.

BOY 1: Wait, first he has to find the word. You know the English alphabet, right?

Boy 2: Yes, yes. Pi... Po... pol... Oh, here it is: "polish." There is one with a capital P and one with a lowercase p... I guess the first one is the one I want.

GIRL: No, don't guess. What's the context?

Boy 2: I'm reading a text about household chores in the past. "They used to polish the silver."

Boy 1: So it's a verb; the word with the capital P is a nationality, an adjective.

Boy 2: Ah, OK. But how do I know what part of speech it is?

GIRL: Find the abbreviation. It tells you what part of speech it is. For your context you need a verb. Look, here it is: v. polish – pulir.

Boy 2: So is this right: polish?

Boy 1: Hmm. Let's see. According to the phonetic transcription, the verb form is pronounced polish, not Polish.

Boy 2: Cool. Thanks!

Unit 4

TRACK 19

SOUND EFFECT [piano]

SOUND EFFECT [doorbell]

SOUND EFFECT [airplane]

Unit 5

TRACK 20

GIRL: Hi Chris, how are you?

Boy: Hi Ana. I need help. I am going to Mexico City tomorrow for a week. I don't know what to pack.

GIRL: Check the weather forecast.

Boy: I can't I don't have my computer here.

GIRL: Let's see. Hmm, Mexico City, Mexico City. Yes, right. So how many days are you going to be there?

Boy: From tomorrow till Sunday.

GIRL: OK, Tuesday to Sunday. It is going to be hot on Tuesday and Wednesday, very sunny too.

But the rest of the week is going to be cool. High temperature only 17 degrees and 10 degrees at night.

And it is going to rain on Friday.

Boy: Oh no, I need to take a raincoat and a sunblock.

TRACK 21

NARRATOR: The Olympic Games began over 2,700 years ago in Olympia, Greece. The Games started as part of a religious festival. They honored the king of the gods, Zeus. People came from all over Greece. The best athletes participated and lots of people watched. The Games took place every four years. The first modern Olympics were held in Athens, Greece in 1896. This multi-sport event continues today and still takes place every four years. Every country chooses its best athletes to participate. The athletes train for a long time. The International Olympic Committee chooses a host country and city. Tokyo will host the 2020 Olympic Games. The theme will be "Discover Tomorrow."

TRACK 22

GIRL: We're going to have school Olympics next Friday. We're very excited.

Boy: We're going to tell you the steps to follow to organize Olympic games at your school. Listen carefully because we have experience. It will be a lot of fun for everyone!

GIRL: First, form an Olympic committee. These kids will be in charge of the event. It will be a lot of work but you'll learn many new things.

Boy: Then assign responsibilities to each committee member.

GIRL: Choose the events you will have for your Olympics. Then have the classmates sign up who want to participate.

Boy: Choose the date and time. After that, make a list of all the materials you will need.

GIRL: And, of course, you will have to make posters to advertise the event.

Unit 6

TRACK 23

NARRATOR: OK, kids, let's look at the chart of the skeletal system with some of the important bones. Remember, the skeletal system supports and protects the body

and gives it its shape. Without this system, the body would be like a rag doll, without any form. First, we have the skull. Do you know what the skull protects? Yes, that's right – the brain. Next, we have the neck. Then we have the spine on our chart. Another word for the spine is the backbone. Going down on our chart, you can see the ribs. The ribs protect the heart and the lungs, a very important job, indeed. Next comes the pelvis, and, after that, we see the thighbone. The kneecap comes next, followed by the shinbone. Then comes the foot and the toes. OK, now we've taken a quick trip through our skeletal system.

TRACK 24

MAN: Hi, kids! I'm Doctor Jack. Today you're going to learn about the respiratory system. It's all about breathing. Yes, b-r-e-a-t-h-i-n-g. The windpipe or trachea, t-r-a-c-h-e-a, and the lungs, l-u-n-g-s, are the main parts of this system. It all starts with the nose. You breathe in or inhale, i-n-h-a-l-e, air through your nose. The air moves from your nasal passages, that's n-a-s-a-l p-a-s-s-a-g-e-s, to the back of your throat. It goes through your trachea to two tubes. Each tube leads to a lung. Your diaphragm and other muscles in your chest and abdomen help you breathe out or exhale, that's e-x-h-a-l-e.

TRACK 25

NARRATOR: Human Body Quiz Question number 1: What is the heaviest organ in the human body?

MAN: The skin. It weighs about 5 kilograms.

NARRATOR: Question number 2: Which is the longest bone in the human body?

MAN: The femur. It is located in the upper leg.

NARRATOR: Question number 3: Whose heart is bigger: a human's or a blue whale's?

MAN: The blue whale's heart is much bigger than a human's heart.

It has the size of a small car.

NARRATOR: Question number 4: What is the most important function of the cerebrum?

MAN: To control our movements, thoughts and memory.

NARRATOR: Question number 5: Which is the fastest human sense?

MAN: The sense of hearing. A person can recognize a sound in as little as 0.05 seconds.

Unit 7

Track 26

NARRATOR 1: One. I like watching sports, especially soccer.

NARRATOR 2: Two. I am not good at dancing. But I would like to learn.

NARRATOR 3: Three. Painting is my favorite leisure activity. I love abstract painting.

NARRATOR 4: Four. I don't like cooking, but my best friend loves it!

Track 27

NARRATOR: 1

MOM: Who painted this wall?

BOY: Hmm. Who knows?

NARRATOR: 2

WOMAN: Be quiet, boys.

BOYS: Sorry, ma'am.

NARRATOR: 3

GIRL: Come here, guys. Look!

NARRATOR: 4

MAN: Can you please help me?

WOMAN: Just a minute, please.

Track 28

INTERVIEWER: Hi, and welcome to our program, "Weekend Fun"! Today in our studio we have two members of the hiking club, Mike and Anna. Welcome to the program.

MAN/WOMAN: Thanks. It's good to be here.

INT: Can you tell our listeners about the club? What do you do? When do you meet?

MAN: Sure. The hiking club is an organization for teenagers and young adults. We all love the outdoors! We organize excursions to the mountains or to the forest every weekend. We like to hike, climb and rappel.

INT: Can you explain what *rappel* means?

WOMAN: Of course. It means to go down the side of a mountain using ropes.

INT: Wow! So, all the club members enjoy adventures, don't they?

MAN: It's definitely not a club for couch potatoes! We don't like spending weekends at home. And we all hate watching TV!

Track 29

ALAN: Hey, Gareth. Do you want to go to Valle de Bravo on the weekend?

GARETH: Hmm. I'm not sure... What would we do there?

ALAN: Oh, there's plenty to do! We could swim, for example, and sail. You like sailing, don't you?

GARETH: Well, I like to sail, but I hate cold weather. It's really cold in Valle, isn't it?

ALAN: Yes, it is cold, but that's no excuse. Just try not to fall into the water! You don't want to stay home the whole weekend, do you?

GARETH: No, I don't. But can't we do something else?

Track 30

NARRATOR: 1

GIRL: Oh, really? That's good news.

NARRATOR: 2

GIRL: Oh, no! That can't be true. They lost again?

NARRATOR: 3

GIRL: Wow! That's great! We've made it to the final 10!

NARRATOR: 4

GIRL: Hmm. I'm not sure. What would be the right thing to do?

Track 31

NARRATOR: 1

MAN: What do you like to do?

GIRL: Hmm, I'm not sure. I like cooking, but I also like making clothes.

MAN: You still have two weeks to decide, don't you?

GIRL: Yes, that's right.

NARRATOR: 2

BOY 1: So, where are we going to go?

BOY 2: To Teotihuacán, I think. I like visiting archeological sites.

BOY 1: Yes, that's a good idea.

BOY 2: And we can eat those great quesadillas there.

BOY 1: You always think about food, don't you?

NARRATOR: 3

WOMAN: OK, Pedro, tell me... Do you like being outdoors?

BOY: Yes, I love canoeing and hiking.

WOMAN: And you also play soccer, don't you?

BOY: Yes, I can organize a soccer team!

Track 32

WOMAN: So... you like playing the drums...

YOUNG MAN: Oh, yes. I love it!

WOMAN: When do you play?

YOUNG MAN: Every weekend.

WOMAN: Who do you play with?

YOUNG MAN: With some friends.

WOMAN: Why don't you like riding a bike?

YOUNG MAN: I had a bike accident.

WOMAN: Oh, no! That's horrible.

And what do you take photos of?

YOUNG MAN: People and animals.

WOMAN: I don't think you like taking photos of dogs! You don't like dogs, do you?

YOUNG MAN: No, not really. They're noisy and dirty.

Track 33

NARRATOR: Social Media – should we love it or hate it? By Jacaranda Ruiz. How much time a day do you spend on social networking sites? Do you have a favorite site? How many friends do you have on that site?

Most teenagers would answer "Lots," "Yes" and "Many" to these questions.

But have you ever thought about whether these sites are good for you?

Are they safe? What risks are you taking by using them? Today I am talking to Natalia and Eddie, two students from Julio Verne secondary school in Veracruz.

JACARANDA: Welcome and thank you for coming to talk to me.

NATALIA: Thank you for having us.

J: Natalia, you love your social networking page, don't you?

N: Yes, it's great. It's a perfect way

to keep in touch with my friends.

EDDIE: I agree, I also like communicating with people that way.

J: But don't you think it can be dangerous?

E: I don't think so. In my opinion, it's very unlikely that anything bad could happen.

N: I disagree. I don't think it's so simple. We need to be careful. Some strangers might use our information to rob our houses or to bother us.

J: What would you recommend?

N: Let's see... you shouldn't post your full name on it.

E: But how will your friends find you?

N: Your real friends know your nickname, where you live and other personal information.

J: Well, yes, that's true... But are all these people really your friends? Do you know all of them?

N: Hmm... No, some are just friends of my friends.

E: Some just know your name and want to join your page.

J: So, can you tell me what else we can do to protect ourselves from unwanted "friends"?

E: I think...

TRACK 34

NARRATOR: 1

It's safe, isn't it?

NARRATOR: 2

He doesn't enjoy loud music, does he?

NARRATOR: 3

You like fish, don't you?

NARRATOR: 4

It isn't going to snow, is it?

TRACK 35

NARRATOR: 1

She doesn't dance well, does she?

NARRATOR: 2

Paul likes swimming, doesn't he?

NARRATOR: 3

My mom is very strict, isn't she?

NARRATOR: 4

Alfred didn't help at all, did he?

NARRATOR: 5

You are angry, aren't you?

NARRATOR: 6

They have a lot of money, don't they?

Unit 8

TRACK 36

TED: What did you think of the comic strip, Bob?

BOB: I think it's brilliant!

TED: Why do you say that?

BOB: Because the doctor thought of a cool solution for the woman's problem without prescribing any pills.

TED: Don't you think that having so many pets is stressful?

BOB: Not at all. Pets are a lot of fun to look after. What do you think, Ted?

TED: Well, I'm not sure. I still think that looking after so many pets is a lot of work.

BOB: Really? I have two dogs and two cats at home and I love playing with them and looking after them. My mom helps me, of course.

TRACK 37

RACHEL: Guys, let's do the homework about good manners. I think we should start by defining the term *good manners*.

PAUL: That's what I think, too. Then, we might give examples.

RACHEL: I agree. What about you, Mary? Any ideas?

MARY: Yes, we might draw a comic strip about good manners.

PAUL: That would be super cool!

TRACK 38

ANDY: Let's play riddles about superheroes.

SUE: What's that, Andy?

ANDY: What I mean is that we take turns giving details about superheroes without saying their names, and the others have to guess who they are.

SUE: What kind of details?

ANDY: For instance, their origin, special abilities, etc. Let me show you: He comes from planet Krypton and he can fly.

SUE: I know! Superman.

ANDY: That's right! Shall we play?

SUE: Yeah, let's play. Who starts?

ANDY: Alan, would you like to start?

ALAN: Okay! His real name is Bruno Haro. He drank a bottle of radioactive milk when he was in his mother's laboratory. This caused him to become a strong baby of incredible power.

SUE: I know. You're talking about Super Toddler.

ALAN: Yeah!

ANDY: Now it's your turn, Sue.

SUE: Mm... She created a powered suit to save her life and escape when she was kidnapped by evil scientists who wanted her to create a new weapon for mass destruction.

ANDY: Smart Woman. Now it's my turn. She has two retractable boots and a healing factor that allows her to recover from virtually any wound.

ALAN: Healing Girl.

ANDY: That's correct! Your turn again, Alan.

ALAN: He has no special powers but, with his brilliant mind and the help of his supercomputer and other gadgets he has in his room, he can solve riddles and fight his enemies.

SUE: Geek Boy. That was too easy. Now let's think of a really difficult one...

Unit 9

TRACK 39

NARRATOR: 1

WOMAN 1: We urge you, please, to support our foundation. You can donate money or pet stuff you don't use anymore, like kennels, clothes, collars, etc.

NARRATOR: 2

WOMAN 2: In this presentation, I would like to talk about languages around the world. I will tell you about the most common languages used in the five continents.

NARRATOR: 3

MAN 1: As I have mentioned before, small companies have invested a lot of money in marketing. In the last 10 years, marketing has become a very important factor in small and big companies.

NARRATOR: 4

MAN 2: Well, these formulas seem to be rather complex. But in fact, math as a subject is not really that difficult. Math has been part of human life since...

TRACK 40

WOMAN: Well, I can't say I'm an expert giving presentations but I'm sure these simple tips will help

you, especially to give presentations at school. Talk to the audience and make eye contact. Make sure you know who your audience is: classmates, parents, teachers. Don't try to say too much; remember that less is more. You don't need to prove you know a lot. Besides, you may not have enough time. This is important: plan your time and practice your presentation. You can ask a friend or your parents to listen to you.

I would like to add some tips about visual materials. Use them effectively. Make sure you use the ones you feel comfortable with: graphs, charts, infographics, pictures, maps, etc. And remember, your visual material should be clear, attractive and should contain relevant and organized information. You can also use audio or videos for your presentations but be prepared for any technical problems.

Finally, here are some suggestions about getting information. We need to know which sources are reliable; not everything we read or listen to in blogs or websites is true. So be careful...

TRACK 41

NARRATOR: Lingua franca. L-I-N-G-U-A F-R-A-N-C-A. Lingua franca.

TRACK 42

MAN: Today I will be talking about the concept of *lingua franca*. Let's begin with a definition. Please feel free to ask any questions during the presentation. A *lingua franca* is any of the various languages used as common or commercial language among people whose mother tongue is a different one.

TRACK 43

MAN: For example, let's suppose you travel to France. What's the official language in France?

WOMAN: French, the official language spoken in France is French.

MAN: That's right. As I was saying, let's suppose you go somewhere in France and you don't speak French

but you speak English. Some people there speak English, too.

WOMAN: Then English becomes a *lingua franca*.

MAN: Exactly! English is the language you and other people can use as a means of communication.

TRACK 44

MAN: There's a strong need to have a *lingua franca* in this century, particularly after the foundation of some organizations such as the United Nations, UNESCO or UNICEF. The United Nations, for example, has adopted six official languages: Arab, Chinese, Russian, English, French and Spanish. But do we really need a *lingua franca* or a global language? What are the advantages of having a global language? There would be worldwide communication, harmony, peace and no misunderstandings.

Disadvantages? I'd say that there would be a monolingual social class because not everybody can speak that language. And maybe some languages could disappear.

TRACK 45

NARRATOR: Extract 1

MAN 1: Are you saying that you agree with the idea of choosing a unique *lingua franca*? It's unfair for many people who don't even have access to formal education. Many languages would disappear over the years.

NARRATOR: Extract 2

WOMAN: Finally, I would like to add that 50% or so of the world's languages, that is about 3,500 or so, will be lost in the next 100 years. This sounds far away in the future but in fact...

NARRATOR: Extract 3

MAN 2: As I was saying, many people refuse to give English a privileged status, either as foreign language or as an official language. Despite that, there are millions of people who speak English. There are 375 million people who speak English as a first

language, 505 million people who speak it as a second language and, listen to this... 750 million people who speak English as a foreign language! Any doubts?

TRACK 46

NARRATOR:

1. Eye contact.
2. Body posture.
3. Hand gestures.
4. Facial expressions.

TRACK 47

LUISA: Let's go home, Sam! It's Friday!

SAM: I think I'm going to the library. I'm going to study, I'm a bit worried.

LUISA: Why? What's wrong?

SAM: It's this presentation on Monday. I'm nervous. I'm not very good at speaking in public. And your presentation today was awesome, fantastic!

LUISA: Don't worry. I can help you.

SAM: Yes, please give me some advice.

LUISA: Well, when you give a presentation, it's important to remember these factors: body posture, eye contact, hand gestures and facial expressions.

SAM: OK. But then what?

LUISA: The first thing you should do is this: stand upright. Your body posture is essential. You need a good posture, face your audience.

SAM: Fine, I'll do that. Watch me, is this OK?

LUISA: Mmm, so so. Look at me.

SAM: All right. I'm ready. Then?

LUISA: Establish eye contact with your audience.

SAM: But there are so many people in the classroom! That's impossible!

LUISA: Well, make eye contact with different people from time to time.

SAM: Good. Do I look OK like this?

LUISA: Mmm, yeah. That's fine.

SAM: What else?

LUISA: Now, when you're talking, remember to use some hand gestures. Not too many, because it's distracting. Point to your presentation or move your hands in a relaxed way.

SAM: How about facial expressions?



What do you mean?

LUISA: Well, that's related to eye contact, too. For example, when someone is asking a question, smile or show empathy with your face.

SAM: Not serious at all? This is supposed to be a formal presentation.

LUISA: I know, but formal doesn't necessarily mean serious.

SAM: Can you help me rehearse this weekend? Pleeeasee???

LUISA: Sure!

SAM: Thanks, Luisa. I feel more relaxed now.

Unit 10

TRACK 48

NARRATOR: Dialogue 1

MRS. DAVIS: Good morning, I'm Laura Davis. Welcome to our travel agency. How can I help you?

MR. MILLER: Good morning, Mrs. Davis. I'm Samuel Miller. Could you help me find a travel destination?

MRS. DAVIS: Sure. Would you like to travel to a place with hot weather or would you prefer a place with cold weather?

MR. MILLER: I'm looking forward to going to a place with hot weather.

MRS. DAVIS: Allow me to suggest Palenque in Chiapas. It is known for its ancient Mayan ruins. The Palenque National Park is formed by the archeological site and the surrounding jungle.

MR. MILLER: That's quite a good idea. How can I get there?

MRS. DAVIS: You can get there from Mexico City by car, by bus or by plane. In my opinion, you should go by plane.

MR. MILLER: But traveling by plane is expensive, don't you agree?

MRS. DAVIS: You're right, Mr. Miller. How much money would you like to spend on this vacation?

MR. MILLER: Hmm... I think I can spend about one hundred dollars a day.

MRS. DAVIS: OK. I'll help you plan your vacation within your budget.

MR. MILLER: Thank you.

MRS. DAVIS: You could also go to the

San Marcos Fair in Aguascalientes. There are several events like the Coronation of the Queen, the embroidered regional wear contest, and the spring parade.

MR. MILLER: That's an excellent idea! I need to discuss both destinations with my friends.

MRS. DAVIS: Let me know if I can help in any way.

NARRATOR: Dialogue 2

ANGELICA: I'm so excited that we're going on vacation!

PAUL: Me too. It's awesome! Where do you think we should go?

MARCO: It would be cool if we went to the San Marcos fair.

ANGELICA: I don't think it's a good idea, Marco. It will be very crowded and noisy.

MARCO: I hadn't thought about that.

PAUL: Why don't we go to Palenque? I bet that we will have a great time there. It's surrounded by nature and we could learn about the Mayas.

MARCO: Yeah, we should really go there.

ANGELICA: It sounds fantastic! I read that there are some waterfalls nearby.

TRACK 49

JAMES: Jennifer, what did you find out for our vacation in Mexico?

JENNIFER: I checked information about the Monarch Butterfly Sanctuary in the State of Michoacán in a travel guidebook that my dad lent me.

JAMES: Great! Tell me more about the sanctuary and I'll take notes to design an itinerary.

JENNIFER: The sanctuary has several areas where you can put up your own tent. You can learn about the migratory cycle of the monarch butterflies and hike in the forest. If you stand still, butterflies will stand on you.

JAMES: What other activities are there?

JENNIFER: You can also take horseback rides along the trails.

The beautiful village of Valle de Bravo is near the sanctuary. There is no public transportation to and from Valle, but there are bikes for

rent. In Valle, you can go kayaking, visit a waterfall and go up a rock with a beautiful view of the lake.

JAMES: I think I've written everything down. Now, let me tell you about the place I found for our vacation. I found a website about the Cacahuamilpa Caves in the State of Guerrero. I read that these caves are one of the largest cave systems in the world. And you know what? There are lots of cool things to do in the area.

JENNIFER: Great! Tell me more about it.

JAMES: Well, you can visit the caves, of course, explore two subterranean rivers, go to a botanical garden, and even do rock climbing. There is also a huge swimming pool in the park. Oh, and you can see lots of wild animals like green iguanas, cougars, ocelots and many others.

JENNIFER: Awesome! What about accommodation?

JAMES: There are camp areas in the park, but if you don't want to sleep in a tent you can stay in a hotel in the colonial city of Taxco, which is near the park. In Taxco, you can visit some very old silver mines.

JENNIFER: What about transportation?

JAMES: There are buses that leave Taxco every half hour and leave you at the entrance of the park.

JENNIFER: I think I would like to visit this place.

JAMES: Me too.

JENNIFER: Let's tell John we have decided where to go.

TRACK 50

ANDRÉS: Buenos días, Parque Nacional Cacahuamilpa. Le atiende Andrés Ramírez.

JOHN: Excuse me, do you speak English?

ANDRÉS: Sure. How can I help you?

JOHN: My name is John Smith. I'm calling from Mexico City. I'm planning to go to the caves with some friends. Could you answer some questions for me, please?

ANDRÉS: Of course. What would you like to know?

JOHN: What is the best way to get there?

ANDRÉS: You can get here by car or by bus. It's about two and a half hours from Mexico City.

JOHN: What time do you open on Friday?

ANDRÉS: We open at 10 a.m. every day and we close at 5 p.m.

JOHN: Hmm... So, we should leave around seven-thirty to be there at opening time. Is that right?

ANDRÉS: Yes, that's right.

JOHN: Do you think we should hire a guide or can we go by ourselves? I mean, is a formal tour really necessary?

ANDRÉS: You can go through the caves by yourselves. However, I suggest you hire a guide. Only guides can turn on the lights, and they can tell you lots of interesting stories about the caves. How many people are going with you?

JOHN: Five.

ANDRÉS: OK, you could hire a guide for only 200 pesos.

JOHN: That's quite reasonable. How long does the tour last?

ANDRÉS: About two hours.

JOHN: One more question... How much do the tickets cost?

ANDRÉS: They're sixty pesos per person. If you have more questions you can go to our website.

JOHN: Thank you very much, Mr. Ramírez.

ANDRÉS: You're welcome.

TRACK 51

JOHN: Hi, guys. I've talked to the people from Cacahuamilpa. There are several things I want to tell you. First of all, the caves open at ten a.m. so we should leave early if we want to be there in good time.

JAMES: Around six a.m.?

JOHN: Maybe not at six, but no later than seven. Next thing, although we would have to pay 200 pesos extra I think we should hire a guide. They will turn the lights on inside the caves for us and will give us lots of interesting information.

JENNIFER: Do we have to pay an entrance fee, too?

JOHN: Yes, sixty pesos.

JAMES: I think it's worth it. Can we take photos inside the caves?

JOHN: Yes, we can and we should. It's our summer vacation.

JENNIFER: What about exploring?

JAMES: Well, the caves are enormous and it's easy to get lost. This means that we must stay together all the time.

JENNIFER: And what about clothes?

JOHN: We should wear light clothes because it's very warm in the caves. I would say shorts and T-shirts.

JAMES: And swimsuits. Remember there are two underground rivers.

JOHN: We'll see about that later. But you definitely need to wear good walking shoes because it's slippery and easy to fall down.

JENNIFER: I think we have all the information we need.

JOHN: We still have a few days before the trip so, if we have further questions, we can discuss them.

TRACK 52

NARRATOR: 1

MAN: Let me think about it.

NARRATOR: 2

WOMAN: I agree.

NARRATOR: 3

BOY 1: I have a question.

NARRATOR: 4

GIRL 1: I disagree.

NARRATOR: 5

BOY 2: I have an idea.

NARRATOR: 6

GIRL 2: I have no idea.

TRACK 53

BOY 1: Let's imagine we can travel to any destination in the world. Where would we go?

BOY 2: What about Africa? South Africa sounds great. There are so many safari parks.

BOY 1: That's not a good idea. It is very far and probably very expensive.

THOMAS: Yes, you might be right. It is far. What about South America? Imagine discovering Machu Picchu in Peru or going paddling in the Amazon.

BOY 1: I'm not sure. That sounds

too exotic for me. I don't like water that much.

THOMAS: What do you mean? You don't know how to swim?

BOY 1: No, I never learned...

THOMAS: I have an idea! We should go to Mexico. It has plenty of attractions to visit.

BOY 1: Yes, that sounds great! We could go to Oaxaca or even Mexico City.

THOMAS: Yes, Mexico has it all and it's not that far away.

BOY 1: We need a part time job to start saving money and make this dream come true!

TRACK 54

BOY: Dad, I think this tour is the best. I really like it because we'll be able to do lots of exciting outdoor activities. Can you imagine, catching your own fish and then cooking it? We could also go rafting. That will be awesome! Walking around a city and staying in elegant hotels is boring, and I love going to the beach but we went to the beach last year. Let's do something different this time.

DAD: Okay. Let me think about it.

Brainstorming: generating ideas centered on a particular topic. There is no editing or ordering of these ideas. They may then be used as the basis for another activity such as writing or discussion. It is often very productive as a whole-class activity.

Conveying meaning: making sure that students understand the significance of the vocabulary and structures they are learning. Meaning can be conveyed through mime, examples or paraphrasing.

Elicitation: having students provide information (vocabulary) to the teacher rather than the teacher providing it to the students. Elicitation develops a learner-centered dynamic, makes learning memorable because students link new ideas with information they already have, and helps to produce an engaging environment.

Functional language: language that is meant to achieve a particular purpose, e.g. a request or a promise.

Mind map: a diagram (= simple outline) with lines and circles for organizing information so that it is easier to use or remember.

Monitoring: watching and listening without interfering directly, while students are involved in an activity. Note that in monitoring, there are times when a brief intervention is appropriate: to clarify instructions, or to help students move forward by prompting them with simple questions. Monitoring is an excellent way of finding out what problems the students are having so as to be able to give them feedback.

Portfolio: a method of testing where students are given a grade for a selection of work that they have put together over time instead of or in addition to grading them simply on a final test.

Scanning: a way of reading quickly. Scanning is looking for specific information, and is only really possible with things that really stand out such as numbers, long words, and words starting with capital letters.

Self-evaluation: having students reflect on and judge their own progress. Self-evaluation allows students to discover what they know, what they can do, what they need, and what they would like to explore.

Skimming: a way of reading quickly. Skimming is reading through a text very quickly, for example so that you know what each paragraph is about before you look at comprehension questions or to check whether the text really is something you want to read or describes something you really want to buy.

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Website Suggestions

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Educational Technology in ELT
<http://educationaltechnologyinelt.blogspot.mx>

Sounds of American English
<http://soundsofspeech.uiowa.edu/resources/english/english.html>

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