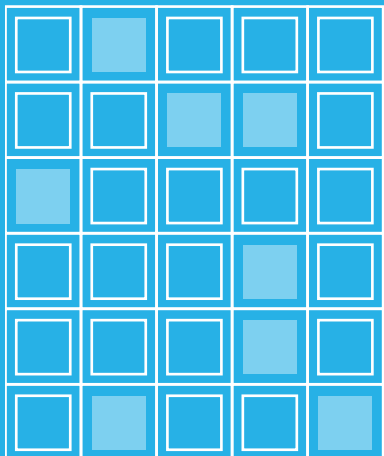
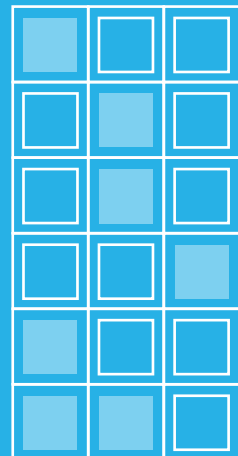




Educación General Básica - Subnivel Superior



ENGLISH



Level

A1.2

(Teenagers)

TEACHER'S BOOK - NOVENO GRADO - EGB

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**English A1.2,
Teacher's Guide**

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I. General Description

English A1.2 is a highschool series of English textbooks whose main purpose is to introduce students to English and its culture through a variety of activities and projects intended to tap into students' real lives and expectations. The series also intends to show learners the variety of topics and subjects through which they can learn English not only as a language, but also as a vehicle to learn information from areas such as social studies, natural science and popular culture. Furthermore, *English A1.2* makes an important contribution to education by proposing discussions about values and providing learners with academic and citizenship tools to apply to their school life and their adulthood.



Objectives and Characteristics

The series is organized around a number of units whose goals and standards mirror those of internationally recognized organizations. The series offers a graded and sequential syllabus which allows teachers to build students' language competences on previous work, in the areas of content and language skills. Besides the work in the areas of linguistic competence, the units are designed to contribute to students' cognitive and social development.

Language-wise, each book of the series contains six language units, which focus on specific topics that are explored through listening, speaking, reading and writing activities, together with the construction of both vocabulary and grammar skills. The treatment of these language components is also aided by the formulation of a number of strategies aimed at giving students tools to advance through their independent learning.



B. Rationale

The series takes into consideration the fact that students already possess a wealth of knowledge in their L1 (Spanish), so the teacher's job is to provide the language input for students to be able to build on them in their L2 (English).

In regards to students' social development, the series promotes language activities oriented towards students' language practice in real settings. Many of the activities are structured around sample dialogs from which students build a repertoire of vocabulary and language expressions that they can use as a framework for further practice. Besides the activities based on the role-play of dialogs, students also carry out collaborative projects and information gap activities to maximize their chances of interaction using the language input.



1. Student Centeredness

The authors of *English A1.2* have designed our learning activities taking into account the theory of the Multiple Intelligences developed by Howard Gardner. This theory views learners as individuals with different abilities and potential, so we invite teachers to tap into students' different abilities to help them make the most out of their learning potential in school and life.

The following chart shows the different intelligences, what they refer to and some of the typical activities found in the lessons that activate students' minds and their abilities.

Intelligence	Definition	Activities
 Linguistic	The ability to decode meaning and use words orally and in writing.	<ul style="list-style-type: none">• Discussions and mini-debates• Reading and writing stories, reports, reviews e-mails and• Inferring grammar rules
 Logical and Mathematical	The ability to use numbers, analyze data, understand abstract symbols, graphs, sequences and cause-effect relations.	<ul style="list-style-type: none">• Classifying• Sequencing• Problem-solving activities
 Bodily/ Kinesthetic	The ability to use movements and gestures, when interacting, to express feelings and ideas using the body.	<ul style="list-style-type: none">• Role plays• Games and contests
 Interpersonal	The ability to understand and interact with other people, establishing rapport and empathy.	<ul style="list-style-type: none">• Projects• Group work• Games and contests
 Intrapersonal	The ability to reflect upon who we are and how to cope with personal feelings.	<ul style="list-style-type: none">• Reflections• Self-evaluations• Talking about community and personal issues
 Musical	The ability to feel music and rhythm.	<ul style="list-style-type: none">• Tapping the rhythm• Listening to stress, rhythm and music
 Naturalist	The ability to cope with the world outside of the classroom.	<ul style="list-style-type: none">• Campaigns to become environmentally sensitive
 Visual and Spatial	The ability to understand and perceive spatial relationships and aspects such as shape, color and size.	<ul style="list-style-type: none">• Drawing and interpreting maps and graphs• Doing crossword puzzles

2. Teaching and Learning Approach

English A1.2 is based on an eclectic but informed series of ideas and constructs in language teaching and learning. However, *English A1.2* has been developed taking B. Kumaravadivelu's (2003) ideas into account. He clearly conceptualizes teaching as being enacted through the parameters of *particularity*, *practicality*, and *possibility*. *Particularity* has to do with the fact that teaching has to be responsive to particular contexts where teachers and learners are entitled to have their own ideas about learning. *Practicality* is related to the idea that teachers need to come to terms with the dichotomy of theory and practice, in order to empower themselves to figure out their own theories of language and teaching through their classroom practices. Lastly, the idea of *Possibility* has to do with the empowering of learners so that they can critically appraise both the social and historical conditions of their learning, and therefore pursue new forms of understanding and recreating reality.

English A1.2 also derives its theoretical foundations from task-based instruction, cooperative learning, cross-curricular studies and the cross-cultural approach to language teaching and learning. The main idea behind task-based learning is the fact that learners will be engaged in a series of real-life language tasks that will help them improve their language skills and enhance their world knowledge. The series approach also takes into consideration the situation of both teachers and students in EFL contexts. These textbooks therefore are aided by focused instruction especially in the areas of vocabulary and grammar as important building blocks for students' progress in their language proficiency.

Cooperative learning is the basis of many of the activities in *English A1.2*, since students need to adopt a variety of interaction patterns: individual, pair and group work. One of the highlights of each unit is the work students do progressively to create, develop and present a group project related to the topic of the unit. This project also involves the making of some sort of product that helps students use the language meaningfully when creating and presenting it.

In the design of other cooperative tasks, *English A1.2* has also considered the ideas of Spencer Kagan (1994) who suggested the acronym PIES to stand for the basic principles of cooperative work, where P stands for *Positive Interdependence*, I is for *Individual Accountability*, E stands for *Equal Participation*, and S for *Simultaneous Interaction*. *Positive Interdependence* means that group members need be aware of the fact that there is no I in group work and that the group benefits from the contribution of all members. *Individual Accountability* has to do with the responsibility that each member has to have for the success of the entire group's project. *Equal Participation* calls for the idea of an inclusive group where all members are entitled to have a say regardless of the quality of their ideas or, in the case of language learning, their accuracy and fluency. *Simultaneous Interaction* has to do with the amount of participation that each member of the group has in different projects.

Cross-curricular activities are among the most important features of *English A1.2* since students are exposed to a wide variety of topics and activities from areas such as natural science, technology, social studies, literature, arts, etc. Consequently, students are engaged in activities that reflect what they need to know in these subjects. For example, the use of timelines for historic or personal events and the use of graphs and tables to make sense of information in social studies or science.

The cross-cultural approach also runs through the entire series since students will be able to expand their intercultural awareness by studying topics in which they are able to see the contributions of different countries and peoples to the world progress in different fields. Moreover, the series contains topics about family, school, and workplace interactions that appeal to a wide variety of communities since they are not necessarily related to English speaking countries or cultures.



C. Lesson Planning

Lesson planning is perhaps one of the most fundamental aspects that contribute to learning. Teachers have the responsibility to create conditions for students to get the most out of the language lessons. Thus, the lessons in the units follow predictable structure, namely *Warm Up*, *Presentation*, *Practice*, and *Application*.

1. WARM UP

The purpose of the *Warm Up* stage is to assess students' prior knowledge, so that they become aware that they also have a lot of ideas to contribute to the class. Nevertheless, the teacher has to be prepared to start building either the content or vocabulary that students will encounter throughout the unit. Teachers are always encouraged to assess students' knowledge through activities such as short discussions, looking at pictures or talking about students' prior experiences.

WARM UP (books closed) **L V K**

Invite students to mimic some of the activities they believe to be important in their learning process. If students are shy or cannot think of any activity, make a list of activities to propose to some outgoing volunteers and encourage outgoing students to set an example.

Possible list: play sports / read books/ travel/ talk to people/ go to museums / take pictures/ read the newspaper etc.

2. PRESENTATION

The *Presentation* stage is intended to get students familiar with either the vocabulary or the grammatical aspects in each of the lessons. The presentation introduces the context where students will use the language for most of the lesson's activities.

PRESENTATION

1. Look and complete. Use the Word Bank. **L V**

Invite students to explore the text visually before doing the exercise. Direct students' attention by asking these questions: *Where are the people in the pictures? What are they doing?* Ask a volunteer to read the words from the Word Bank and the sentences to complete. Welcome questions related to meaning. Examine the words in the Word Bank checking students' understanding. Ask students to read each sentence carefully and complete them with one of the words from the box.

2. Complete the chart. Listen and check. Then complete the grammar chart. **L V**

Direct students' attention to the chart. Point out the two columns (regular and irregular verbs) and the different tenses. Ask students to mention all the things they find different or interesting among the verb patterns. Ask them questions like:

What differences/similarities do you identify? Why do you think they are called "regular" and "irregular" verbs?

Have a volunteer read the vocabulary strategy and invite students to complete. Encourage them to correct any mistakes while listening. Invite students to practice the pronunciation by listening to the audio and repeating as many times as necessary.

3. PRACTICE

Each unit has several moments of *Practice*. One of the aims of the series is to work towards skill integration. Consequently, students will have plenty of chances to be exposed to the language input through listening and reading, and to use the newly learned language in speaking activities and in writing different types of texts. Besides the integration of language skills, *English A1.2* promotes cognitively challenging activities so that students are encouraged to have a problem-solving attitude towards language learning.

PRACTICE

4. Write the wh-questions for the following answers. Pay attention to the colored words.

Tell students to figure out the questions for the answers they are given. Make sure students understand that they need to pay attention to the word in italics in the answers to find the wh-question they need to use. Do the first exercise with the students so that they get familiar with the activity. Have students compare their answers as a pair work activity in which they take turns to ask and answer the questions.

APPLICATION

5. Ask and answer wh-questions about these inventors and their inventions. Work with a partner.

Write the name of one of the inventors on the board. Ask students the questions they may ask about this particular inventor. Then tell them the purpose of the exercise. Have students take turns to ask and answer different wh-questions so that they can find (missing) information about the inventors or their inventions. Encourage students to ask *why* questions so that they direct their attention to the reasons or purposes behind an invention. Students may go around the classroom paying attention to what their classmates are doing.

4. APPLICATION

Most lessons end up in a moment of *Application* so that students are able to use language in different learning contexts. One of the most important ideas in the application activities is that students have the chance to make personal connections with learning. Consequently, the idea that language is much more than a linguistic or a cognitive enterprise is reified by the idea of social relationships, which is a constant in every unit.

5. EXTRA IDEAS

Many lessons can be enhanced by the suggestions given in the *Extra Ideas* section. The books in the series are always promoting teacher and student involvement and further practice by suggesting new scenarios for learning, such as practical activities or the use of online resources.

EXTRA IDEAS

You may bring some encyclopedia entries that are partially deleted so that students provide the missing information regarding the inventor, the invention, or other relevant data. Once they are familiar with the text, you may have students work in groups. Give each group some information regarding a particular inventor or invention. Students need to figure out where the information goes based on the organization of the entry so that they organize one entry as a class.

Bill Gates (1955–) Co-founder and chairman, Microsoft Corporation

Bill Gates studied at Harvard University between 1973 and 1975. He left college to be the founder and chairman of Microsoft Corporation. The company first started with computer programs, but later it developed other products such as Internet service. He has won several awards for his excellence as a businessman and inventor. He left his company to work in several associations to help the underprivileged.

II. Series Components

The series authors, editors and developers are well aware of the fact that students need constant exposure to the language as well as to a variety of exercises and evaluations. For this reason, the series has a *Student's Book*, a *Teacher's Guide*, an audio CD (within the student's book) and two audio CDs for the teacher. A workbook, tests and online support activities will soon be available.



A. Students' Book Structure

Each book begins with a *Scope and Sequence* which describes each of the six main units in the book. Additionally, there is a *Review Unit* at the beginning of each book, where students are given another opportunity to practice some of the contents and the language aspects studied in the previous book.

1. Unit Opening Page

Each unit begins with a description of the unit contents as well as a number of illustrations and questions. They help to activate students' background knowledge. At the same time, they provide an opportunity for students to spontaneously discuss different topics within a collaborative atmosphere.

2. Lessons 1-2 Grammar and Vocabulary

Each unit has four lessons in which to develop the unit topic. Lessons 1 and 2 are meant to introduce the vocabulary and grammatical structures, which students are able to process through listening, speaking, reading and writing activities.

UNIT 2
Cultures Around the World

General Objective
You will be able to describe customs and celebrations around the world.

Communication Goals
You will learn how to
• talk about customs of other cultures.
• talk about celebrations in other countries.

Topics
• Greetings • Food
• Clothing • Celebrations and Holidays

Vocabulary
• Words related to customs and celebrations

Grammar
• Simple Present tense with adverbs of frequency
• Present Progressive tense

Idioms and Colloquial Expressions
• I'm fawning my eyes on
• Out of this world
• The place is packed
• Hope you're doing well
• Take place

Project
Slide Show Presentation
You will prepare a slide show presentation on a specific culture.

Discuss:
• Where are these people from?
• What are they wearing?
• What are they doing?

Lesson 1
Diverse Customs

1. Complete the text with the corresponding country. Use the Word Bank. Then, listen and check.

Word Bank
China, Saudi Arabia, Japan, Spain, Mexico, Thailand

In _____, (a) people always greet with a bow to express respect.
In China and _____, (b) people usually use chopsticks to eat with.
In _____, (c) people pray in churches. They often go to church on Sundays.
In _____, (d) people usually give Christmas presents on January 6th.
In _____, (e) both men and women usually wear veils every day.

2. Complete the box using the Word Bank.

Word Bank
• chocolates
• Valentine's Day
• a bow
• The New Year
• presents
• a kiss, but not
• on both cheeks
• pray

Cultural Trivia Quiz
a. Indian / Greek / Arab/other usually _____ with every _____
b. Americans / the Chinese / _____ a kiss, but not _____
c. Australians / Colombians / C _____ Labor Day in Sep
d. Italians / Arabs / Russians a often _____ five times.

Adverbs of Frequency

Always	100%
Often	80%
Sometimes	60%
Never	0%
Always	100%
Often	80%
Sometimes	60%
Never	0%

Reflect on Grammar
Use adverbs of frequency to indicate the frequency of actions.
Intermittent They meet every two days.
Continuous They always wear long dresses.
Expectations of frequency
I pray _____ a day
I work _____ twice a week
I eat _____ four times a day
Arabian women usually wear _____ a headscarf
I visit _____ twice a day

Complete the sentences using frequency adverbs. Use the words in parentheses.

(greet with a bow) _____
a. The French _____
_____ on both cheeks.
(give a present) _____
c. Americans _____ to their new neighbors.
(eat fast food) _____
d. Chinese people _____
_____ their own.

Speaking Strategy
Use **Really?** to show interest in a conversation.

How often do you...?

	Me	Partner
a. eat fast food?	usually	
b. pray in a temple?		
c. eat with chopsticks?		
d. greet your neighbors?		

Project: Story 1
E.g. Wu Hui China
• Get in groups of 3 and choose a country you are interested in.
• Look for information about greetings, eating habits and clothing.
• Get 3 pictures that represent the information you find.

3. Lesson 3 Reading and Writing

Lesson 3 is entirely devoted to working on the reading process which is subdivided into *Pre-Reading*, *While-Reading* and *Post-Reading*. These subdivisions are aimed at making students strategic and effective readers.

Pre-Reading Activities

The purpose of *Pre-Reading* activities is to help students get ready to read a text and be better prepared to understand it. When students preview vocabulary, use prior knowledge and predict, they feel more motivated and connected to the text.

While-Reading Activities

While-Reading activities are designed to help the reader deal with the text while he or she is actively involved in comprehension, using strategies like: *stopping to think*, *re-reading*, *asking themselves questions*, *visualizing*, *making inferences*, *underlining* or *using context clues to work out meaning*.

Post-Reading Activities

Students need to apply some Post-Reading strategies to achieve a deeper understanding of the text. For this purpose, they can ask questions, make inferences, find the main idea, summarize, and hold mini-debates or discussions. These activities are also aimed at enhancing readers' ability to think about what they read and take a critical position.

This section also provides students with writing models and strategies. The idea is to help them determine writing elements and give form to their ideas in an organized way. Different strategies help students generate, organize, connect, rephrase, and develop their ideas effectively.

Lesson 3 Eating Well

1. Check the right options and compare with a partner. Then, confirm your answers with the reading.

a. is especially good for your immune system. bones. heart.

b. is especially good for your skin. digestive system. eyes.

c. is especially good for your brain. bones. skin.

2. Read and mark the parts of a brochure with a letter. Use the Word Bank.

Top Ways to Healthier Eating

Good nutrition is essential for a better quality of life. The secret is to eat the appropriate amount of food from each group. Check out the following tips:

Eat a lot of fruit: Eat a variety of fruit every day. For a recommended 2,000 calories, you need to eat 2 servings of fruit. Fruit provides vitamins and minerals that are good for your immune system.

Vary your vegetables: Alternate green vegetables like spinach, celery, and orange vegetables like carrots. Veggies give nutrients to maintain healthy skin, eyes, and at the same time prevent heart problems.

Get the benefits of milk: Have 3 glasses of milk or a slice of cheese to get the calcium that you need for stronger bones. Yogurt is also the best option for a better digestive system.

Eat grains: You need a lot of energy so you can eat 3 servings of grains like cereals, bread or rice every day. One serving is equivalent to a slice of bread or 1/2 cup of rice.

Vary your protein: Protein is an important component for every cell in your body. Fish like salmon is especially good for your brain.

Be careful with sugar and junk food Everybody likes candies, ice cream, hamburgers and hot dogs. However, too much sugar and junk food may provoke diabetes and obesity.

Word Bank: a. source, b. illustration, c. title, d. information

3. Complete the chart based on the reading.

Food group	Recommended quantity	Examples	Benefits
Fruits	2 servings of fruit		
Vegetables			skin, heart, eyes
Dairy		yogurt	
Grains			
Meat and Beans			

4. Listen and complete the recipe.

Top Yummy Healthy Recipes! Orange Blueberry Muffins

Benefits: This recipe is good for you because...

- it gives you energy.
- it's low in calories.
- the vitamin C in oranges stimulates your immune system.
- blueberries are a good source of fiber.

Ingredients:

- 1/2 cup of _____ oil
- 3 glasses of _____ juice
- _____ of blueberries
- 1/2 _____
- _____ cut into pieces

Preparation

- First, blend the orange pieces, _____, and _____ in a bowl and mix.
- Next, _____ the mixture into the bowl and mix all the _____.
- Then, pour the mixture into the muffin tins and bake it in the oven for 25 minutes.
- Finally, _____ and enjoy them warm or toasted.

Reading Strategy: Use charts to extract and organize the main ideas in texts.

Writing Strategy: Use first, next, after that, then and finally to give a sequence to the actions.

Project Stage 3

- Write a short text describing the health benefits of your recipe.
- Write the preparation of your recipe including the ingredients and the instructions. Use connectors of sequence.
- Make a brochure. On one page put the benefits, and on the other page write the recipe.

E.g. First, mix the flour and the eggs. Next...

4. Lesson 4 Real Communication

Lesson 4 is entitled *Real Communication*. The purpose of this lesson is to help students widen their oral skills through the learning of idiomatic expressions associated to cultural aspects of the language. This page ends with a *Reflect on Values* section, whose purpose is to make students aware of cultural aspects that underlie the lesson contents and to help them learn to be self-critical about their attitudes and values.

Lesson 4
Out of this World!

1. Listen and complete the conversation with the idioms in the box.

Mother: Hi, darling! Oh, it's really noisy! Where are you?
Tina: I'm on the street. We are celebrating the Whites and Blacks Carnival.
Mother: Really? How is it going?
Tina: This celebration is spectacular and incredible. People usually paint their faces or wear masks. Ah, there are floats.

• The place is packed
• It's out of this world
• I'm feasting my eyes on
• They are special cars with big figures of people or animals. Right now, _____
• (c) a float that has a big parrot. It looks very real. Its colors are intense. Colombia. I'll call you later. Take care, I love you.
Tina: OK, mom. Talk to you soon. I love you, too.

2. Write the idioms under the corresponding picture.

3. Match the idioms with their meaning.

a. The place is packed _____ to enjoy what you see
b. I'm feasting my eyes on _____ something spectacular
c. It's out of this world _____ a place full of people

4. Answer the questions below and share with a partner.

a. What do you think is out of this world?
b. What places are usually packed in your town?
c. What do you feast your eyes on?

Reflect on Values

■ I learn about other cultures. Always Sometimes Never
■ I respect different customs.
■ I value my own culture.

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Gap Activity
Student A goes to page 87.
Student B goes to page 89.

Share Your Project

1. Discuss your experiences.

a. Check the aspect you completely like about your presentation.
 greetings food clothing celebrations
b. What do you think about the stages of the project?

stages	easy	difficult
Finding the information is...		
Writing the sentences is...		
Finding the images is...		
Preparing the slides is...		

2. Read and discuss.

A slide show presentation is a series of pictures that people use to give a presentation at school or work. People use computer programs such as PowerPoint or QuickSlide Show to organize the pictures. A slide show is interesting because images are always the best way to explain a topic. Here are some tips to prepare an excellent slide show presentation:

- Find information about the topic and decide what you want to present.
- Choose clear and interesting images to support your ideas.
- Don't write a lot of text. Use only key words.
- Check that the texts are easy to read. Don't use too much color or animation.

a. What is a slide show presentation?
b. What tips do presenters follow to make their presentations?

Use your Presentation

- Greet your audience.
- Mention the country.
- During the presentation, show each slide one by one. Stop and describe it.
- Look at your audience always.
- Check if your audience has any questions and answer them.
- Thank your audience.

Useful Expressions

- Good morning everybody.
- My presentation is about... (country's name).
- The topics of this presentation are greetings, food...
- In this slide people are eating / wearing / greeting / giving...
- Do you have any questions?
- Thanks for your attention.

5. Share Your Project

Lesson 4 has a second section, *Share Your Project*, to help students wrap up their ideas about the class project. This particular page has students reflect upon the nature of cooperative work, and gives them extra ideas to finish their projects and give their presentation.

6. Comic

Units 1, 3, and 5 have a *Comic* section that helps students look at the class topics, language structures and vocabulary from a different perspective. It wraps up the unit in a memorable and relaxed way. The comic can be used for either reading or listening practice.

Comic
The Treasure

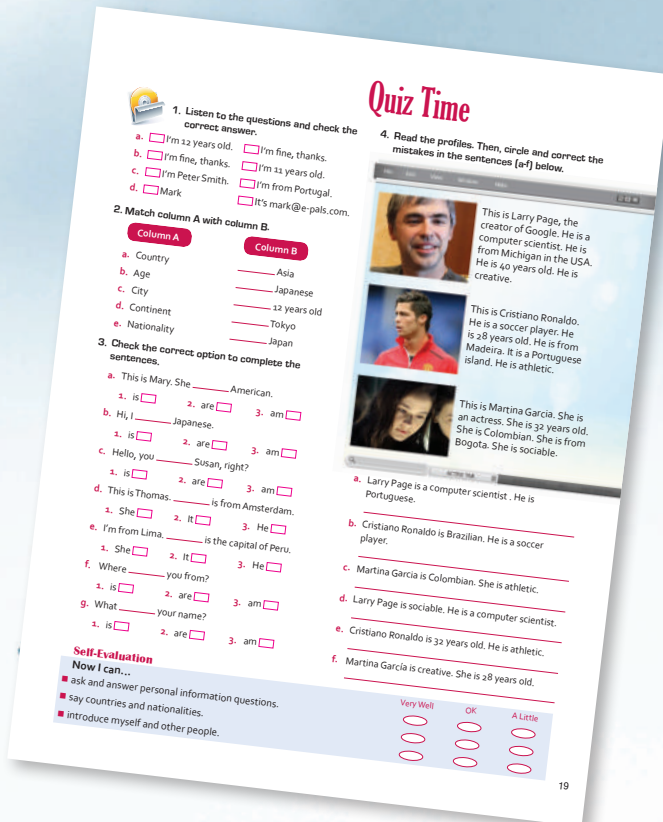
Listen and read.

Tom is looking for his father's treasure.
Climb the tallest tree and find the next clues.
Let's do it!
Tom is faster than the crocodiles.
Tom finds the next clue. The youngest musician is the guide to the treasure. The youngest musician...?
Do you know this place?
Yes, it's on the mountain.
It's mind-blowing!
The treasure is yours, but happiness is the most important thing.
Tom discovers that happiness is sharing.
Thank you, dad!

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7. Game

Units 2, 4 and 6 have a full-page *Board Game* so that students have the opportunity to use the language they learned in a different scenario. This time they are also confronted with the idea of collaboration in learning, since the games are meant to be played in pairs or groups.



8. Evaluation

A section entitled *Quiz Time* is devoted to evaluating students' progress during the unit. The exercises are aimed at presenting students with new contexts so that they are able to see how much they have learned.

9. Self-Evaluation

Every unit has a *Self-Evaluation Chart* that provides an opportunity for self-reflection. It helps students reflect about how well they achieved the objectives. At the same time, it encourages students to understand their strengths and weaknesses, to direct their efforts towards the achievement of goals, as well as to be responsible for and committed to their learning.

Self-Evaluation

Now I can...

- ask and answer personal information questions.
- say countries and nationalities.
- introduce myself and other people.

Very Well	OK	A Little
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Glossary

The unit ends with a *Glossary* and a number of *Glossary Activities*. This section is oriented towards reinforcing students' learning of the vocabulary presented in the unit.

Activities on page 95

Glossary

A-E

amazing: *adj.* incredible. (syn. fantastic)

attribute: *n.* a special quality or characteristic of a person.

breath: *n.* air you inhale and exhale.

climb: *v.* to scale a mountain.




coach: *n.* a sports instructor.

courage: *n.* the ability to confront difficult situations. (syn. determination)

design: *v.* to plan and complete the first drawings of the structure of an object.

draw: *v.* to create images with pencil or pen.




easily: *adv.* in an easy manner. (ant. with difficulty)

Daniel Tammet can do calculations easily.

enjoy: *v.* to get pleasure from something. (syn. like, love) *I enjoy soccer.*

H-P

heavy: *adj.* something that has a lot of weight and is difficult to carry.




height: *n.* number that indicates the distance from the bottom to the top.

high: *adj.* having a lot of height.

hold: *v.* to retain or contain. *I can hold my breath for 20 seconds.*

host: *n.* a person who introduces and talks to the participants on a show or program.

ice: *n.* the solid form of water below 0°C or 32°F.



impressive: *adj.* extraordinary. (syn. admirable)

interpersonal: *adj.* related to the relationships between people.

kinesthetic: *adj.* related to movement.

mind: *n.* the intellectual capacity of a person.

multiple: *adj.* having different parts or elements.

performer: *n.* someone who acts, sings or does tricks in public.

polyglot: *n.* someone who speaks many languages. *Jorge Fernandez speaks Spanish, English, French, German, Russian and Chinese.*

Q-Z

quickly: *adv.* in a fast manner. (ant. slowly)

record: *n.* the best performance in a sport. *Ussain Bolt holds the record for the fastest athlete.*

road: *n.* a way or a route to a place.

puzzle: *n.* a game that requires mental abilities to be solved. *Sudoku is a kind of puzzle.*

runner: *n.* so

slow: *adj.* m

(ant. fast)

solve: *v.* to problem.

show: *v.* to

strong: *i*

muscular

talented

natural a

treasure

valuable

verbal:

village:

rural a

weigh

deteri

well:

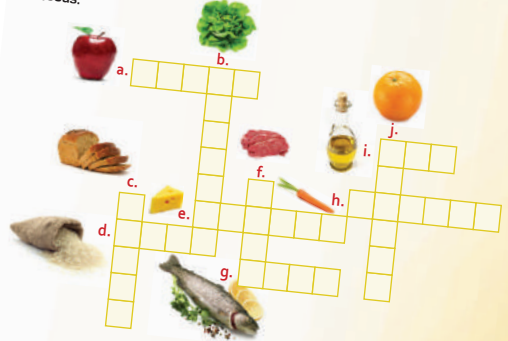
man

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ama

Unit 4 Glossary Activities

1. Complete the crossword with the names of the foods.



2. Classify the foods from the previous exercise.

Group	Products
Grains	
Vegetables	
Fruit	
Oil	
Dairy	
Meat and Beans	


3. Circle the most appropriate unit of measurement.

- I drink a *cup* / *carton* / *pinch* of coffee in the morning.
- Add two *teaspoons* / *jars* / *glasses* of sugar to the recipe.
- There's a *carton* / *tablespoon* / *teaspoon* of milk in the fridge.
- Add a *jar* / *slice* / *pinch* of salt to the mixture.

4. Label the actions to make a delicious drink. Use the Word Bank.

Word Bank

Blend Put Cut Add



- _____ the fruit into pieces.
- _____ the fruit in the blender.
- _____ some milk and ice.
- _____ all the ingredients.

References

Gardner, H. (1983). *Frames of Mind. The Theory of Multiple Intelligences*. New York. Basic Books.

Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA. Kagan Publishing.

Kumaravadivelu, B. (2003). *Beyond Methods*. New Haven. Yale University Press. E lessons.



To Our Students

The textbook that you have in your hands is a very important tool that will help you learn in the best way possible. A textbook should not be your only source of study and discovery; however, it will always be a good friend that will allow you to discover for yourself the wonder of learning.

The Ministry of Education has made a curricular adjustment with the goal of providing better opportunities for all students in the country as part of a project that promotes full personal development and integration into a society that is guided by the principles of Good Living, democratic participation and harmonious coexistence.

To accompany the launching of this educational initiative, we have prepared several resources according to age and years of schooling. Children in first grade will receive a textbook that integrates stories and activities appropriate for their age and that will help to develop the holistic curriculum designed for this Subnivel de Educación General Básica. Teachers will receive a CD with songs in order to use music to familiarize students with their first words in English as a complementary material. From then on, until they complete the Bachillerato General Unificado, students will receive textbooks, audio CDs and extra resources that will contribute to the development of their learning in the areas of Science, Social Sciences, Language and Literature, Mathematics and Foreign Language-English.

It is also important to know that teachers will receive teaching guides (teacher's books) that will enhance the teaching-learning approach of the student book, thereby allowing teachers to develop students' research and learning outside the classroom.

This resource should be considered a support for the teaching-learning approach that must be guided by teachers and carried out by students in order to achieve its goal.

We hope that this adventure of knowledge will be the path to achieving Good Living.

Ministry of Education
2016

UNIT

1



UNIT

2



UNIT

3



CLIL

- Personal Information
- Routines
- Free Time Activities

- Greetings
- Food
- Clothing
- Celebrations and Holidays

- Multiple Intelligences
- Talented People

Goals

- You will learn how to
- describe people's personality.
 - talk about lifestyles and free time activities.
 - express likes and dislikes.

- You will learn how to
- talk about customs of other cultures.
 - talk about celebrations in other countries.

- You will learn how to
- talk about abilities.
 - compare people's attributes and abilities.
 - express opinions.

Grammar

- Simple Present tense with the verbs *To Be, Love, Like* and *Prefer*

- Simple Present tense with Adverbs of Frequency
- Present Progressive tense

- Modal verb *Can*
- Comparative and Superlative Adjectives

Skills and strategies

Vocabulary: using antonyms to remember words
Grammar: paying attention to different colors to analyze grammar
Reading: scanning a text to find specific information
Writing: using *and* to give additional information and *but* to introduce an opposite idea
Listening: paying attention to background sounds to understand the context of the speakers
Speaking: using *How about you?* to encourage someone to talk

Vocabulary: making word combinations to remember new expressions
Grammar: paying attention to time expressions to choose the right form of the verb
Reading: using pictures to predict the content of a text
Writing: using fixed expressions to write a text
Speaking: using *Really?* to show interest in a conversation

Vocabulary: using mind maps to learn new words
Reading: reading a text several times to look for details
Writing: using *because* to give reasons and answer the question *why?*
Listening:

- focusing on specific information and ignoring the rest
- using specific information to make inferences

Speaking:

- giving extra information to expand conversations
- recycling expressions and using them in new situations

Project

A Collage

A Slide Show Presentation

A Talent Show

UNIT 4



UNIT 5



UNIT 6



CLIL

- The Food Pyramid
- Healthy Recipes

- Famous Characters of The Past

- Experiences and Anecdotes
- Vacations
- Memories

Goals

You will learn how to

- talk about food preferences.
- express agreement.
- ask and answer questions about food quantities.

You will learn how to

- describe people's personalities and values.
- talk about people's lives in the past.
- talk about important events in history.

You will learn how to

- talk about events in the past.
- ask and answer questions about the past.
- describe emotions.

Grammar

- Countable and Uncountable Nouns
- Some and Any
- How Much and How Many
- Imperatives

- Simple Past tense with verb *To Be*

- The Simple Past tense
- Regular and Irregular Verbs

Skills and strategies

Vocabulary: classifying words into categories to remember vocabulary

Reading: using charts to extract and organize the main ideas in texts

Writing: using *first, next, after that, then* and *finally* to sequence actions

Listening:

- paying attention to connectors of sequence to guide one's listening
- paying to attention to the speakers' sounds to understand their reactions better

Speaking: using *me too* or *me either* to express things in common

Vocabulary: using context clues to get the meaning of words

Reading:

- using one's background knowledge to predict the content of a text
- using a timeline to organize the sequence of events

Writing: using time-related expressions to organize events

Speaking: using *sorry* and *wh- questions* at the end of sentences to ask for repetition

Vocabulary: looking for the past form of the verbs in a dictionary to improve vocabulary

Reading: identifying referents to understand detailed information

Writing:

- using *also* to give additional information
- using *so* to describe a result or consequence

Listening:

- using *wh-questions* to get the most important details of an event
- paying attention to the speakers' tone of voice to get more clues about their emotions

Speaking: using the verb *to be* to give more details in a conversation

Project

A Healthy Food Fair

A Party of Famous Characters

A Photo Album



Review

1. Complete the conversations with the verb *to be*.



2. Write the nationality under the corresponding flag. Use the Word Bank.



a. Mexican



c. Peruvian



e. Brazilian



g. French



b. American



d. English



f. Japanese



h. Greek

Word Bank

- French
- American
- Japanese
- Greek
- English
- Mexican
- Brazilian
- Peruvian



3. Listen to three conversations and write the corresponding nationality.

- a. Sarah is French . d. Andreza and Renata are from Brazil .
- b. Peter is American . e. Ms. Onishi is from Japan .
- c. Sandra is from Peru . f. Carlos and Pablo are Mexican .



Review

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to revise topics, vocabulary and structures seen in the previous book.	<ul style="list-style-type: none"> Asks for and gives personal information. Identifies nationalities. Makes simple physical descriptions of themselves and others. Describes actions happening at the moment of speaking. 	<p>Vocabulary Words related to personal information and physical descriptions</p> <p>Structures The Simple Present tense Possessive adjectives</p>	<ul style="list-style-type: none"> Using imagery and the context to make physical descriptions, talk about regular actions and actions happening at the moment of speaking

1. Complete the conversations with the verb *to be*.



Start the review by greeting the students, introducing yourself, and asking some students their names and origin. Call on a volunteer to read the instructions, and then ask students to take a look at the picture and tell you what they are asking about (*name and origin*). Get students to work in pairs and allow enough time for the completion of the task. As a follow-up, ask students to practice asking each other personal questions. Go around the class to check pronunciation and intonation, and provide guidance when necessary.

3. Listen to three conversations and write the corresponding nationality. **Track 02**

Get students to close their books and notebooks and quickly recall the nationalities they have just learned in the previous exercise. Next, ask everyone to tell you the countries that correspond to each nationality and write them down on the board. It is important that students know the countries so they don't have any problem with the listening exercise. Then, call on a volunteer to read the instructions. Play the audio as many times as necessary for them to identify the nationalities. Encourage students to cross-check answers before socializing them as a class. Praise them for their good work!

EXTRA IDEAS

Bring in a (large-sized) set of all the letters of the alphabet and scatter them on the classroom floor. Encourage students to take turns saying their names, and then to spell them using the letters. After a while, ask them to spell their favorite sport, song / music, leisure / cultural activity / festival, book, movie, etc. Reward them with a warm round of applause.

2. Write the nationality under the corresponding flag. Use the Word Bank.

To prepare students for the activity, ask them to recall names of countries around the world and write them on the board. Challenge them to try and say the corresponding nationality for each country by having them come up to the board and write it. Then, call on a volunteer to read the instructions and the words in the Word Bank. Challenge students to label each flag with the corresponding nationality. After that, invite some volunteers to socialize answers by writing them on the board. Congratulate them for their good work!

4. Complete the students' physical description.

Use *possessive adjectives* and the Word Bank.



Get students look at the picture and ask: *How many students are there in the picture? How many boys / girls are there? Are they young or old? How old are they? Are they brothers and sisters or classmates?* Call on some volunteers to read the instructions and the adjectives in the Word Bank, and take the opportunity to check word meaning by asking them to point at the boy/girl that the word describes and say his/her name aloud. Check pronunciation as well. Allow enough time for them to do the activity. Ask them to cross-check their answers before socializing them as a class.

5. Circle the right possessive adjective.

Make a list of subject pronouns on the board and challenge students to come up with the corresponding possessive adjective. Invite a student to read the instructions. Get them to work in groups of four and give them enough time to do the task. Encourage them to take turns reading and choosing the corresponding possessive adjectives to finish the conversation. Encourage them to cross-check answers with another group before socializing them as a class.

EXTRA IDEAS

Bring in some magazine or newspaper cutouts with famous people (both men and women). Ask questions about their names, origin, and age. Then, divide the class into two big teams. Team A has the cutouts and Team B is expected to give a brief physical description. Remind students to center their descriptions around the people's hair and eyes.

Alternatively, divide the class into two teams. Students in team A are supposed to describe students in team B. Then, ask them to swap roles. Congratulate them for their learning effort!

6. Look at the picture and write what they are doing. Use the Word Bank.

To prepare students for this exercise, ask them: *What are you doing now?* (We are studying English / reading / doing the exercises); *What am I doing?* (You are teaching). Then, ask a question about classmates that are doing something different. Center students' attention on the Word Bank and encourage some volunteers to mimic these action verbs for the rest of the class to guess them, while you write them on the board in big letters. Get them to work in pairs and allow enough time for them to complete the task. Ask them to compare answers with another pair of students before socializing answers as a class.

Expand on this activity by inviting students to play the *What am I doing?* game. Encourage students to chose ten representatives who like acting and mimicking. Ask them to choose a particular action verb (or you give them the actions) and, without saying it out loud, stand in front of the class and mimic or act out the corresponding action. The rest of the students are expected to guess what s/he is doing at that moment. Every time students guess the action, encourage them to reward themselves with a warm round of applause.

4. Complete the student's physical description. Use possessive adjectives and the Word Bank.



Word Bank

- tall • curly • thin • short • chubby

Remember

Subject Pronouns	Possessive Adjectives
I	My
You	Your
He	His
She	Her
It	Its
We	Our
You	Your
They	Their

- Martha is 1.70 m tall. She's very tall. Her sister is Tina.
- Tina's hair is short.
- Pablo and Carlos are brothers. Their eyes are brown.
- Tom weighs 32 kg. He's very thin.
- Myriam's hair is curly. She's a little chubby.



5. Circle the right possessive adjective.

- Myriam:** Martha, his / her / your green eyes are very beautiful.
Are his / her / your sister's eyes green too?
Martha: No, they're not. Their / Your / Her eyes are brown.
- Tina:** I like Carlos. Their / His / Her hair is really cool.
Martha: Really? I prefer Pablo. His / Her / Their curly hair is neat.
Tina: They are handsome. My / Your / Their smiles are really nice.
- Carlos:** I like his / her / our new teacher Hiromi Onishi. She's talkative.
Pablo: Yes, she is. But his / her / my favorite teacher is Scott. I love his class. He's funny.

6. Look at the picture and write what they are doing. Use the Word Bank.

Word Bank

- look • surf • do • chat • sit



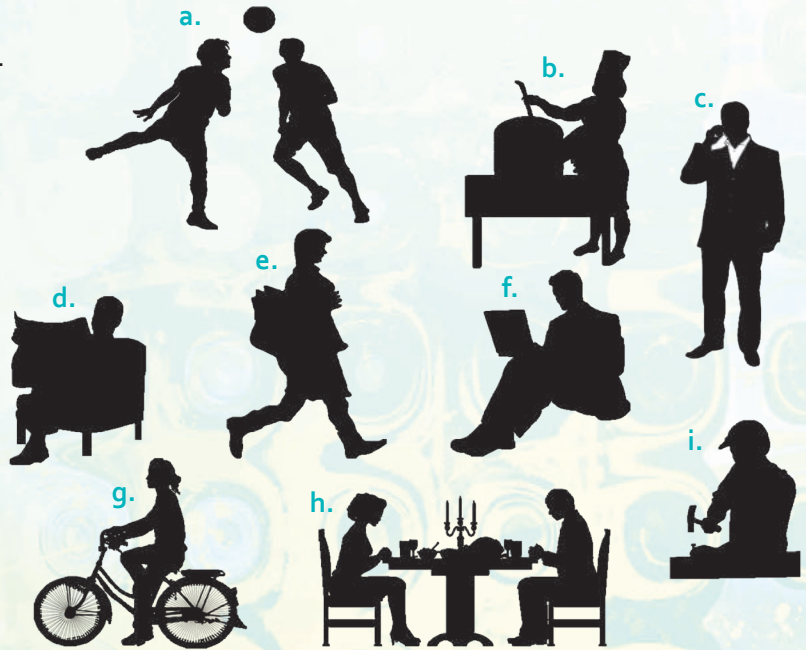
- Martha and Tina are surfing the Internet.
- Sandra and Paula are looking at some photos on the phone.
- Jenny is chatting with a friend.
- Kathy is doing her homework.
- They are sitting on the school's stairs.

7. Use the Simple Present tense to write sentences according to the pictures. Use the Word Bank.

Word Bank

- have • cook • play • ride • go
- surf • work • talk • read

- a. They play with a ball.
- b. She cooks.
- c. He talks on the phone.
- d. He reads the newspaper.
- e. He goes to school.
- f. He surfs the Internet.
- g. She rides a bike.
- h. They have dinner.
- i. He works.



Remember

Simple Present tense
 I/you/we/they **play/don't play** soccer.
 He/she/it **plays/doesn't play** soccer.
 Use **do** or **does** to ask questions.
Do you/we/they **play** soccer?
Does she/he/it **play** soccer?

8. Complete the sentences according to the chart.


	watch TV	play video games	walk the dog	skate
Peter	✓	✓	✗	✗
Andreza	✗	✗	✓	✗
Tom	✗	✓	✗	✓

On Saturday mornings...

- a. Peter watches TV and plays video games.
- b. Andreza walks the dog but she doesn't play video games.
- c. Andreza and Peter don't skate.
- d. Andreza and Tom don't watch TV.
- e. Tom plays video games and skates, but he doesn't walk the dog / watch TV.
- f. Peter and Tom play video games but they don't walk.

9. Circle the correct option do/does and answer the questions. Then, interview a partner.


	Me	Partner
a. Do / Does you have cereal for breakfast?		
b. Do / Does your mom work?		
c. Do / Does you play video games every day?		Answer may vary.
d. Do / Does your best friend talk a lot on the phone?		
e. Do / Does your dad usually surf the Internet?		

7. Use the Simple Present tense to write sentences according to the pictures. Use the Word Bank. 

Make students recall activities they usually do at home or at school, and spell them while you write them on the board. Next, remind them that we use the Simple Present tense to describe habitual or regular activities, and model it by giving some examples relevant to the students' context. Make sure you include examples with the third person singular (she/he). Get students to work in pairs and do the task. Then, ask them to compare their answers with another pair of students, and finish by socializing them as a class.

▶ EXTRA IDEAS 

As a follow-up activity, invite students to work in pairs and make an individual list of the regular home and school activities. Then, encourage them to take turns talking about their regular or habitual activities both at home and at school.

8. Complete the sentences according to the chart. 

Have students recall the affirmative and negative sentence structure in the Simple Present tense. Model it by giving some examples relevant to students' context. Draw their attention to the information in the table. Then, call on a volunteer to read the instructions. Encourage them to first do the exercise individually, and then ask them to compare their answers with the classmate sitting next to them, before socializing them as a class. Keep their motivation up by saying: *Great! Cool!*

9. Circle the correct option *do / does* and answer the questions. Then, interview a partner.



Refer students to the Remember box and have them read the Simple Present question structure. Model it by writing and asking the class a couple of questions. Call on a volunteer to read the instructions and the questions in the table. Take the opportunity to check pronunciation. Advise students to answer the questions about themselves first, and then to interview a partner. Go around the class to provide help and guidance if necessary. Finally, invite some pairs of students to socialize their findings by reporting what their classmates do. Praise them for their learning effort with a sound: *Lovely! Well done!*



1 My Family and Me



Skills

CEF Standards

Indicators

Listening
Comprehension

Can understand basic information about daily activities and personal information.

- Understands details in descriptions of people's personalities and routines.
- Identifies false and true information in descriptions of people's personalities and routines.
- Explores visual aids before listening.

Reading
Comprehension

Can understand simple texts.

- Makes predictions based on visual aids and background knowledge.
- Scans texts to locate specific information.
- Understands addition and contrast relationships that are established by words like *and* and *but* in simple texts.

Oral
Interaction

Can ask and answer questions on personal matters.

- Asks questions about personal information, daily routines and free time activities of the family.
- Uses informal language to describe people's personalities.

Oral
Expression

Can give personal information, describe people's personalities, daily routines and free time activities.

- Asks for and gives personal information.
- Describes people's personalities, routines and people's free time activities.
- Uses the expressions *like*, *love* and *prefer* to refer to people's likes, dislikes and preferences.

Written
Expression

Can produce a short text on personal matters expressing addition and contrast.

- Writes a short text following a scheme.
- Uses conjunctions *and* and *but* to give additional information and to introduce opposite ideas.

1 My Family and Me



► General Objective

You will be able to describe your family members and yourself.

► Communication Goals

You will learn how to

- describe people's personality.
- talk about lifestyles and free time activities.
- express likes and dislikes.

► CLIL

- Personal Information
- Routines
- Free Time Activities

Vocabulary

- Words related to personality and free time activities

Grammar

- Simple Present tense with the verbs to be, love, like and prefer

► Idioms and Colloquial Expressions

- *A busy bee*
- *A couch potato*
- *An early bird*
- *A night owl*
- *No way*
- *Take care*
- *Take it easy*
- *Work out*

► Project

Collage

You will create a collage to describe your family members and present their routines and free time activities.



Discuss:

Look at the pictures.

- Who are the people in them?
- What are they doing?





Lesson 1

What's Your Family Like?

1. Match the antonyms. Use the glossary if necessary.

				
a. fun	b. shy	c. quiet	d. nervous	e. lazy
				
c. noisy	e. sporty	d. relaxed	b. outgoing	a. serious

Vocabulary Strategy

Use antonyms to remember words.



2. Listen and complete the descriptions.

Useful Expressions

- He is **fun**. (Place adjectives **after** the verb to be.)
- He is a **fun** person. (Place adjectives **before** nouns.)



Hello everybody. I'm Jane. I'm 13 and this is my family. My mom's name is Emma. She's from France. It's a big country in Europe. She is sporty and relaxed (a). She has many friends because she's very outgoing (b).

My dad's name is Pete. He isn't French. He's American. He's a chef. I love his food. He's serious (c) but fun (d). He tells jokes all the time. He isn't a shy (e) person.

Reflect on Grammar

Use the verb *to be* to give personal information about age, occupation, personality and origin.

Affirmative Sentences

I **am** 13.
 He **is** a chef.
 She **is** from France.
 It **is** a big country.
 You }
 We } **are** fun.
 They }

Negative Sentences

I **am not** 13.
 He **is not** French.
 She **is not** American.
 It **is not** a big country.
 You }
 We } **are not** fun.
 They }

Yes/No Questions

he a chef?
Is she sporty?
 it a big country?
 you
Are we fun?
 they

Wh - questions

What **is** she like?
 Where **is** he from?
 How old **is** he?
 Where **are** you from?
 How old **are** you?



Lesson 1

What's Your Family Like?

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will lead students to describe themselves and their family members.	<ul style="list-style-type: none"> Asks for and gives personal information. Describes people's personalities and routines. 	<p>Vocabulary Words related to personality</p> <p>Expressions What's s/he like? He's like my brother Take care</p> <p>Structures Simple Present tense with the verb <i>to be</i></p>	<ul style="list-style-type: none"> Using antonyms to remember words Paying attention to different colors to analyze grammar

▶ WARM UP (books closed)

Ask students to describe the pictures on page 9. Ask a couple of questions like: *How many people are there? How old are they? What are they doing? Do you like karaoke? Do you like to cook? Do you like soccer?* and so forth. Write their answers on the board. Then, to promote the interpersonal intelligence, invite 10 students to go out of the classroom with you and give each one of them a piece of paper with one of these adjectives written on it (*sporty, outgoing, shy, serious, quiet, fun, lazy, noisy, relaxed, and nervous*). Tell them the meaning of these words and ask them to take turns mimicking them. When students guess the assigned adjective it is stuck on the board. Then, have the rest of the class say the word.

▶ PRESENTATION 1

1. Match the antonyms. Use the glossary if necessary.

Before tackling the exercise, scramble the letters of the ten adjectives and write them on the board. Have students unscramble and spell them. Do not forget to praise them. Then, students work in pairs to do exercise 1. Ask them to crosscheck answers, and close the activity by checking answers as a whole class. Explain the Vocabulary Strategy and model it by having students play a memory game in their notebooks: Ask them to close their books and make a list of the adjectives they have just learned. Finally, tell them to draw lines to join the adjectives to their corresponding antonyms.

▶ PRACTICE

2. Listen and complete the descriptions.

Prepare students for the reading and listening exercise by helping them focus their attention on the Useful Expressions. Give them additional examples like: *She is relaxed / She is a relaxed person; He is quiet / He is a quiet person*, and so on. Once students are familiarized with the use of adjectives after the verb *to be* and before nouns, ask a volunteer to read the instructions. As the purpose of this exercise is to complete the passage with specific information, let the students read it before listening to the audio. Play the audio as many times as necessary. Students can work individually and then compare their answers in pairs. You can check the answers orally as a whole class or, alternatively, by asking some volunteers to write them on the board. If necessary, correct spelling and pronunciation.

▶ PRESENTATION 2

Refer the students to the Reflect on Grammar box to notice the affirmative and negative structures of the verb *to be* when giving personal information about age, occupation, origin and personality. Call on volunteers to give information about their own / parents' age, occupation, personality and origin/nationality. Continue with *yes/no* and *wh-questions* to ask about age, occupation, origin/nationality and personality. Finally, students work in pairs to ask each other the *yes/no* and *wh-questions* that appear in the corresponding cells of the Reflect on Grammar box. Go around the classroom and help them if necessary.

PRACTICE     *Track 04*

3. Listen and check T (true) or F (false). Then, write a sentence that describes the person. Use the Word Bank.

Call on some volunteers to read the instructions, the adjectives in the Word Bank, and the five sentences. If necessary, correct pronunciation.

Ask them to read the sentences very carefully, and based on their meaning choose the adjective from the Word Bank that best fits. Play the audio once or twice and tell them to check the boxes and write a sentence that describes the person. Have students work individually and then cross-check answers. Let them know that what they have done in the negative sentence is an *inference* based on each person's description. For example, if the audio says that *Angie's mother is outgoing*, she must have many friends. So, the first statement is false because it expresses the opposite.

PRESENTATION 3  

Center the students' attention on the Reflect on Grammar chart to help them identify the Simple Present tense in affirmative and negative sentences that describe permanent or daily activities. Request that volunteers read the information in the Grammar Strategy box. Point out the use of the auxiliary *does* for the third person singular and the contracted negative forms *don't* for *do not* and *doesn't* for *does not*. Explain the word order for *yes/no* and *wh-questions* with an example on the board (*Do you have many friends? Yes, I do. / No, I don't. Does s/he have many friends? Yes, s/he does. / No, s/he doesn't.*) and use different colors to mark and label the subject, the verb form and the complement in each of them. Finally, model the question: *What do you do on weekends? I go to the movies /read/ play basketball with my sister.* Now, encourage them to ask each other what they do on weekends.

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

    *Track 05*

Before having students listen to the audio, do some picture exploitation. Have some volunteers describe the ages and the personalities of the family members in the photograph.

Encourage some volunteers to tell the class what they are like with their families. Ask a volunteer to read the family description and encourage the rest of the class to say the verb form aloud. Make sure all of them get the correct form to fill in the blanks. Congratulate them for their collective effort!

Call their attention to the Key Expressions box. Tell students that the expression *He's like my brother* indicates similarity. Illustrate this by saying: *I'm like my mother* (this means that you and your mother have similar ways of acting or thinking). Likewise, illustrate the expression *take care* by repeating *I'm like my mother* and adding *and she takes care of*

me, which means that she loves and protects me. If necessary, try mimicking protection and care by hugging yourself and blowing kisses.

APPLICATION   

5. Complete the following questions with *do* or *does*. Then, interview a partner.

To challenge students and to reinforce the use of the auxiliaries *do* and *does*, ask them to do the exercise individually, as a way to strengthen the intrapersonal intelligence. Then, they cross-check answers before checking them as a whole class. Do not forget to praise them for their attempts. Now, ask them to interview a partner.

Project Stage 1   

For a better understanding of the project, go to the Share Your Project section (page 17) and pay special attention to the three sections to be developed when socializing it. Introduce Project Stage 1 by telling students that it will be gradually developed in three stages and socialized when they finish the unit, in the Share Your Project section. Have students list their family members on a piece of paper and based on that make a family tree on a larger piece of paper. Then, ask them to write their names, ages, and adjectives that describe their personality. Finally, have them identify a daily activity for each one of their family members.



3. Listen and check T (true) or F (false).
Then, write a sentence that describes the person.
Use the Word Bank.

Word Bank

- sporty
- ~~outgoing~~
- shy
- fun
- lazy

- | | | | |
|---------------------------------------------------------|-------------------------------------|-------------------------------------|------------------------------------------------------|
| | T | F | |
| a. Angie's mother doesn't have many friends. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>She is outgoing. / She is an outgoing person.</i> |
| b. Angie's father exercises in his free time. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <i>He is sporty. / He is a sporty person.</i> |
| c. Angie's brother wakes up early on Saturdays. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>He is lazy. / He is a lazy person.</i> |
| d. Angie's sister tells jokes all the time. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <i>She is fun. / She is a fun person.</i> |
| e. Angie's sister doesn't get nervous in front of boys. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <i>She is shy. / She is a shy person.</i> |

Reflect on Grammar

Simple Present Tense

Use it to describe permanent or daily activities.

Affirmative Sentences

I / You / We / They **tell** jokes.

She / He / It **gets** nervous.

Negative Sentences

I / You / We / They **don't** tell jokes.

She / He / It **doesn't** get nervous.

Yes/No Questions

Do you / we / they **tell** jokes?

Does she / he / it **get** nervous?

Answers

Yes, I / we / they **do**.

Yes, she / he / it **does**.

No, I / we / they **don't**.

No, she / he / it **doesn't**.

Wh- questions

What **do** you / we / they **do** on weekends? | What **does** she / he / it **do** on weekends?

Grammar Strategy

Pay attention to different colors to analyze grammar.

Key Expressions

He's like my brother: He's similar to a brother.

Take care: to give protection

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

I live (a. live) with my mom, my uncle and my cousin Pete. My mom and uncle work (b. work) from Monday to Saturday, but they don't go (c. not go) to the office on Sundays. On Sundays, my uncle exercises (d. exercise) and my mom plays (e. play) basketball with my cousin and me. Pete is like my brother. He doesn't like (f. not like) to play with me, but he takes care (g. take care) of me.

5. Complete the following questions with **do** or **does**. Then, interview a partner.

- a. Do you wake up early in the mornings?
- b. Do you have brothers and sisters?
- c. What do you do on weekends?
- d. Does your mother/ father exercise on Sundays?

Project Stage 1

- Write down the personal information of your family members. E.g. *My dad's name is Franco. He is 45 years old.*
- Describe the personality of your family members. E.g. *My dad is sporty and cool.*
- Write the daily activities your family does during the week. E.g. *My dad works from Monday to Friday.*



Lesson 2

Free Time Activities



1. Listen to the sounds and number the activities according to the order you hear. Then, check (✓) the activities you like to do.

Listening Strategy

Pay attention to background sounds to understand the context of the speakers.



3

play video games



1

chat with friends



8

play sports



5

play a musical instrument



7

hang out with friends



6

go to the movies



4

read



2

listen to music



2. Listen and complete with the words you hear.

Ted: Wow! You're pretty good.

I see you like to play video games!

John: Ha, ha. But I like to do other things too.

I like to hang out (a) with my friends.

We love to play (b) soccer in the park.

Amy: Hey, guys!

John / Ted: Hi, Amy.

John: Amy doesn't like to talk much. She is very shy and serious.

Ted: Well, she prefers to listen (c) to music in her bedroom.

John: Does she like to go (d) to the movies? I can invite her out one day.

Ted: Yes, she does. Hmm, I see you like my sister.

John: Well, I'm an outgoing person. I think we can be good friends.

Key Expressions

Hang out: to spend time with friends

Invite out: to invite to go to a place

Reflect on Grammar

Use *like / love / prefer* to talk about likes, dislikes and preferences.

like / love / prefer + to + verb

Affirmative Sentences

I $\left\{ \begin{array}{l} \text{love} \\ \text{like} \\ \text{prefer} \end{array} \right.$ to play video games.

Negative Sentences

I **don't like to** play video games.

Questions

Do you **like to** play video games?
What **do** you **like to** do in your free time?

She $\left\{ \begin{array}{l} \text{loves} \\ \text{prefers} \\ \text{likes} \end{array} \right.$ to listen to music in her room.

She **doesn't like to** talk much.

Does she **like to** go to the movies?
What **does** she **like to** do in her free time?



Lesson 2

Free Time Activities

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will lead learners to talk about free time activities.	<ul style="list-style-type: none"> Describes people's free time activities. Uses the expressions <i>like</i>, <i>love</i> and <i>prefer</i> to refer to people's likes, dislikes and preferences. 	<p>Vocabulary Words related to free time activities</p> <p>Expressions Hang out / Invite out / Take it easy</p> <p>Structures Simple Present tense with the verbs <i>like</i>, <i>love</i> and <i>prefer</i></p>	<ul style="list-style-type: none"> Paying attention to background sounds to understand the context of the speakers Using <i>How about you?</i> to encourage someone to talk

▶ WARM UP (books closed)

Write the expression *free time activities* on the board. Invite students to elicit as many activities as they can think of and copy them on the board. Likewise, have them select their favorite plan for weekends with their family and friends. Finally, encourage some volunteers to socialize their choices with the whole class. Make them realize the importance and benefits of doing productive activities in their free time.

▶ PRESENTATION 1 Track 06

1. Listen to the sounds and number the activities according to the order you hear. Then, check the activities you like to do.

Before having students listen to the recording, do some picture exploitation as a way to gradually develop the visual-spatial intelligence. To recycle the previous lesson, and to aid the development of the interpersonal intelligence, ask half the class to ask the other half questions about age, and personality (*How old is the girl in this photo? Where are they from? What are the boys like in this photo?*). Draw students' attention to the Listening Strategy by saying that if you hear the sound of dancing music and of people talking loudly, it is possible to guess that the speakers are dancing in a disco. Make sure they understand that the background sounds help us understand the situation in which the speakers are. Play the audio twice if necessary and check their answers as a whole class. Finally, ask them to do the second part of the task by checking what they like to do. When they are done, you can go over some of their answers.

▶ PRACTICE Track 07

2. Listen and complete with the words you hear.

Draw students' attention to the Key Expressions box by modeling them with a couple of examples related to students' real contexts, from which they may be able to grasp meaning (*Edna likes to hang out with her friends; Andrés likes to invite his friends out*). Call for a volunteer to read the instructions and the Key Expressions, correct pronunciation if necessary. Have them work in pairs while listening to the audio twice and fill in the gaps. Go around the classroom and check if they have any difficulty completing the information.

▶ PRESENTATION 2

Afterwards, refer students to the Reflect on Grammar chart and explain that in English we use the verbs *like*, *love* and *prefer* to talk about likes, dislikes and preferences. Likewise, emphasize the use of *wh-questions* to ask about people's preferences: *What do you like to do in your free time? What does your sister/mother like to do in her free time? What does your brother/father like to do in his free time?* Then, request that students write down the answers to the previous questions in their notebooks.

Alternatively, you can have students socialize the options they checked in exercise 1 by using simple *yes/no questions* such as: *Do you like to read in your free time? Do you like to listen to music? Do you like to go to the movies? Do you like to chat with friends?*

PRACTICE    

3. Complete the survey with the verbs in the Word Bank. Then, answer it by selecting one option.

Before having students do the activity, invite them to come up with a definition of the word *hobbyist* and of each adjective in the pictures:

Hobbyist: someone who does something as a hobby.

Quiet: someone who makes little noise.

Energetic: someone who has a lot of energy.

Artistic: someone who likes arts and artists.

Now, ask students to raise their hands if these questions address their personalities: *Are you a hobbyist? Are you quiet? Are you energetic? Are you artistic?* Now, focus students' attention to the Word Bank by asking them to read each word after you to practice pronunciation. Encourage some volunteers to come up to the board and draw a picture representing each verb. After that, invite students to work on the survey. Explain that this exercise has three parts. The first part consists of choosing the appropriate verb from the Word Bank and completing the gaps. The second part is the survey, in which students check in the box on the left only the option they prefer or like. The third part involves adding the numbers that are by the check they selected and writing down the total of points (for example, if they choose option 1 in all the questions, they will have a total score of 4 points). Call students' attention to the Key Expression, *take it easy* (relax), by advising them not to rush to finish the exercise but rather to do it well. Finally, check the completion of the activity as a whole class and make sure all students answer the survey. Encourage them to find out if they are a quiet, energetic or artistic hobbyist. Let them read the benefits of being quiet, energetic or artistic.

APPLICATION   

4. Talk to a partner about your free time activities using the information in exercise 3. Add extra information.

Draw students' attention to the Speaking Strategy and discuss what they understand. Tell them that we use the expression, *How about you?*, to invite someone to talk. As the idea is to add extra information and to address the interpersonal, linguistic and bodily-kinesthetic intelligences, elicit as many free time activities as they can think of and write them on the board. Now, have them work in pairs to practice repeating the conversation and using the free time activities they have just mentioned.

EXTRA IDEAS   

To help students internalize the newly learned vocabulary, divide the class into two big teams and give each one 25 small white pieces of paper. Ask each team to write 10 vowels and 15 consonants on the back of the papers. Encourage them to form as many verbs as they can with the letters they have and invite them to stick them on the board. Correct pronunciation and spelling if needed. Finally, invite some volunteers to tell the class about the activities they like to do in their free time. As a follow-up activity invite students to play the game *Ask and Tell* in groups of four. Make several copies of the board below, bring some dice and hand them out to the groups. Ask students to roll a die to ask a question or tell their partners the requested information. Go around the class to provide help if required. Do not forget to congratulate them for their effort!

1. Ask a classmate his/her age.	4. Talk about your free time activities.	7. Ask a classmate his/her mom's occupation.	10. Talk about your dad's daily activity during the week.
2. Say what you do on weekends.	5. Ask a classmate about his/her dad's personality.	8. Talk about your hometown.	11. Ask your classmates about their favorite sport.
3. Ask a classmate about his/her origin/nationality.	6. Talk about your friend's favorite free time activity.	9. Ask a classmate about his/her mom's personality.	12. Explain your personality.

Project Stage 2  

Remind students they will continue working on their projects. Have them brainstorm their family's free time activities and write them down on the family tree they drew in Project Stage 1. Suggest that they should start to look for cutouts and objects from magazines to represent their family's usual routines and free time activities. Remind them to write sentences following the model in Project Stage 2. Finally, remind them of the project socialization in the Share Your Project section.

3. Complete the survey with the verbs in the Word Bank. Then, answer it by selecting one option.

What Kind of Hobbyist Are You?



Word Bank

- relax
- read
- exercise
- ~~sleep~~
- play
- sing
- write
- watch
- take

a. When it's Sunday morning, do you prefer...

- 1. to sleep late?
- 2. to watch TV?
- 3. to read a book?

b. When you meet your friends, do you like...

- 1. to hang out with them and go to places?
- 2. to play soccer or basketball?
- 3. to sing at a karaoke club?

c. When you go on a vacation trip, do you prefer...

- 1. to relax all day at the hotel?
- 2. to enjoy all the attractions the place offers?
- 3. to take photographs of the city?

d. When you feel stressed, do you like...

- 1. to take a shower?
- 2. to exercise in a park?
- 3. to write a poem?

Points: _____

- 1 - 4 points: You're a **quiet** hobbyist. You like to take it easy!
- 5 - 8 points: You're an **energetic** hobbyist. You love to get your body moving!
- 9 - 12 points: You're an **artistic** hobbyist. You like to express yourself through art.

Key Expressions

Take it easy: to relax

Speaking Strategy

Use *How about you?* to encourage someone to talk.

4. Talk to a partner about your free time activities using the information in exercise 3. Add extra information.

What do you like to do in your free time?

I like to hang out with my friends.

I love to play video games. My favorite game is *Need for Speed*. How about you?

Project Stage 2

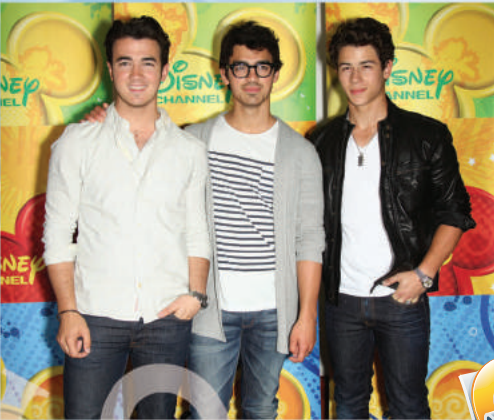
- Make a list of your family's free time activities.
- Get cutouts from magazines to represent your family's typical routines and free time activities.
- Get objects that have some relation to the activities.

E.g. *My mom likes to read books. My dad exercises on Sundays.*



Lesson 3

Meet Celebrity Families



1. Look at the picture and guess the answer to the questions.

- a. Who are they? They're the Jonas Brothers.
- b. What's their profession? Answers
- c. Where are they from? may
- d. What do they like to do in their free time? vary.

2. Read and confirm your guesses.

Meet the Jonas Family!

a. The Jonas Brothers is an American pop music band. The members of this band are the three brothers Kevin, Joe and Nick Jonas. They are special artists because they spend time with their family **and** have a foundation to help children. Let's take a look at the Jonas family members.



b. Her name is Denise Jonas. She's a loving mother, **but** she's strict, too. She goes with her sons to all concerts **and** interviews.



c. This is Mr. Kevin Jonas, the father. He is a public figure, **but** he doesn't like to be on camera. He's the manager of his sons' band.

Key Expressions

Work out: to exercise



d. Kevin Jonas is 29 years old. In the band, he plays the guitar **and** sings. He is romantic. He likes to practice pole vaulting, **but** he doesn't have a lot of time to practice it now. He supports many causes as a volunteer **and** contributor.



e. Joe Jonas is 27 years old. He is the lead singer in the band. He's the fun **and** sporty brother. He loves to work out **and** play soccer in his free time. He supports Special Olympic organizations in their foundation.



f. Nick Jonas is 24 years old. He is quiet **and** sensitive. He doesn't talk a lot, **but** he is a good songwriter. He plays the drums. He supports children who suffer from diabetes. He likes to write songs **and** play baseball in his free time.



Lesson 3

Meet Celebrity Families

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to identify specific information to improve reading comprehension.	<ul style="list-style-type: none"> Predicts the content of a text by using visual aids and background knowledge. Scans for specific information in a text. Writes a short text following a scheme. 	<p>Vocabulary Words related to professions, nationalities and free time activities</p> <p>Expressions Work out</p> <p>Connectors And / But</p>	<ul style="list-style-type: none"> Scanning though the text to identify specific information Using <i>and</i> to add information and <i>but</i> to introduce opposite ideas

▶ WARM UP (books closed) L V K

Bring flashcards of famous people for students to play a guessing game. Ask them about these people's names, ages, nationalities and professions. Similarly, bring a collage featuring free time activities like soccer, baseball, basketball, gym workout routines, playing guitar, playing videogames, song writing, doing homework, swimming and singing. As you show and point to the pictures, have them guess those activities and call on a volunteer to spell and write the activities on the board. Reward students for their attempts. Then, do choral and individual repetitions while associating the image with the sound and the word.

▶ PRESENTATION 1 L V I K

Pre-Reading

1. Look at the picture and guess the answer to the questions.

Ask for a volunteer to read the instructions. Focus students' attention on the photograph and encourage them to speculate about their ages, origins and professions. Let students know the importance of using imagery to predict both the topic and the content of a text/reading passage. Emphasize that a *topic* is a *subject*, an *issue* or a *matter* that people write, study or discuss. For example, if we talk about rap, pop and reggae, then the topic is music. Encourage students to answer questions *a* to *d* as a whole class and copy them on the board. Finally, invite them to read and listen to confirm their guesses in the next exercise.

▶ PRACTICE L V I M Track 08

While-Reading

2. Read and confirm your guesses.

Tell students they are going to listen and read the text to confirm their predictions. As soon as they finish, go back to their predictions, confirm them and congratulate the students for their speculations. This will keep students motivated enough to continue enjoying their learning process. Now, invite students to *scan* the text or move their eyes quickly through it to find specific information. First, ask them to look for the Key Expression: *work out* (the word appears in paragraph e). Go over the Key Expressions box and its meaning, as part of a person's daily routine. Second, encourage students to work in groups of three to participate in a speedy contest that consists of finding the adjectives *loving* = showing lot of love (in paragraph b), *romantic* = idealistic or amorous (paragraph d), *strict* = rigorous or severe (paragraph b), *sensitive* = tender or delicate (paragraph f), *sporty* = someone that enjoys and is good at sports (paragraph e), and *quiet* = not noisy (paragraph f). Praise them verbally each time they find a word.

PRACTICE

Post-Reading

3. Work with a partner. Read the questions and complete the table as fast as possible.

Invite students to pay attention to the Reading Strategy. Again, tell them they will continue working on the reading sub-skill called *reading for specific information or scanning*, which means that they should read the text quickly, or move their eyes quickly, to find the detailed information they are interested in. Then, have them realize that using graphic organizers like tables and diagrams helps them present detailed or specific information. Once students have understood the purpose and the manner in which the reading comprehension activity is going to be done, get them into pairs. Ask some volunteers to read the instructions and go over the questions in the table to help them center their attention on such details. Finally, mention that being able to find specific information quickly helps them develop their reading competence, which means they will have the ability to understand a text well. Go around the class and provide help if necessary. Finally, invite them to cross-check answers with other pairs before taking turns to socialize their findings and their corresponding score as a whole class. Do not forget to praise them verbally to keep their motivation up.

Alternatively, make a slide or scan the table, project it on the board and bring a couple of marker pens so that you can have students take turns to go up to the board to complete the specific information they are supposed to identify in the passage.

APPLICATION

Pre-Writing

4. Complete the following paragraph with *and* or *but*.

Write these two examples on the board: a) *Nick doesn't talk a lot, but he is a good songwriter.* b) *Kevin plays the guitar and sings.* Ask students to pay attention to words in bold printing (*and* and *but*). Encourage them to draw a conclusion about the use of these two words: a) Use ____ (but) to introduce an opposite idea; b) Use ____ (and) to give additional information. Allow some time for students to study the sentences carefully beforehand.

Encourage students to look at the boy's photograph and guess this: *Who is he? How old is he? Where is he from? Is he a singer too? Who are his parents?* and so on. As soon as they have done it, invite the class to get into groups of students to complete the paragraph. Allow them the necessary time to do the task and go around the classroom listening. Ask them to cross-check their answers with other groups before inviting the whole class to share their answers.

In case students still have doubts about the conjunctions *and* / *but*, take a moment to clarify and revise the recently learned language by providing an extra example that is closely related to students' daily life: *I like to hang out with my friends and watch movies, but I don't like to do household chores.* Encourage students to identify the additional information and the opposite information in the example. Then, elicit some examples from the class to make sure students benefit from this further explanation.

PRACTICE

While-Writing

5. Write about yourself.

Before asking students to write about themselves, focus their attention on the Writing Strategy: Use *and* to give additional information and *but* to introduce opposite ideas. Now, ask students to go back to the reading to identify and circle examples of these two conjunctions. Now, invite them to write the paragraph in a collaborative fashion. Try to elicit the information from them and model the paragraph by writing about yourself. Once they finish the activity, congratulate them for their discipline and effort.

Project Stage 3

Refer students to Project Stage 3. Tell them this is the opportunity to finish their projects before presenting them to the whole class in the Share Your Project section at the end of the unit. Stress the relevance of including all cutouts that depict the activities their families participate in. Tell them to let their imagination fly and to arrange the collage in an attractive way for the presentation.

3. Work with a partner. Read the questions and complete the table as fast as possible.

Reading Strategy

Scan (move your eyes quickly) through the text to find specific information.

Questions	Answers	Paragraphs	Who finds the answers first?	
			Me	Partner
a. Why are the Jonas brothers special artists?	<i>Because they spend time with their family and help children.</i>	<i>a</i>	<i>X</i>	
b. What is Kevin like?	<i>He is romantic.</i>	<i>d</i>		
c. Who is loving but strict?	<i>Denise Jonas</i>	<i>b</i>	<i>Answers may vary.</i>	
d. What does Nick like to do in his free time?	<i>He likes to write songs and play baseball.</i>	<i>f</i>		
e. Who likes to work out?	<i>Joe Jonas</i>	<i>e</i>		
f. What does Mr. Kevin Jonas do?	<i>He's the manager of his sons' band.</i>	<i>c</i>		
Total score			<input type="text"/>	<input type="text"/>



4. Complete the following paragraph with *and* or *but*.

Meet the Jonas' little brother. His real name is Frankie, but people call him Bonus Jonas. He's 16 years old. He's short and (a) a little chubby. He's fun and (b) outgoing. He likes to sing, but (c) he doesn't play in his brothers' band. In his free time, he loves to play basketball and (d) video games. He always does his homework, but (e) he doesn't like to do household chores.

Writing Strategy

Use *and* to give additional information.
Use *but* to introduce an opposite idea.

5. Write about yourself.

I'm... _____

(name - age)

Answers

may

vary.

(personality - daily activities)

(free time activities - activities you don't like to do)

Project Stage 3

- Check that your magazine cutouts represent all the activities your family participates in.
- Get the materials you need to make your collage. *E.g. cardboard, glue, markers, scissors, etc.*
- Make your collage.



Lesson 4

What Kind of Person Are You?



1. Listen to the following descriptions. Write the activities you hear.



Charles
watches TV
sits all day
eats potato chips and chocolate



Cynthia
gets up at 6:00 AM
does homework
exercises
goes to work



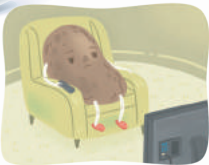
Mathew
talks on the phone
works on the computer
chats with clients



Kate
does homework
chats with friends
watches late movies
goes to bed at 1:00 AM



2. Listen again and identify the expressions below to complete the sentences.



couch potato



busy bee



early bird



night owl

- a. Charles is a couch potato. He likes to sit all day in front of the TV. He's sedentary.
 b. Cynthia is an early bird. She's a morning person. She likes to do everything in the morning.
 c. Mathew is a busy bee. He does a lot of activities at work.
 d. Kate is a night owl. She's an evening person. She likes to stay up late at night.

3. Complete the conversations. Use the expressions from the previous exercise.

Key Expressions
 No way! absolutely not

- a. - Hey Mark! Do you want to go to the park?
 - No way! I prefer to stay inside and watch TV.
 - Come on! Your body needs some exercise.
 - It's very cold outside.
 - You're a couch potato.
- b. - Do you go to bed late?
 - No, I don't. I go to sleep early because I like to exercise in the morning.
 - What time do you get up?
 - At 5:00 AM.
 - Wow, you're an early bird.

Reflect on Values

	Always	Sometimes	Never
■ I respect people's lifestyles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I value free time activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I spend quality time with my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gap Activity

Student A goes to page 87.
 Student B goes to page 89.



Lesson 4

What Kind of Person Are You?

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to use idioms and colloquial expressions in informal conversations.	<ul style="list-style-type: none"> Uses informal language to describe people's personalities. 	Vocabulary <i>To be an early bird</i> <i>To be a night owl</i> <i>To be a busy bee</i> <i>To be a couch potato</i>	<ul style="list-style-type: none"> Picking up expressions and using them in informal conversations

WARM UP (books closed)

Before students arrive to class, hide magazine cutouts of people carrying out actions related to the vocabulary from exercise 1 like: *watching TV, doing housework, talking on the phone, working on the computer, watching movies, working out*, and others, in different parts of the classroom. As soon as they show up, distribute pieces of paper with these activities written on them among students. Encourage them to look around to find the images that match the written activities. Then, ask them to stick the magazine cutouts on the board and label them with the matching cards.

PRESENTATION 1 Track 09

1. Listen to the following descriptions. Write the activities you hear.

Keep the magazine cutouts of the warm up session on the board. Introduce the lesson by asking students to have a look at the pictures and predict which of the activities on the board they think are suitable for each person in the pictures. Afterwards, get them in pairs to listen to the audio to confirm their predictions or fill in the blanks with the correct information. Finally, check the answers as a whole class, and congratulate them for their guessing.

PRESENTATION 2 Track 10

2. Listen again and identify the expressions below to complete the sentences.

Stress the importance of using informal expressions in real or face to face communication since they are part of everyday language, and so make the speaker sound more natural. Then, invite students to take a look at the illustrations and describe what they see. Elicit as much information as possible and write it on the board. Once they have come up with the correct interpretation of the illustrations, have them do choral and individual repetitions of the expressions given. Call on some volunteers to read the instructions and statements *a* to *d*. Challenge them to fill in the gaps by using

the contextual information. Play the audio once or twice for students to confirm their predictions or fill in the gaps with the correct information. Do not forget to praise them for their work.

PRACTICE

3. Complete the conversations. Use the expressions from the previous exercise.

Divide the class into two groups, A and B. Tell them they will take part in a competition. With their books closed, assign a conversation to each team. Remind them to read the corresponding conversation as quickly as possible to label the kind of person it describes. Likewise, tell them to shout *Stop!* as soon as they finish labeling the type of person. Check the answers and congratulate the winners.

Reflect on Values

Make students realize the value of diversity by helping them develop appreciation of other people's lifestyles and free time activities. Before answering the survey individually, ask them to be as honest as possible when thinking about values. Finish by highlighting the fact that although we are all very different from each other, we all still hang out with our friends and have fun.

Gap Activity

Assign students an A and B letter so that they get into in pairs. Tell them that they will work on a Gap Activity that consists of reading together, finding out the missing information by asking appropriate questions and writing it down in the spaces given. Let them know that while student A asks questions by using the clues given, student B is expected to answer them by scanning and vice versa.

Share Your Project

1. Discuss your experience.

Start this session by inviting students to reflect on what they experienced while creating their collages. Make students realize that the work they have all done demands several skills. Mention, for instance, the abilities required to jot down their family members personal information. Continue mentioning the ability needed to select both appropriate magazine cutouts and small objects representing their family's usual routines and free time activities. Finish by saying that the creative and attractive ways in which they have made their collages are amazing! Mention that a project of this type requires personal commitment, patience and attention. Emphasize the need for language choice and correctness. Finally, point out that this individual experience should always help them become better students and communicators.

Before asking students to work on the *Discuss your Experience* section, first remind them that listening to our classmates attentively is a sign of good manners. Second, say that it is not a simple skill, but rather a complex one to develop because it demands careful attention and respect for others' ideas. Also, mention that we always learn from our classmates' ideas, experiences and work.

Now, have students work in groups and explain the chosen options about their experience while carrying out their project. If some students checked *boring* or *confusing* for *a* and *b*, devote some time to listen to their reasons and propose tips when developing the following projects.

2. Listen and read. Track 11

Prior to having students listen and read, challenge them to come up with their own definition of a *collage* and copy it on the board. Then, encourage them to recall the steps they followed to make their collages creative and attractive, and number them on the board. Play the audio once for students to learn about the final product of their projects. Now, invite them to compare their definitions and stages to the ones they heard in the audio. Put a check or a happy face next to those that are similar to the ones mentioned in the audio. Reward the whole class by having a round of applause for their contributions.

3. Answer.

Get them to work in pairs to answer the two questions posed. Go around the class to see if they need any help.

4. Give your Presentation.

Call on some volunteers to read aloud the steps they should follow when doing their presentations, and stress the fact that those steps will help them organize the information. Continue by making students realize that there is a correspondence between the Give your Presentation box and the Useful Expressions box. Encourage them to draw a line to join the steps with the useful expressions given. Say, for example that to introduce themselves and their family members, they can say: *Hello, my name is... This is my father, his name is... and this is my mother, her name is...* Then, they can describe their personalities, routines and so forth. Recommend that they point at the pictures and show the objects they pasted on their collages at the same time as they speak. Stress the fact that they shouldn't read. Finally, advise them be attentive when answering their classmates' questions about their families.

Do not forget to create a special setting where they can present the projects to the class. Also, suggest that students greet and invite their classmates to listen to their collage presentation, and encourage them to do it with confidence and enthusiasm. Also, remind students to listen to their classmates when they are talking, write questions about their classmates' families, raise their hands to ask questions at the end, and avoid unkind comments. In general, encourage students to give constructive feedback on their classmates' presentations, and value creativity and resourcefulness, demonstrated through the use of congratulating or praising expressions such as: *Congratulations! That's incredible! Outstanding performance! Fantastic! Excellent! Superb!* and so forth.

Share Your Project

1. Discuss your experience.

Check the options that are true for you.

a. I think this project is...

- interesting.
 boring.

Answers may vary.

b. The stages of the project are...

- clear.
 confusing.



2. Listen and read.

A collage (a French word that means "glue") is a style of art. People paste together pieces of colored paper, magazine cutouts, photographs or small objects on a piece of paper.

Check out these steps to make your collage more attractive:

1. Choose a nice base for your collage. Use colored cardboard or paint your base.
2. Use different materials. Paste magazine cutouts, photographs, cloth, toys, and use different kinds of paper.
3. Play with shapes. The cutouts don't have to be only squares. Cut them in fun shapes: circles, triangles or strips.
4. Let your imagination fly! A collage is a free-style technique.

3. Answer.

- a. What is a collage?
- b. What materials do people use in a collage?

Give your Presentation

- Introduce yourself and the members of your family.
- Describe their personalities, routines and free time activities.
- Use the pictures and objects you pasted to guide your oral presentation. Don't read!
- Answer your partners' questions about your family. Add more details.

Useful Expressions

- Hello everyone. My name is...
- This is my brother. His name is...
- He is a sporty...
- Every day my brother wakes...
- In his free time he likes to..., but he doesn't like to...
- He prefers to ...



Comic

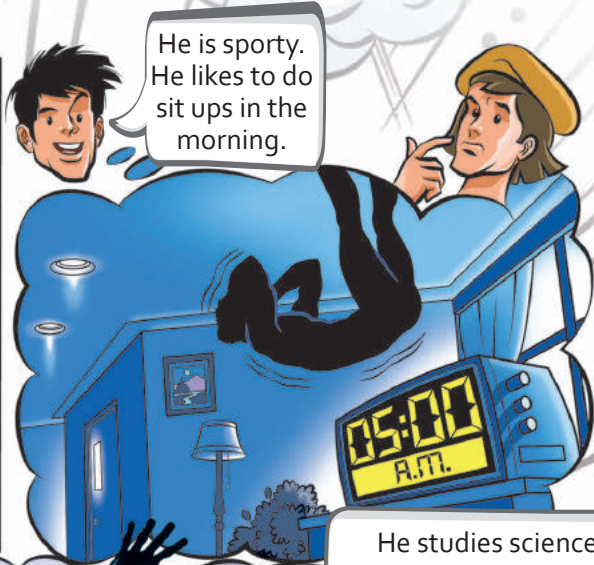
A Mysterious Friend



Listen and read.



I have a mysterious friend.



He is sporty.
He likes to do
sit ups in the
morning.

He doesn't take a bus to the university.
He prefers to jump over buildings.

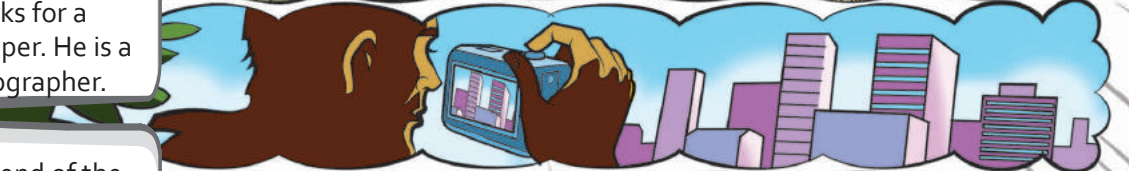


He studies science.
He has a great memory.

He's very intelligent,
but he's very shy with girls.



After school, he works for a newspaper.
He is a photographer.



At the end of the day, he likes to help people in trouble.



Who is my friend?
Take a guess!

A Mysterious Friend

Listen and read. **L** **I**

Pre-Reading (books closed)

Draw students' attention to the title of the comic. Write it on the board and ask what they understand by *a mysterious friend*. Accept as many ideas as they come up with and write them on the board.

While-Reading **L** **V** **I**  Track 12

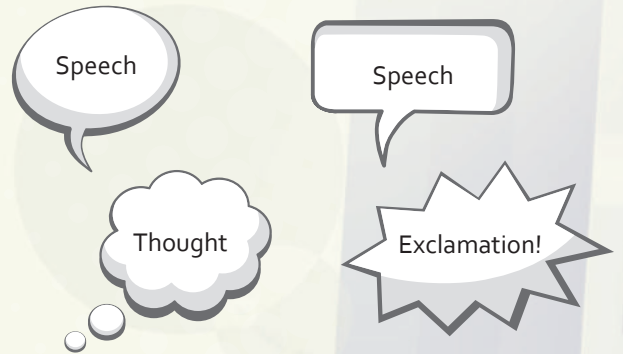
Invite the students to read the comic strip silently and individually. Remind them to look at the pictures carefully for a better understanding of the comic. Recommend that students read the whole story without stopping to look up new words. If the context and the visual clues are not enough for them to understand those unknown words, tell them you will discuss them the second time they read the comic strip.

Post-Reading **L** **V** **I**

Let students preview the comic strip and encourage them to guess what it is about. After listening to their guesses, have students work in pairs to answer these questions: *What's the mysterious friend like? What does he do in the morning? What does he study? How does he go to university? What's his occupation? What does he do at the end of the day? What does he do in his free time? What people does he like to help? What's his name?* Tell students to go back to the comic strip if they need to confirm information to answer the questions.

▶ EXTRA IDEAS **L** **V**

Explain there are four types of speech bubbles we can use in a comic strip and write them on the board as shown below. Tell students each bubble has a different purpose. Get them to work in groups of four. Make them realize the importance of developing the habit of writing in a free and creative way. Invite them to think and adapt the comic strip by including other information. Allow them enough time to finish the task. Go around the classroom and provide help if necessary. Encourage students to read the new version of the comic to the class. Congratulate them for their originality.



Quiz Time

Before the test

Let students know this evaluation helps them become aware of their strengths and weaknesses. Make them realize the importance of being able to identify learning difficulties and the possible learning strategies to overcome them. Invite them to answer the quiz individually, and then check their answers in pairs before socializing them with the whole class. Keep in mind that the idea is to help students learn in a comfortable and safe environment, and avoid having students get discouraged.

1. Fill in the blanks with the right word. Use the Word Bank.

Have students read the sentences and see if they have any questions. Invite them to read the words in the Word Bank for a couple of seconds individually. Encourage them to start filling in the blanks with the right word from the Word Bank. Advise them to cross out each word they use to avoid getting confused. Finally, invite them to work in pairs to read their answers to each other. Go around the classroom listening to each pair of students, and help them when necessary.

2. Complete the following information with the correct form of the verbs in parentheses.



Get students to read the instructions together, and quickly review the Simple Present tense with the verbs: *be, like, work, study, go, love, prefer, talk*, etc., paying special attention to the third person inflection. Then, encourage them to complete the paragraph individually. Finally, give them some time to compare with their classmates.

3. Listen to the description and order the actions from 1 to 9 as you hear them.



Have some volunteers read the instructions and the information given in the list. Then, remind them to pay special attention to main verbs to help them order the actions. Now, ask students to do their task. Finally, have them check answers with their classmates.

4. Circle the correct word that completes the sentences.

Have students recall the use of conjunctions *and* and *but* to give additional information and introduce opposite ideas, respectively. Invite the students to individually read the five sentences carefully and decide. Ask them to compare their answers with their classmates. Have as many volunteers as possible to check the answers for the whole quiz. Ask students to use a color pencil to check (✓) the right answers and correct the wrong ones. Finally, have them reflect on the reasons for their mistakes and identify which learning strategies can be used to avoid making them again.

Self-Evaluation

Have students complete the table individually. Remind them to be as honest as possible when answering this Self-Evaluation. Do not forget to praise them verbally for their effort and learning, to keep their motivation up.

Glossary

Have students read the Glossary. Tell them to pay attention to specific elements in each definition. For example, they need to be aware whether the word is a noun, a verb or an adjective. They also need to know if the words have

synonyms or antonyms. Once you have clarified any possible doubts about the words, students can solve the Glossary Activities on page 93. Please bear in mind that this page corresponds to page 20 in the Teacher's guide.

Quiz Time

1. Fill in the blanks with the right word. Use the Word Bank.

- a. My father gets nervous in front of people.
He's a **shy** person.
- b. My sister exercises from Monday to Sunday.
She is **sporty**.
- c. My brother prefers to sleep late on weekends. He doesn't like to exercise.
He is **lazy**.
- d. My mother has many friends because she is sociable.
She is an **outgoing** person.
- e. My cousin doesn't hang out with noisy people. He doesn't talk a lot.
He is a **quiet** person.

Word Bank

shy sporty lazy
quiet outgoing

2. Complete the following information with the correct form of the verbs in parentheses.

My sister Kate **is** (a. be) a secretary. She **has** (b. have) a part-time job.
She **works** (c. work) in the mornings, and **studies** (d. study) in the afternoons.
She **doesn't work** (e. not work) on weekends. She **is not** (f. not be) lazy, but she
likes (g. like) to wake up late on weekends.
In her free time, she **hangs out** (h. hang out) with her friends. She also **goes** (i. go) to the
park with me and plays basketball, but she **doesn't play** (j. not play) very well.
She **is** (k. be) a great person.



3. Listen to the description and order the actions from 1 to 9 as you hear them.

A Typical Day in My Son's Life

- 2** He has breakfast.
- 9** He goes to bed at 11:00 PM.
- 4** He hangs out with his friends at noon.
- 8** He does homework.
- 5** He goes to work at a music store.
- 1** He wakes up very early, like around 6:00 AM.
- 3** He goes to university.
- 6** He arrives home at 6:00 PM.
- 7** He exercises.

4. Circle the correct word that completes the sentences.

- a. Jenny likes to sing, play the guitar **and** / **but** dance.
- b. My brother is a little short **and** / **but** he's a good basketball player.
- c. I like to play video games **and** / **but** I don't play all day. Only 1 hour.
- d. Jennifer listens to music **and** / **but** reads books in her free time.
- e. My brothers love to listen to rock music **and** / **but** I don't like it. I prefer reggae.

Self-Evaluation

Now I can...

- describe my family.
- express likes and dislikes.
- connect sentences with **and** and **but**.

Very Well

OK

A Little

Glossary

A-E

artistic: **adj.** inclined toward the arts. *My friend is an artsy boy. He likes painting, music and literature.*



background: **n.** sounds that surround a situation. *Electronic music is the background music of the film.*

cardboard: **n.** a kind of thin paper.

couch: **n.** a sofa.



cousin: **n.** the son of one's uncle or aunt.

chat: **v.** to talk to a person on the Internet.

cutouts: **n.** pieces of paper from magazines or newspapers.



develop: **v.** to progress gradually.

drums: **n.** a group of musical instruments that includes metal and plastic pieces. *Nick Jonas plays the drums in his band.*



energetic: **adj.** full of energy. (syn. active)

F-P

figure: **n.** an important or famous person. *The Jonas Brothers are music figures.*

free: **adj.** not busy. *On weekends I am free. I don't have to go to school.*

fun: **adj.** humorous or comical. *Comedians are fun people.*

household chores: **n.** activities a person does to clean the house.

hobbyist: **n.** a person who practices a specific activity in his free time.

joke: **n.** a funny story that makes someone laugh.

lazy: **adj.** someone who is inactive or doesn't like to work. (ant. active – energetic)

lead singer: **n.** the main singer in a band.

loving: **adj.** demonstrating affection for others. *Denise Jonas is a loving mother.*

nervous: **adj.** someone who feels anxious or tense. (ant. relaxed) *I feel nervous when I speak in front of the class.*

noisy: **adj.** that makes a lot of high volume sounds. (ant. quiet)

outgoing: **adj.** someone who is sociable and extroverted. (syn. friendly)

paste: **v.** to attach something with glue.

pole vaulting: **n.** a sport where people jump over a high crossbar.



Q-Z

quiet: **adj.** calm, serene. (syn. relaxed)

sensitive: **adj.** someone who is susceptible to others' feelings or circumstances.

serious: **adj.** a person who doesn't have an expression of happiness.

shape: **n.** form e.g. triangle, circle, square.

shop: **v.** to buy.

shy: **adj.** timid.

sit ups: **n.** abdominal exercises.

sporty: **adj.** someone who loves to practice sports.

stage: **n.** a phase of a project.

talkative: **adj.** someone who speaks a lot.

wake up: **v.** to stop sleeping.

Colloquial Expressions

A busy bee: a very busy person.

A couch potato: someone who sits and watches TV all day.

An early bird: a person who wakes up early in the morning.

A night owl: a person who stays up late at night.

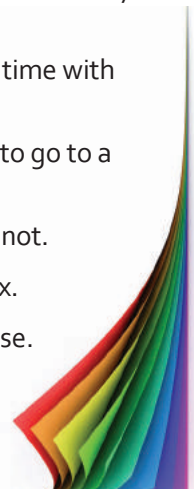
Hang out: to spend time with friends.

Invite out: to invite to go to a place.

No way! absolutely not.

Take it easy: to relax.

Work out: to exercise.





Glossary Activities

1. Match the words with their antonyms.

- a. shy d 1. lazy
 b. nervous c 2. quiet
 c. noisy a 3. outgoing
 d. sporty b 4. relaxed

2. Complete the sentences using words from the previous exercise.

- a. My brother is really noisy . He plays his heavy metal music all day.
 b. My father is an outgoing person. He is very sociable and has many friends.
 c. Our new classmate is shy . She doesn't talk to others. Her face goes red when you talk to her.
 d. Joe's sister is quiet . She doesn't like noisy people and prefers to read in silent places.

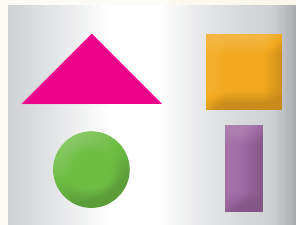
3. Check the right option that completes the sentences.

- a. Pete likes to _____ at the gym every day.
 wake up
 work out
- b. I make my collage with _____ from magazines.
 sit ups
 cutouts
- c. Mary loves to _____ with her friends. They have a good time.
 invite out
 hang out
- d. Mark likes to exercise his abdomen. He does 50 _____ every day.
 sit ups
 cutouts

4. Label the pictures.



a. drums



b. shape



c. pole vaulting



d. couch

5. Complete the sentences with the correct colloquial expressions.

- a. I'm a busy bee . I study in the morning and I work in the afternoon. Then, I work out at the gym.
- b. Dan is a couch potato . He likes to watch TV and eat all day.
- c. My grandmother is an early bird . She likes to wake up at 5:00 AM every day.
- d. Jane likes to do homework at night. She usually goes to bed at 11:00 PM. She's a night owl .

Cultures Around the World 2



Skills

CEF Standards

Indicators

Listening
Comprehension

Can understand general and detailed information in short and simple descriptions.

- Identifies people’s customs from around the world.
- Recognizes nationalities, greetings, clothing, food, and celebrations from diverse cultures.
- Distinguishes between people’s habitual actions, routines and temporary actions that are marked with time expressions.

Reading
Comprehension

Can grasp the main idea and details of an informative and descriptive text based on meaningful imagery.

- Uses pictures to predict the content of a text.
- Identifies the main parts of a text.
- Differentiates between people’s habitual actions, routines and temporary actions that are marked with time expressions.

Oral
Interaction

Can ask and answer questions about people’s habitual and temporary actions.

- Describes people’s customs from other cultures.
- Talks about celebrations in other countries.

Oral
Expression

Can make simple descriptions of people’s habitual and temporary actions.

- Asks and answers questions about the frequency of people’s habitual actions or routines.
- Asks and answers questions about customs and celebrations from around the world.

Written
Expression

Can produce a series of simple sentences and informal messages.

- Writes informal messages using fixed expressions.
- Writes simple sentences to describe customs of other cultures.

UNIT

Cultures Around the World 2



▶ General Objective

You will be able to describe customs and celebrations around the world.

▶ Communication Goals

You will learn how to

- talk about customs of other cultures.
- talk about celebrations in other countries.

▶ CLIL

- Greetings
- Food
- Clothing
- Celebrations and Holidays

Vocabulary

- Words related to customs and celebrations

Grammar

- Simple Present tense with adverbs of frequency
- Present Progressive tense

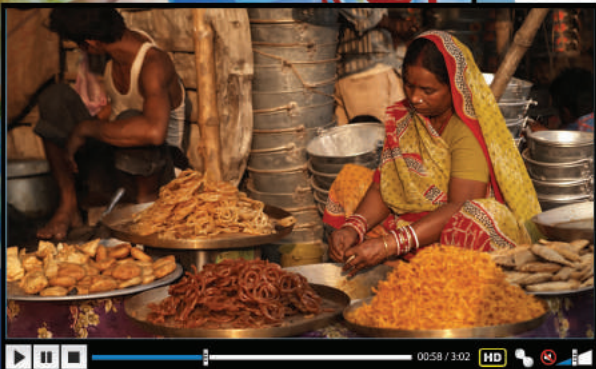
▶ Idioms and Colloquial Expressions

- *I'm feasting my eyes on*
- *Out of this world*
- *The place is packed*
- *Hope you're doing well*
- *Take place*

▶ Project

Slide Show Presentation

You will prepare a slide show presentation on a specific culture.



Discuss:

- Where are these people from?
- What are they wearing?
- What are they doing?



Lesson 1

Diverse Customs



1. Complete the text with the corresponding country. Use the Word Bank. Then, listen and check.

Word Bank

- China
- Saudi Arabia
- Japan
- Mexico
- Thailand
- Spain



In Thailand (a) people always **greet** with a bow to express respect.



In China and Japan (b) people usually **use** chopsticks to eat with.



In Saudi Arabia (c) women never **wear** skirts. They wear veils and long dresses.



In Mexico (d) people **pray** in churches. They often go to church on Sundays.



In Spain (e) people usually **give** Christmas presents on January 6th.



In China (f) people sometimes **celebrate** their New Year at the end of January.

Customs Around the World

2. Complete the box using the Word Bank.

Word Bank

- in a temple
- chocolates
- a kiss
- St Valentine's Day
- a hat

greet with	a bow <u>a kiss</u>
celebrate	the New Year <u>St Valentine's Day</u>
give	presents <u>chocolates</u>
wear	skirts <u>a hat</u>
pray	in a church <u>in a temple</u>

3. Complete the sentences with the verbs in exercise 2 and guess the nationality.

Vocabulary Strategy

Make word combinations to remember new expressions.

Cultural Trivia Quiz

- Indian / Greek / Arabian women usually wear veils every day.
- Americans / the Chinese / Venezuelans sometimes greet with a kiss, but only close family members.
- Australians / Colombians / Canadians always celebrate Labor Day in September.
- Italians / Arabs / Russians are very religious. They often pray five times a day.



Lesson 1

Diverse Customs

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to talk about customs from around the world.	<ul style="list-style-type: none"> Describes people's customs from around the world. Asks questions about the frequency of actions that people do. 	<p>Vocabulary Words related to customs</p> <p>Structures Simple Present tense with adverbs of frequency</p>	<ul style="list-style-type: none"> Making word combinations to remember new expressions Using <i>Really?</i> to show interest in a conversation

WARM UP (books closed)

Ask students if they know any greetings that people use in other parts of the world. Write on the board the greetings they mention. Draw a table with two columns, as shown below, and fill it in as you present the rest of the greetings by mimicking, naming and writing them on the board. Alternatively surf the Internet, choose pictures representing the greeting, bring them in and present the greetings by showing the pictures, saying the greetings aloud and writing them on the board.

Greeting	Country
Bowing	Thailand
Shaking hands	USA
Kissing people on one cheek	Colombia
Kissing people on both cheeks	France
Kissing people three times on the cheek	Russia
Bowing and putting hands together	Iran

Challenge them to guess the corresponding nationalities and write them on the board (Thai, American, Colombian, French, Russian, and Iranian). Then, ask students to look for a partner, stand in front of each other and do what you command. Now, mention some nationalities for them to greet accordingly. For example, say: *You are Americans, greet your partner; you are French, Russian, and so on.* Remember to congratulate them. Finally, invite them to explore the images on page 21 by asking the questions: *Where are these people from? What are their nationalities? What are they wearing? What are they doing?* and so forth.

PRESENTATION 1

1. Complete the text with the corresponding country. Use the Word Bank. Then, listen and check.

To promote the interpersonal, linguistic and visual-spatial intelligences, invite students to work in pairs to take part in a swift contest. Ask them to identify the picture that shows:

a church (d), utensils people use to eat (b), a special celebration (f), a present or a gift (e), greeting (a), and special clothes or clothing (c). Praise the pairs of students who first identify the pictures with a sound expression. Then, ask students: *Do you go to church? When do you go to church? What utensils do you use to eat? Do you celebrate Christmas Eve and New Year? What do you do on New Year's Eve?* Afterwards, call on some volunteers to read the words in the Word Bank aloud. Invite them to continue working in pairs to complete the texts. As soon as they have finished, play the audio once for them to confirm their answers. Play the recording as many times as necessary. Finally, check answers as a whole class.

PRACTICE

2. Complete the box using the Word Bank.

Refer students to the Vocabulary Strategy and model it by drawing the box on the board and writing extra examples like: *write a letter, answer a question, visit a friend,* and the like, for them to see how word combinations are made. Now, call on two volunteers to read the instructions and the expressions in the Word Bank. Then, invite them to complete the table by making word combinations. Check the answers as a whole class and, again, reward them.

3. Complete the sentences with the verbs of exercise 2 and guess the nationality.

Track 15

Prepare students for the Cultural Trivia Quiz by asking them to close their books and finish the statements they will hear from you: *Greet with....* (a kiss); *Celebrate...* (the New Year / Christmas Eve / Labor Day); *Pray in...* (a church); *Give...* (presents/gifts); *Wear...* (skirts/veils). Then, encourage students to answer the quiz in pairs. Finish the activity by checking the answers as a whole class.

PRESENTATION 2

4. Complete the sentences using frequency adverbs. Use the words in parentheses.

Begin by writing real examples on the board, making sure you use different color marker pens for the adverbs and the verbs: You *always* wear the school uniform. You *always* do your homework. You *sometimes* greet by shaking hands. You *never* greet by bowing. Make them notice that the words in red are called *adverbs of frequency* because they tell us how frequently someone does something and always go before verbs. Invite students to take a look at the bar chart on the left and have them identify the corresponding percentage for each one of the adverbs of frequency. If needed, revise pronunciation and take advantage of the Vocabulary Strategy worked on in exercise 2 on the previous page, by having students do individual and choral repetitions of both adverbs and word combinations. Next, get students to work in groups of four to complete the sentences by interpreting both the illustrations and the shaded bar indicating the frequency in each picture. Go around the classroom and help them if necessary. Once students have done that, center their attention on the Reflect on Grammar box. Have them notice the expressions of frequency to answer the question *How often do you...?* to refer to the frequency a person does something. Then, draw their attention to the interrogative and affirmative structures to ask about the frequency of actions. Have them work on the frequency expressions by asking them questions like: *How often do you come to school? How often do you wear the school uniform? How often do you go to church? How often do you give presents to your relatives? How often do you eat fast food? How often do you greet your friends with a kiss?* Write complete answers on the board and use a different colors for the expressions of frequency (*We come to school every day; We take a shower every morning; I give presents to my relatives once a year; They go to the gym twice a week and so forth*).

PRACTICE

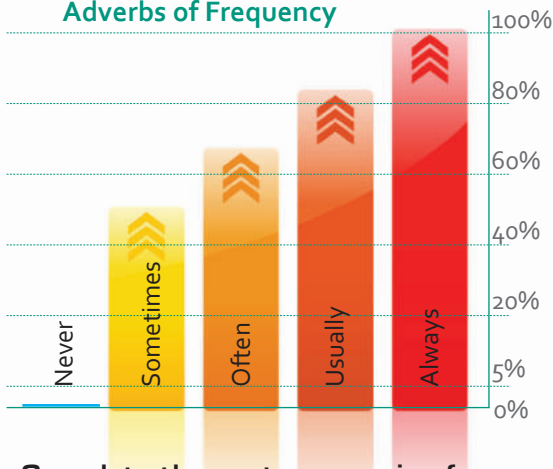
5. Answer the questions and add one more. Then, interview a partner.

Call on a volunteer to read the instructions. To promote the development of the intrapersonal and interpersonal intelligences, first, invite students to complete the first column of the table (*Me*) individually, and then ask them to stand up and look for a partner s/he *never* works with. Now, encourage them to interview their partners and complete the second column of the table (*Partner*). Go around the class to check intonation and question structure. Before drawing students' attention to the Speaking Strategy, ask them: *How often do you greet with a kiss? or How often do you eat fast food? As soon as they reply you say Really? Let them know we say Really? to show interest in the conversation. Finally, to aid the development of the interpersonal intelligence, have them practice the conversation model given with the Speaking Strategy.*

Project Stage 1

For students to get the whole idea of the project and to better promote the improvement of the interpersonal, visual-spatial and linguistic intelligences, go to the Share Your Project section (page 29) and carefully read the three sections that need to be carried out when presenting it. Start this session by making students realize that working in groups demands several skills. Mention, for instance, the cooperative skills required to form a group and choose a country that everybody in the group likes, to remain in the group, to take turns to talk, to have equal opportunities to express ideas and opinions, to ask for help, and to integrate ideas. Continue by mentioning the ability needed to allow everyone to contribute his/her ability to look for specific information about customs from other cultures (in particular greeting, eating habits and clothing) or to draw/get pictures that represent the information you have found. Also, emphasize that the group's commitment when carrying out the project will guarantee the attainment of the group's objectives. Finally, point out that group work experiences will always help them become better individuals, students and communicators.

Adverbs of Frequency



4. Complete the sentences using frequency adverbs. Use the words in parentheses.



(greet with a kiss)

a. The French

always greet with a kiss on both cheeks.



(give a present)

c. Americans

give a present to their new neighbors.



(use their left hand)

b. Indian people

use their left hand to eat with.



(eat fast food)

d. Chinese people

sometimes eat fast food.

5. Answer the questions and add one more. Then, interview a partner.

How often do you...	Me	Partner
a. eat fast food?	usually	
b. pray in a temple?	Answers	
c. eat with chopsticks?	may	
d. greet your neighbors?	vary.	
e. _____?		

Speaking Strategy

Use **Really?** to show interest in a conversation.



Project Stage 1

- Get in groups of 3 and choose a country you are interested in.
- Look for information about greetings, eating habits and clothing.
- Get 3 pictures that represent the information you find.

E.g. *We like China.*



Celebrating Diversity



1. Listen and fill in the blanks with the verbs you hear.

Reporter: Welcome to another Globetrotters show. Today we're in Sevilla, Spain. People are celebrating the Sevilla's fair and watching the parades. Some others are riding horses, singing (a) flamenco songs or eating (b) Spanish food. Let's ask the locals and learn more about this celebration. Hola! Excuse me, what are you wearing? It's a beautiful dress.

Woman: I'm wearing (c) a traditional flamenco dress. I always wear it during the celebrations. Look! The flamenco dancers are dancing (d) now. Sorry, I need to go.

Reporter: Hola! Excuse me, what are you eating?

Man: I'm eating (e) tapas.

Reporter: Tapas?

Man: Yeah, they're snacks. I love bread and ham tapas. They're so delicious. Here, try this one.

Reporter: Hmm, it's really good.

Reflect on Grammar

Present Progressive Tense

Use it to talk about actions that happen at the moment of speaking.

Affirmative / Negative Sentences

I	am (not)	<u>eating</u>	tapas.
You	are (not)	<u>eating</u>	tapas.
He / She / It	is (not)	<u>singing</u> .	
We / You / They	are (not)	<u>dancing</u>	now.

Yes / No Questions

Are	you	<u>eating</u>	tapas?
Is	he / she / it	<u>singing</u> ?	
Are	we / you / they	<u>dancing</u>	now?

Wh-questions

What	are	you	<u>doing</u> ?
What	is	he / she / it	<u>doing</u> ?
What	are	we / you / they	<u>doing</u> ?

Key Expressions

Here, try this one: take, eat this

Pronunciation

The sound /η/

Listen and repeat.

dancing
wearing
celebrating
singing
eating



2. Fill in the blanks with the right form of the verbs in the Present Progressive tense.

- What are you doing (do)? I'm decorating (1. decorate) some eggs for Easter.
- What is your husband doing (2. do)? He 's hiding (3. hide) the eggs in the garden.
- What are your children playing (4. play)? They 're looking (5. look) for the Easter eggs right now.

Celebrating Diversity

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to talk about celebrations from around the world.	<ul style="list-style-type: none"> Describes people's habitual actions and routines. Uses time expressions like: <i>always, usually, every year, once a day.</i> 	<p>Vocabulary Words related to celebrations</p> <p>Expressions Here, try this one!</p> <p>Structures Simple Present tense Present Progressive</p>	<ul style="list-style-type: none"> Paying attention to time expressions to choose the right form of the verb

WARM UP (books closed)

Draw an oval on the board and inside it write the word *celebrations*. Invite students to take turns to go up to the board and write the celebrations they know in their country. Then, take the most representative and meaningful celebration for them and ask: *What do you usually eat during the celebration? What do you usually wear during the celebration? Do you usually dance? Do you usually ride horses?* and so forth. Elicit as much information as you can and write it down on the board. Finally, revise some previous language knowledge by having them talk to the classmate next to them and answer the question *What is your favorite celebration?* Praise them for their contributions.

PRESENTATION 1 Track 16

1. Listen and fill in the blanks with the verbs you hear.

Prior to having students listen to the recording, refer students to the Reflect on Grammar box and have them realize that we use the Present Progressive tense to talk about actions that happen at the moment of speaking (now). To model the interrogative and the affirmative forms, ask and write on the board: *What are we doing now?* Reply, *We are studying English.* Alternatively, ask: *Are we studying English now?* Reply, *Yes, we are studying English now.* Use different colors for both the verb *to be* and the *-ing* form of the main verbs (e.g. *Yes, we are studying now*). Continue by asking something they are not doing at that moment like *Are you dancing now? Are you eating now? Are you singing now?* Again, write their negative answers on the board by using different colors for both the negative form of the verb *to be* and the *-ing* form of the main verbs (e.g. *No, we are not dancing now*). Then, as a way to gradually develop the visual-spatial intelligence, do some picture exploitation and center students' attention on

the picture below the interview. Ask: *What are these people doing? What are they celebrating? What are they saying? What are they wearing? What are they eating?* Call on some volunteers to go up to board and write their classmates' answers. After that, call on some volunteers to read the instructions. Challenge students by asking them to work in pairs to try to fill in the blanks before actually listening to the recording. Have them listen to the audio to fill in the blanks, and then ask students to compare their answers with their partners. Play the audio twice if necessary and when they are done, confirm their predictions. Do not forget to praise them for their hard work. Finally draw students' attention to the Key Expressions by explaining that saying *Hey, try this one* means that we are giving a person something we are eating for him/her to taste.

PRACTICE Track 17 - 18

2. Fill in the blanks with the right form of the verbs in the Present Progressive tense.

Focus students' attention on the Pronunciation box and let them know the symbol / ŋ / is the phonetic representation of the *-ing* ending. Encourage them to listen attentively to the recording and repeat after it. Do some choral and individual drills to ensure they get the correct pronunciation of this sound. Invite students do the exercise in pairs and then socialize their answers as a whole class. Correct pronunciation of the *-ing* ending if necessary.

PRESENTATION 2

3. Match the pictures with their corresponding descriptions.

Begin by encouraging students to describe the two photographs. Ask: *Where are these people from? What are they doing? What are they wearing?* After doing the exercise, refer students to the Reflect on Grammar box and have them realize that in English we use the Simple Present tense to describe habitual actions and routines. In contrast, we use the Present Progressive tense to describe temporary actions, actions happening at the moment of speaking or to describe a scene. Stress the use of the time expressions with the Simple Present tense by writing them in different colors in a couple of examples relevant to students' contexts like: *We **always** celebrate Christmas on December 25th. I celebrate Christmas with my family **every year**. We **never** go to bed before midnight.* Then, invite students to follow the example given on the board to write their own sentences about a celebration they know of, making use of the adverbs of frequency and other time expressions. Go around the classroom and provide help where necessary. You can also have students browse through their classmates' examples, by first inviting them to leave their notebooks on their desks and then go peer-reviewing and give feedback on both content and structure.

Once you have done this, highlight the time expressions they can use with the Present Progressive tense such as *now, right now, at the moment, today, and these days*. Take the opportunity to promote *instant sentence writing* by using pictures. Bring in some pictures in which people from different cultures are celebrating with temporary actions and stick them on the board. Allow the students some time to look at the pictures. Then, tell them you will point at the picture and dictate some sentences for completion. Each sentence will have a time expression and the main verb in the *-ing form*. For example, *Colombian people are enjoying the Rock al Parque Festival now. At the moment, Venezuelan people are dressing a girl with flowers for the May Cross (La Cruz de mayo) celebration. American children are wearing costumes for Halloween.* Do not forget to congratulate them for their effort.

PRACTICE Track 19

4. Circle the appropriate form of the verb. Then, listen and check.

Center students' attention on the Grammar Strategy box and ask them to read it. Invite them to participate in a quick memory contest in which they are supposed to recall and say aloud the time expressions we use to describe both habitual actions and routines (*always, never, usually, etc.*), and temporary actions or actions happening at the moment of speaking (*now, right now, at the moment, today, these days*). As they mention those, correct pronunciation whenever necessary. As soon as they have recalled them, call on a volunteer to read the instruction. Encourage them to work in pairs to choose the correct option before playing the recording for them to listen attentively and confirm.

APPLICATION

5. Think of a celebration in your country and describe what people usually do.

Draw students' attention to the example given in Andres and Nicole's conversation, by calling on two volunteers to read the short dialog. Make students notice that they are mentioning the exact date or time when people celebrate and what they do to celebrate. As the idea is to use prior knowledge and address the interpersonal, linguistic and visual intelligences, divide the class into two big groups, A and B, and tell them they will play the game *Guess a Sketch!* Group A is supposed to think of two celebrations from their country (date and activities done on the occasion) and draw them. Group B is supposed to guess the dates and the temporary actions people do to celebrate. Group A should ask Group B: *What are these people celebrating?* and *What are they doing?* If students in group B find it difficult to guess, students in group A should give them hints like: *Are they celebrating Mother's Day? Are they giving presents to each other? Are they having a special dinner? Are they wearing brand new clothes?*

Project Stage 2

Make students realize that this stage of the project is divided into three sub-parts, so they should also assign a task to each group member based on their abilities. Finish by emphasizing the need to be selective when looking for information about celebrations from their countries. Likewise, stress the need for *language choice* and *correctness* when describing dates, activities, food and clothing.

3. Match the pictures with their corresponding descriptions.



b

- a. I'm from Saudi Arabia. Today I'm wearing traditional Arabian clothes. This morning I'm fasting because we're celebrating Ramadan. During Ramadan, we never eat until sunset.
- b. I'm Irish. I'm wearing green clothes today because we're celebrating St Patrick's Day. It is great. Right now people are dancing and singing traditional Irish songs. I always watch the parade in the street.



a

Reflect on Grammar

Simple Present Tense

Use it to describe habitual actions and routines.

I **always** watch the parade in the street.
Arabs **never** eat on Ramadan until sunset.

Time expressions: always, usually, every year, once a day

Present Progressive Tense

Use it to describe temporary actions, actions happening at the moment of speaking or to describe a scene.

The children **are looking for** the Easter eggs right now.
Now people **are singing** traditional Irish songs.
Today Arabs **are fasting** because they are celebrating Ramadan.

Time expressions: now, right now, these days, today, at the moment



4. Circle the appropriate form of the verb. Then, listen and check.

At the moment **I am practicing** / practice a traditional dance for the "Virgen del Carmen" festival at my school. Peruvians **are celebrating** / celebrate (a) this religious holiday event every year in July. These days many people **are cleaning** / clean (b) and **decorating** / decorate (c) the streets for the procession of our Mother Mary. On this day, people usually **are dancing** / dance (d), **are playing** / play (e) Peruvian folk music and go to church.

Grammar Strategy

Pay attention to time expressions to choose the right form of the verb.

5. Think of a celebration in your country and describe what people usually do.



Andres: Look! This is my dad celebrating the Day of the Dead in Mexico.
Nicole: When do people celebrate it?
Andres: The 1st and 2nd of November.
Nicole: What is he doing?
Andres: He is praying at my ancestors' graves.

Project Stage 2

- Find a celebration that occurs in the country you are working on in this project.
- Get specific information about the celebration (*date, activities, food and clothing*).
- Get four pictures that represent the information about the celebration.



Lesson 3

Enjoying a New Culture

1. Look at the pictures and complete the sentences. Then, check your guesses in the text.



a. This celebration takes place in...

- Japan.
- China.
- Korea.

b. These people are celebrating...

- New Year.
- Dragon Boat Festival.

Reading Strategy

Use pictures to predict the content of a text.

2. Read the following email. Then, identify the parts of the text. Use the Word Bank.

To: Marth@haooy.com
 Subject: Chinese New Year

Word Bank

- Introduction
- Body
- Ending

Hello Martha,

I hope you're doing well. How is school going? These days I'm visiting and enjoying the magnificent capital of China. I'm having a great time in Beijing. Actually, I'm writing this email in the street.

Today, Chinese people are celebrating the Chinese New Year. It usually takes place at the end of January or the beginning of February. On this day, people don't go to work. They usually go outside to watch the parade, eat a lot of food and watch fireworks at night. This parade is great! There are dragons. People are wearing red clothes. They're singing and playing traditional Chinese music. Some people are giving red envelopes to each other. They say these envelopes bring good luck.

I have to go now. Please say hello to mom and dad. I miss you very much.

Talk to you soon,

Roger

a. *Introduction*

b. *Body*

c. *Ending*

Key Expressions

Take place: to happen, to occur

Hope you're doing well: I expect you are OK



Lesson 3

Enjoying a New Culture

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to predict the content of a text and identify the communicative function of expressions to improve reading comprehension.	<ul style="list-style-type: none"> Predicts the content of a text by using pictures and background knowledge. Scans to identify the parts of a text. Writes an email following a scheme, using fixed expressions and details given. 	Vocabulary Words related to nationalities and celebrations	<ul style="list-style-type: none"> Using pictures to predict the content of a text Using fixed expressions to write an email

PRESENTATION 1

Pre-Reading

1. Look at the pictures and complete the sentences. Then, check your guesses in the text.

Prior to having students do the activity, focus students' attention on the Reading Strategy: Use pictures to predict the content of a text. Let students know the importance of using imagery to predict both the *topic* and the *content* of a reading passage. Ask for a volunteer to read the instructions. Now, encourage students to take a look at the pictures and speculate about the celebrations, the places where they happen, and what people are doing to celebrate. Then, invite them to answer questions *a* and *b* in pairs. Allow some time for completion of the task and confirm their choices as a whole class. Finally, invite students to predict the content of the email below and write their predictions on the board.

PRACTICE

While-Reading

2. Read the following email. Then, identify the parts of the text. Use the Word Bank.

Draw students' attention on the Word Bank and call on a volunteer to read the three words. Make them realize that each part should contain certain information. Ask them to work in groups of four and read the email carefully, identifying and labeling each part. Use the text's structure to remind them how to organize a piece of writing: introduction, body and conclusion. Tell them that the first part is always the introduction (it usually includes greetings and contextualization); the second part is the main part of the text that includes more information (specific details to make the text more interesting and explain the topic more clearly) and is what we know as the body; and the third part

is the conclusion, the ending or closing sentence to remind the reader about the topic of the text. Then, go back to their predictions, confirm them and congratulate them on their guesses. This will keep students motivated enough to continue contributing in class. After that, invite students to scan to find the specific information that makes each part. For the introduction, ask: *What is the first sentence about?* (Greeting / expressing good wishes); *How about the second sentence?* (Asking for general information); *What follows in the same part?* (Saying where you are). For the body, ask: *What does Roger say in the first part of the body?* (The name of the holiday or celebration); *What does he say in the second part of the body?* (The place where the celebration takes place and what people are doing, wearing and eating). For the conclusion, ask: *What is the first sentence about?* (Sending greetings to other people); *What is the second sentence about?* (Saying goodbye). To continue exploiting the text, invite students to look for the Key Expressions: *Take place* (it appears in the body) and *Hope you're doing well* (it appears in the introduction). Praise them verbally each time they find the expressions. Now, go over the meaning of the Key Expressions, as part of the introduction and body of an email.

PRACTICE

Post-Reading

3. Answer the questions based on the reading.

Take advantage of this exercise to revise the Reading Strategy used in the first unit. Tell students they will continue working on the reading strategy called *scanning* or *reading quickly to find specific information*, which means that they should move their eyes quickly to find the detailed information they are interested in. Once students have understood the purpose and the way in which the reading comprehension activity is going to be done, get them into pairs. Ask some volunteers to read the instructions and go over the questions *a* to *e*, to help them center their attention on such details. Go around the class and provide help if necessary. Allow enough time for students to complete the task. Then, invite them to cross-check answers with other pairs before taking turns to socialize their findings with the whole class. Do not forget to praise them verbally to keep their motivation up. Afterwards, have students realize that questions *b* and *c* refer to temporary action or actions people do at the moment of speaking or writing. Similarly, question *d* refers to habitual actions or routines people do. Finally, stress that being able to scan a text to find specific information quickly helps them develop their reading competence.

PRESENTATION 2

Pre-Writing

4. Identify the expressions on the left in the text in exercise 2. Then, match them with their function.

Make students aware of the fact that when we use language expressions, they are intended to say something in particular or convey meaning. This is called the *communicative function* of the language we use. To exemplify, say: *Good morning, dear students!* Ask them what is the communicative function (to greet them). Also ask: *What's your name? Where do you live? What's your telephone number?* Ask them what is the communicative function or intended meaning of this expression (to ask for personal information). Once this is clear, call on a volunteer and ask him/her to read the instructions. Then, invite students to first work individually to match the expressions with the corresponding communicative function. Finally, encourage them to cross-check their findings with their classmates before socializing answers as a whole class.

APPLICATION

While-Writing

5. Use the prompts to complete the email.

Before asking students to complete the email, focus their attention on the Writing Strategy: Use fixed expressions to write a text (*Hello; Talk to you soon; I hope you are doing well; Please, say hello to...*, etc.). If necessary, go over all the fixed expressions presented in the previous exercise. Now, refer students to the communicative functions for each part of the email, which are presented on the right side. Similarly, have students read the specific details which are on the left side. Let them know they are expected to fulfill the communicative function with the fixed expressions given on the left side, and provide specific information taken from the specific details in the left-hand side box. Then, ask students to work in groups of four to write the email in a collaborative fashion. Go around the classroom and provide help and guidance where necessary. Once they finish the activity, congratulate them for their discipline and effort.

Project Stage 3

Refer students to Project Stage 3. Stress the relevance of following a process to write the sentences that will describe the pictures from Project Stages 1 and 2. First, ask students to pre-write their sentences, which consists of planning and organizing their thoughts before writing them. Second, tell them to *edit* those sentences by correcting language structures and spelling. Third, advise them to *revise* their writings to make improvements or express ideas in a simpler and clearer way. Later, you can remind students to take into account the following tips to make attractive slides: *a) Look for an appealing title for your presentation and include all the participants or members of the group; b) Choose a clear readable font* (Arial, Calibri and Tahoma are suitable for academic assignments); *c) Make sure the layout of the slides is balanced, in terms of text and images* (not too much text, not too many pictures); and *d) Acknowledge sources* (give the credit to the artist who took the photograph or drew the picture, or the name of the magazine/newspaper from where you took it). Finally, encourage them to be as cooperative as possible to reach their group or shared objectives/goals.

3. Answer the questions based on the reading.

- a. Where is Roger? Roger is in China.
- b. What city is Roger visiting? He is visiting Beijing.
- c. Where is Roger writing the email? He's writing it in the street.
- d. What do people usually wear for the celebration? They usually wear red clothes.
- e. What are people doing right now? They're singing and playing traditional music.

4. Identify the expressions on the left in the text in exercise 2. Then, match them with their function.

Expressions	Functions
a. Hello...	<u>c</u> 1. Ask for general information
b. I hope you're doing well.	<u>d</u> 2. Send greetings to other people
c. How is school going?	<u>e</u> 3. Say goodbye
d. Please say hello to...	<u>b</u> 4. Express your good intentions
e. Talk to you soon,	<u>a</u> 5. Greet your partner

5. Use the prompts to complete the email.

Writing Strategy

Use fixed expressions to write a text. Hello, I hope..., Talk to you soon...

Country: The USA

Celebration:
Independence Day

Date: July 4th

Activities:

- watch fireworks
- hang out with friends
- eat barbecued hamburgers and hot dogs
- wear colorful clothes, hats (red - white - blue)

To:

Subject:

Hello Takahiro,

I hope you're doing well.
How's school going?
These days I'm visiting the USA.

Today we're celebrating Independence Day.
It always takes place on July 4th.

People are wearing colorful clothes,
hanging out with friends and eating
barbecued hamburgers and hot dogs.

My friends are calling me, I have to go now.
Please say hello to mom and dad.
Talk to you soon,

Teruko

Introduction

- Express your good intentions.
- Ask for general information.
- Say where you are.

Body

- Say the name of the holiday.
- Say what people are doing and wearing.

Ending

- Send greetings to other people.
- Say goodbye.

Project Stage 3

- Describe the pictures of stages 1 and 2. Use simple sentences.
- Check the spelling of the words you use.
- Paste and type in the information on different slides.

E.g. *In this picture Japanese people are wearing kimonos.*



Lesson 4

Out of this World!



1. Listen and complete the conversation with the idioms in the box.

- The place is packed
- I'm feasting my eyes on
- It's out of this world

Mother: Hi, darling! Oh, it's really noisy! Where are you?

Mother: Floats? What are they?

Tina: I'm on the street. We are celebrating the Whites and Blacks Carnival. The place is packed (a). There are about 500 people around.

Tina: They are special cars with big figures of people or animals. Right now, I'm feasting my eyes on (c) a float that has a big parrot. It looks very real. Its colors are intense.

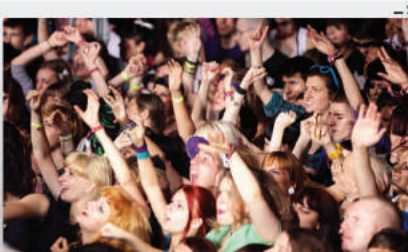
Mother: Really? How is it going?

Mother: Wow! I see you're having a good time in Colombia. I'll call you later. Take care, I love you.

Tina: This celebration is spectacular and incredible. It's out of this world (b). People usually paint their faces or wear masks. Ah, there are floats.

Tina: OK, mom. Talk to you soon. I love you, too.

2. Write the idioms under the corresponding picture.



The place is packed



I'm feasting my eyes on



It's out of this world

3. Match the idioms with their meaning.

- a. The place is packed b to enjoy what you see
 b. I'm feasting my eyes on c something spectacular
 c. It's out of this world a a place full of people

4. Answer the questions below and share with a partner.

- a. What do you think is out of this world?
 b. What places are usually packed in your town?
 c. What do you feast your eyes on?

Reflect on Values

	Always	Sometimes	Never
■ I learn about other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I respect different customs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I value my own culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gap Activity

Student A goes to page 87.
 Student B goes to page 89.



Lesson 4

Out of this World!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to use idioms and colloquial expressions in informal conversations.	<ul style="list-style-type: none"> Uses informal language to refer to special celebrations. 	Vocabulary <i>The place is packed</i> <i>I'm feasting my eyes on</i> <i>It's out of this world</i>	<ul style="list-style-type: none"> Listening attentively to catch new expressions and use them in informal conversations

WARM UP (books closed) L V I

Before students arrive to class, put up (on the classroom walls) newspaper or magazine cutouts of people celebrating diverse national festivals, carnivals and fairs from your own country. As soon as they show up, encourage them to guess the name of the festival, carnival or fair pictured in the cutouts. Then, ask them to stick the cutouts on the board and label them with the corresponding names.

PRESENTATION 1 L V I I Track 20

1. Listen and complete the conversation with the idioms in the box.

Before having students listen to the recording, do some picture exploitation. Ask: *What are these people doing? What celebrations are these? What clothes are they wearing? How many people are there in the third picture? Are there floats in these pictures? (pictures 1 and 3) What do floats represent? Why are they wearing masks?* and so forth. Now, write on the board these three sentences: *There are too many people; I'm delighted with what I'm seeing; and It's magnificent.* Challenge students by asking them to find the corresponding expression in the box. Congratulate them on their guessing. Then, have them listen to the recording individually. Afterwards, get them in pairs to listen to the audio for the second time to confirm their answers or fill in the blanks with the correct information.

PRESENTATION 2 L I I M

2. Write the idioms under the corresponding picture.

At this point, students are both emotionally and linguistically prepared for this exercise. They have already identified the meaning of the idioms in the box, so invite students to label the pictures individually, as quickly as they can. Then, ask them to cross-check answers with their classmates. Once they have come up with the correct interpretation and labeling of the illustrations, congratulate them for their good work.

3. Match the idioms with their meaning. L I

Remind students that to learn new words and expressions we need to think of synonyms or equivalent words or expressions, as a learning strategy. Invite a volunteer to read the instructions and the idioms given in the first column. As they may be already familiar with these idioms, encourage students to choose the answer as a whole class and say it aloud. Make sure everybody has understood or provide further explanation if needed.

4. Answer the questions below and share with a partner. L I I

Now, invite students to sit down, and carefully read the questions and think of their answers. After that, encourage them to look for a partner, so that they can ask each other those questions and share their answers. Go around the class, check language structures and pronunciation, and provide help and guidance when necessary.

Reflect on Values I I

Make students realize that people's traditions, customs, and celebrations are part of their cultural background. In the same way, let them know about the culture-language connection implied in the learning of a foreign language like English. Tell them that to better understand and learn a language it is essential to know the cultural aspects that underlie that particular culture. Ask: *What religious traditional customs do we have in our country? What musical festivals do we celebrate?* By making students realize the value of diversity they will gradually develop an appreciation of their own and other cultures.

Share Your Project

1. Discuss your experience.

Start this session by making students realize that the work they have all done shows that they have learned to work cooperatively. Say, for instance, that this project shows that group members participated equally, that there was individual responsibility towards the group objective, as well as real interaction and negotiation, and group or peer evaluation of their final product. Let them know you are really impressed with the result of their groups' efforts. Again, say that a PowerPoint or a slide show demands both individual and group work and commitment, which in turn help them, become better individuals. Continue by inviting students to talk about their experience of carrying out the project and have them check the aspects they really like. Finally, ask them to qualify or grade the project stages as *easy* or *difficult* parts of the process, and have them think about the reasons they have for their choice.

2. Read and discuss. Track 21

Prepare students for the reading by challenging them to both define a PowerPoint presentation and make a list of the steps to make one. They may say that they are a group of pictures and words that explain a topic at school. Likewise, they may say that the steps are: first, looking for the information in different sources (books, the Internet, magazines, and newspapers) and then selecting attractive images. Alternatively, elicit answers by asking: *Where do you look for the information? What are the possible sources? Do you need to look for greetings, eating habits and clothing to describe different cultures? Do you tell the audience your source/where you took the information from?* and the like. Copy their answers on the board for them to confirm later. Invite students to read and listen to the definition and the tips they should keep in mind to prepare an excellent slide show presentation. Stress the fact that those tips will help them give a more organized presentation. As soon as they have finished, encourage them to compare their definitions and the steps with the ones given in the recording. Put a check

or a happy face next to those that are similar to the ones mentioned in the recording, as a reward for their attempt to define and establish the procedure. Now, ask them to close their books and get them to work in pairs to answer the two questions posed. Go around the class to see if they need any help. Allow enough time for the completion of the task, and then call on some volunteers to socialize their answers as a whole class.

3. Give your Presentation.

Start by making students realize that there is a connection between the Give your Presentation box and the Useful Expressions box. Encourage them to participate in a quick competition to match the Useful Expressions with their corresponding communicative function. Model the game by asking: *Good Morning, everybody, what's the communicative function?* (They should say to greet the audience). However, make them realize that among the list of communicative functions there is one action that refers to looking at the audience so that they do not have to match it with any useful expression. Once they have done it, praise them for their hard work and immediately afterwards, recall with them the set of social norms we should observe when attending a presentation: a) *Listen to our classmates attentively;* b) *Show respect for others' ideas;* c) *Take turns to express constructive and helpful comments on the groups' efforts;* and d) *Contribute to our classmates' work with respectful suggestions about alternatives to be included in the presentation.* Finally, get them to help you with the arrangement of the setting for their presentations; recall that circles are advisable to help students make eye contact with the audience and consequently engage everybody and have them listen attentively. Invite them to start socializing their presentations with their classmates and the teacher. Do not forget to value acknowledgment of the tips given in Project Stage 2 in lesson 3. Praise them with sound expressions like: *Congratulations! That's incredible! Outstanding performance! Fantastic! Excellent! Superb!* and so forth. Reward the whole class by having a round of applause for their excellent work.

Share Your Project

1. Discuss your experience.

- a. Check the aspect you completely like about your presentation.
 greetings food clothing celebrations
- b. What do you think about the stages of the project?

*Answers
may vary.*

stages	easy	difficult
Finding the information is...		
Writing the sentences is...	<i>Answers may vary.</i>	
Finding the images is...		
Preparing the slides is...		



2. Read and discuss.

A **slide show presentation** is a series of pictures that people use to give a presentation at school or work. People use computer programs such as *PowerPoint* or *Quick Slide Show* to organize the pictures. A slide show is interesting because images are always the best way to explain a topic. Here are some tips to prepare an excellent slide show presentation:

- Find information about the topic and decide what you want to present.
- Choose clear and interesting images to support your ideas.
- Don't write a lot of text. Use only key words.
- Check that the texts are easy to read. Don't use too much color or animation.

- a. What is a slide show presentation?
 b. What tips do presenters follow to make their presentations?



Give your Presentation

- Greet your audience.
- Mention the country.
- Mention the topics of the presentation.
- During the presentation, show each slide one by one. Stop and describe it.
- Look at your audience always.
- Check if your audience has any questions and answer them.
- Thank your audience.

Useful Expressions

- Good morning everybody.
- My presentation is about... (*country's name*).
- **The topics of this presentation are greetings, food...**
- **In this slide people are eating / wearing / greeting / giving...**
- Do you have any questions?
- Thanks for your attention.



Game

A Fun German Parade!

Get in pairs.

1. Look at picture A and share what you see with your partner.
2. Look at picture B for two minutes. Then, write down a list of 10 differences you find on a piece of paper.
E.g. *In picture A, a man is watching the time. In picture B, he is drinking water.*
The one who finds the most differences is the winner.

a.



b.



A Fun German Parade!

Get in pairs.

1. Look at picture A and share what you see with your partner. **L V I**

First, direct students' attention to the heading: *A Fun German Parade*. Ask them to define what a *parade* is and then see if they can come with a description for a *fun parade*. Accept as many ideas as they come up with and write them on the board. Afterwards, draw students' attention to picture A, and have them preview it individually, for a minute. Before asking them to tell you what they saw (*What are these people doing?*), make sure you present the following key vocabulary to get the most out of the activity: *hold (balloons, flags), play an instrument (cymbals, drums, trumpets, xylophones) throwing (roses) take (photos), record (event), wear (a hat, pants)*. In this way you will reinforce the activity or word combinations developed in lesson 1. You can expand the activity by adding some other questions such as: *How many people are there? Is the place packed? How many women are there? How many men are there? Are there any children in the picture? Are there any animals in the picture?* etc. Finally, encourage them to work with a partner to describe the picture to each other. Go around the classroom, check sentence structure and pronunciation, and provide help if needed.

2. Look at picture B for two minutes. Then write down a list of 10 differences you find on a piece of paper. *E.g. In picture A, a man is watching the time. In picture B, he is drinking water. The one who finds the most differences is the winner.*



To foster the development of the linguistic, visual-spatial and intrapersonal intelligences, ask students to work individually and take a look at picture B for a couple of minutes before starting to write down a list of differences. Advise them to pay special attention to the people in the picture, the actions they are doing, the clothes they are wearing, and the objects they are holding. Tell students that the one who finds the most differences and writes them down on the piece of paper will be the winner. *S/he should shout Stop writing!* as soon as s/he finishes. To help those who are less visual, invite the winner to read the differences while you write them on the board. This way you can make sure all students can identify and write down all the differences.

▶ EXTRA IDEAS **L V I**

Alternatively, divide the class into two big groups/teams, A and B. Encourage students to take part in a contest called *I Spy with my Little Eye*. They should say: *I spy with my little eye something that starts with an f (for flag), a b (for balloon), an x (for xylophone),* and so on. Both teams are supposed to take turns to ask and look for the things identified and mentioned by each group. Do not forget to praise them for their effort.



Quiz Time

Before the test

Let students know that the purpose of this evaluation is to allow them to show what they have learned in this unit. Also mention that by being able to identify our shortcomings or weaknesses we can recognize strategic solutions to overcome them. Moreover, stress that this process implies reflecting on or thinking about the various ways in which we process information to help us identify strategies to learn more effectively. Continue by saying that learning strategies are techniques that students use to improve their learning process. Finish by emphasizing that the Quiz Time has been designed by taking into account the learning strategies worked on throughout the unit. Therefore, they will have more chances of succeeding than of failing. Now, invite them to answer the quiz individually, and then check their answers in pairs, before socializing them with the whole class. Keep in mind that the idea is to help students learn in a safe non-threatening environment that keeps students' motivation up.

1. Read the charts. Then, associate the colors and write complete sentences. **L V A**

Have students individually read the instructions, the information in the chart (*custom and nationality*) and the bar chart used for the adverbs of frequency. Remind them to pay special attention to the colors of the cells and bars to identify the corresponding adverb for each sentence. Make sure they have understood the instructions and see if they have any questions. If necessary, clarify that the color of each cell should match the color of each adverb. Also invite them to start writing the sentences including the corresponding adverb. Finally, have them work in pairs to read their sentences to each other. Go around the classroom listening to each pair of students, and help them when necessary.

2. Complete the following sentences using the Word Bank. Use the Simple Present or the Present Progressive tense. **L**

Briefly review the time expressions we use with the Present Progressive tense such as: *now, right now, these days, today,* and *at the moment*. Get students to read the instructions together with the words in the Word Bank. Encourage them to complete the sentences individually and then allow them some time to compare with their classmates.

3. Complete the message. Use the expressions in the box. **L V A**

Go over the Writing Strategy learned in lesson 3 of this unit: "Use fixed expressions to write a text". To facilitate completion of the task, remind them that those fixed expressions have a communicative function. Encourage them to work individually first, and then to cross-check answers with their classmates.

Self-Evaluation **L I**

Have students to individually reflect on the language learning objectives that appear in the table. Remind them to be as sincere/frank as possible when answering this self-evaluation. Do not forget to praise them verbally for their effort and learning, to keep their motivation up.

Glossary

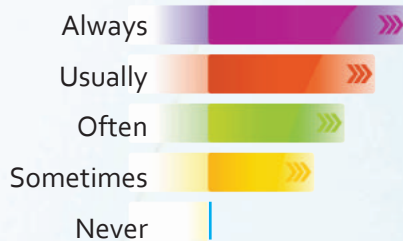
Have students read the Glossary. Tell them to pay attention to specific elements in each definition. For example, they need to pay attention to whether the word is a noun, a verb or an adjective. They also need to know if the words

have synonyms or antonyms. Once you have clarified some possible doubts about the words, students can solve the Glossary Activities on page 94. Please bear in mind that this page corresponds to page 32 in the Teacher's guide.

Quiz Time

1. Read the charts. Then, associate the colors and write complete sentences.

Custom	Nationality
have soup for breakfast, lunch and dinner	The Vietnamese
use their left hand to eat with	People in India
give chocolates at Easter	Americans
wear a veil	Saudi Arabian women
wear kimonos on special occasions	The Japanese



- The Vietnamese usually have soup for breakfast, lunch and dinner.*
- People in India never use their left hand to eat with.*
- Americans sometimes give chocolates at Easter.*
- Saudi Arabian women always wear a veil.*
- The Japanese often wear kimonos on special occasions.*

2. Complete the following sentences using the Word Bank. Use the Simple Present or the Present Progressive tense.

Word Bank

- celebrate
- pray
- wear
- give
- watch

- Mark always *gives* his mom flowers on Mother's Day.
- These days people *are celebrating* the Carnival in Rio de Janeiro.
- People are very quiet in church. Right now they *are praying* for their families.
- I usually *watch* the fireworks with my family on Independence Day.
- Look! People *are wearing* big hats. They're out of this world!

3. Complete the message. Use the expressions in the box.

- Please say hello to
- How is school going?
- I hope you're doing well.
- Hello
- Talk to you soon,

- Hello* Pete,
 - I hope you're doing well.*
 - How is school going?*
- I'm having a great time here in Puebla, Mexico. Right now I'm eating delicious "quesadillas." Today is my roommate's birthday so we're having a piñata party. Everybody is really happy. We're dancing and singing "rancheras." It's fun.
- Please say hello to* our mom. Tell her I'm fine.
 - Talk to you soon,*
- Jane

Self-Evaluation

Now I can...

- talk about customs and habits in different countries.
- describe what people are doing.
- use fixed expressions to write informal messages.

Very Well

OK

A Little

Glossary

A - F

bow: **n.** the act of bending one's body to greet.



cheek: **n.** the side of the face under the eyes.

chopsticks: **n.** long pieces of wood used for eating.

church: **n.** a place where people go to pray. (syn. temple)



costume: **n.** a style of dress including accessories, make-up, or hairstyle that is characteristic of a community, event or celebration.

custom: **n.** special practices or actions a specific community has. (syn. habit) *It's a custom for Indian people not to eat with their left hand.*

Easter: **n.** the most important celebration in the Christian religion.

envelope: **n.** a rectangular container usually used for putting letters inside.

fair: **n.** a kind of bazaar where people meet, show products or get entertained. It takes place at a certain site and time of the year.

fast: **v.** to not eat food especially during religious celebrations.

fireworks: **n.** exploding objects that are used for entertainment or celebrations.



float: **n.** a platform mounted on a trailer with flowers, inflated figures that are presented in a parade.



folk music: **n.** traditional music that identifies a community. *"Cumbia" is a kind of folk music in South American countries.*

G-Z

greet: **v.** to say hello to someone.

holiday: **n.** a day of special importance to a community when people celebrate or remember an important event.

hide: **v.** to cover something so people cannot see it.

kiss: **n.** the act of touching with the lips.

local: **n.** a person who lives in and represents a particular community. *The locals are telling the tourists about the best restaurants in their city.*

miss: **v.** to feel sad because the people you love are not with you.

once: **adv.** on one occasion. (syn. one time)

parade: **n.** a public procession that includes floats and bands.

pray: **v.** to speak to God.



present: **n.** an object you give someone on a special occasion. (syn. gift)

Ramadan: **n.** a religious celebration of the Islamic religion. During this time people don't eat food until the sun goes down.

ride: **v.** to sit and travel on the back of an animal such as a horse or a camel.

slide: **n.** a transparency that is placed in a projector for formal presentations at school or work.

twice: **adv.** on two occasions. (syn. two times)

veil: **n.** a piece of cloth that covers the face.

Colloquial Expressions

Here, try this one: take, eat this.

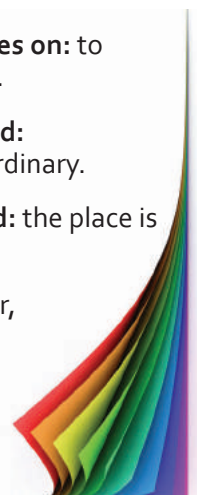
Hope you're doing well: I expect you're OK.

I'm feasting my eyes on: to enjoy what you see.

It's out of this world: spectacular, extraordinary.

The place is packed: the place is full of people.

Take place: to occur, to happen.





Unit 2

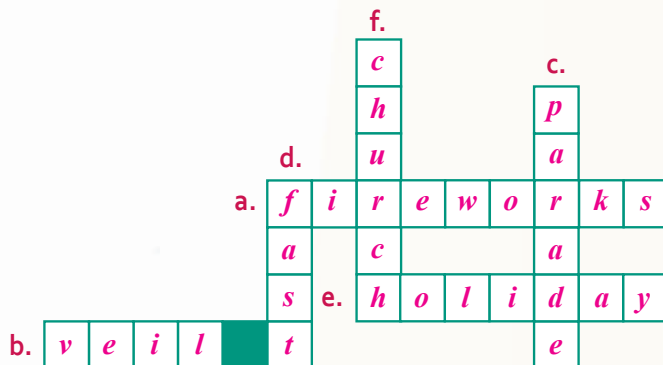
Glossary Activities

1. Complete the words.

- a. This word refers to bending your body when you say hello to someone. b o w
- b. This action refers to talking to God. p r a y
- c. This action refers to traveling on the back of a horse. r i d e
- d. This word refers to a religious holiday for Christians. E a s t e r
- e. This word refers to traditional practices or actions of a specific society. c u s t o m

2. Do the crossword.

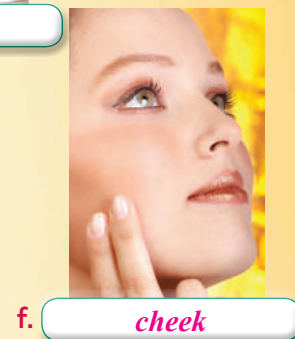
- a. exploding and luminous things people use in celebrations
- b. a piece of cloth that covers your face
- c. a public procession on the street
- d. not to eat food
- e. a special day for a community
- f. a place where people go to pray



3. Fill in the blanks with words from the previous exercise.

- a. It's a custom for Arabian women to wear a veil all the time.
- b. The 15th of September is a holiday in Guatemala. People commemorate their Independence Day.
- c. I'm very religious. I fast once a month. I don't eat anything.
- d. I love to watch the fireworks at night during the celebrations. They're noisy: Boom! Boom! But they're full of light and color.
- e. Some Christian people go to church. They prefer to pray in this place.

4. Label the pictures.



Test Training A

Before the test

The questions in this test reflect those in the *Preliminary English Test (PET)*. Remember that this level shows that the student deals with everyday written and spoken English at a basic level. Let them know that there are constant characteristics or elements for each language skill in the test. When reading, students should be able to read signs, articles, newspapers and magazines, as well as understand the main ideas in a text. When listening, they should be able to grasp meaning in announcements, interviews and conversations about everyday life. Finally, when speaking, they should be able to ask and answer questions about personal information, habitual activities, likes, dislikes, celebrations, past experiences, and anecdotes. Stress that the purposes of this test is to detect their strengths and weaknesses, and measure their learning objectives. For these reasons, they should come prepared to show how much they have learned.

During the test

▶ Listening Track 22

Listen to five conversations twice.

For questions 1-5, check the correct answer in the answer box.

Make students realize that it is very important to read the instructions carefully to understand what they have to do. Refer them to the answer box and explain that there are five

questions in the black column and that each one has three options (A, B, and C). They need to choose one by checking it. Ask them to read the example and allow some time for them to study it carefully. Make them notice that in this exercise they should consider both the pictures and the context given in the questions / interrogative statements. Recommend that students carefully observe the pictures to be able to predict information. To lower anxiety, tell them they will listen to the conversations twice. Recommend that they read each question carefully so that they identify the information they need to listen out for (e.g. *personality, habitual activities, hobbies, and activities people do at the moment of speaking.*) Finally, play the audio twice for students to complete the task individually.

▶ Speaking Candidate A

Use the information in the card and the picture to describe the celebration. Then, tell your partner about it.

After getting students to read the instructions carefully, have them go over the information in the card and pay particular attention to find the details they need to tell their partners about, such as the celebration's name, the place where it happens, the activities people do, the clothes people wear, and what food people eat. Similarly, have them recall that to describe how people celebrate special occasions they need to use the Simple Present tense with words like *usually, often, sometimes, and never*. Finally, encourage student A to describe the celebration to student B.

Test Training A

Listening

Listen to five conversations twice.
For questions 1-5, check the correct answer in the answer box.
Example:

0	A	B	C
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

0. What is Mike like?



A



B



C

1. What's your sister like?



A



B



C

2. What does her brother do on Saturday mornings?



A



B



C

3. What's Dave's hobby?



A



B



C

4. What's Jenny doing now?



A



B



C

5. What are the boys celebrating?



A



B



C

Speaking Candidate A

Use the information in the card and the picture to describe the celebration. Then, tell your partner about it.

Saint Lucy's Day

Saint Lucy is a common celebration in Sweden. People celebrate it on December 13th. People usually go to processions and pray in a church. They usually wear white clothes. Girls wear long dresses and roses in their hair. People often eat a special kind of bread.



Reading

Complete the conversation about a celebration.
For questions 6 - 10, mark the correct letter in the answer box.

Example:

Tom: Hi, Kate. How are you?
Kate: 0...

Tom: I'm doing fine. Listen, what are you doing now?
Kate: 6...

Tom: I'm celebrating Mateo's birthday at his house.
Mateo Sanchez is our classmate from Mexico.
Kate: 7...

Tom: Right. He always tells jokes. Listen, this is a special party. It's a piñata party.
Kate: 8...

Tom: A piñata is a figure of an animal that people make with paper-mache. They put candies in it. It's fun.
Kate: 9...

Tom: Of course. I'm eating burritos and quesadillas now. Come to the party. We're having a lot of fun.
Kate: 10...

Tom: His house is on Park Street. Across from the park.

0	A	B	C	D	E	F
6	A	B	C	D	E	F
7	A	B	C	D	E	F
8	A	B	C	D	E	F
9	A	B	C	D	E	F
10	A	B	C	D	E	F

Answer

Writing

Read the description of people's personalities.
What's the word for each description?
The first letter is already there. Write the complete word in the answer box.

Example:

0. I have many friends. o _ _ _ _ _

11. She's really timid. s _ _ _ _ _

12. My mom loves to do exercise. s _ _ _ _ _

13. He stays in bed until 11 AM. f _ _ _ _ _

14. I don't talk much. q _ _ _ _ _

15. My sister makes people laugh. f _ _ _ _ _

0	outgoing
11	shy
12	sporty
13	lazy
14	quiet
15	fun

Answer

Speaking Candidate B

Use the information in the card and the picture to describe the celebration. Then, tell your partner about it.

Masskara Festival
 Masskara Festival is a common celebration in the Philippines. People celebrate it on October 19th. They usually see float competitions, dance in the streets and sing karaoke. They usually wear smiling masks and colorful costumes. People often participate in games and competitions.



▶ Reading

Complete the conversation about a celebration.
For questions 6 - 10, mark the correct letter in the answer box.

Remind students to read the instructions before reading the fragments of the conversation, so that they know the purpose of the reading. Tell students they can complete the conversations by applying the strategy of predicting information. Let them know that to do so, they should pay special attention to the verbs used in the questions. The idea is to predict the possible answers or the information they expect to follow. Exemplify by writing these examples on the board, making sure you use different marker pens.

A: <i>Where are you?</i>	B: <i>I'm at home.</i>
A: <i>What are you doing now?</i>	B: <i>I'm watching TV.</i>
A: <i>What movie are you watching?</i>	B: <i>I'm watching a horror movie.</i>
A: <i>I want to watch it.</i>	B: <i>Come to my house.</i>
A: <i>Where do you live?</i>	B: <i>I live on Swan Street.</i>

Make sure students have understood the purpose of the reading and that they do the reading comprehension exercise before they check the answer box. Make them notice that there are 5 questions in the black column (6-10) and that each one has 6 options (A, B, C, D, E, and F) for them to check ✓ one. Have them read the example. Emphasize that concentration is required when reading so they avoid distractions or interruptions, and should read silently, without making any type of noise that may interfere with their classmates' reading. Finally, encourage students to start reading and answering the questions individually.

▶ Writing

Read the description of people's personalities.
What's the word for each description? The first letter is already there. Write the complete word in the answer box.

Ask students to read the instructions. Refer them to the answer box. Ask them to observe that there are 5 questions in the black column (11-15) and that each one has the corresponding space to write ONE word. Have them consider the example given. Make them aware that the activity consists of completing the descriptions of people's personalities by writing just one word in the space given. To reduce students' anxiety, invite them to recall the adjectives they learned to describe people's personalities. Finally, encourage them to start completing their writing exercise individually.

▶ Speaking Candidate B

Use the information in the card and the picture to describe the celebration. Then, tell your partner about it.

Get students to read the instructions and the information in the card. Again, ask them to pay particular attention to the details they need to tell their partners about, such as the celebration's name, the place where it happens, the activities people do, the clothes people wear, and what food people eat. Have them recall that to describe how people celebrate special dates or occasions, they need to use the Simple Present tense with words like *usually*, *often*, *sometimes*, and *never*. Finally, encourage student B to describe the celebration to student A.



Amazing Abilities



Skills

CEF Standards

Indicators

Listening
Comprehension

Can understand detailed information in short and simple descriptions.

- Uses mind maps to learn new words.
- Identifies people's attributes, talents and abilities.
- Uses specific information to make inferences.

Reading
Comprehension

Can grasp details in a short and descriptive text based on visual aids.

- Scans to identify details.
- Identifies true and false statements.
- Answers the question *Why?* by using *because*.

Oral
Interaction

Can ask and answer questions about familiar topics.

- Describes people's attributes, talents, and skills.
- Expands a conversation by giving extra information.
- Expresses opinions by using comparative and superlative forms.
- Uses expressions like *quickly*, *easily* and *very well* to describe actions.

Oral
Expression

Can make simple descriptions of people's attributes, talents and skills in a series of sentences.

- Asks and answers simple questions about people's attributes, abilities and skills.
- Recycles expressions and uses them in new situations.

Written
Expression

Can produce a series of simple sentences and informal messages.

- Writes simple sentences to describe and compare people's abilities.
- Uses *because* to give reasons and answer the question *Why?*

3 Amazing Abilities



▶ General Objective

You will be able to describe and compare people's abilities.

▶ Communication Goals

You will learn how to

- talk about abilities.
- compare people's attributes and abilities.
- express opinions.

▶ CLIL

- Multiple Intelligences
- Talented People

Vocabulary

- Words related to multiple intelligences
- Adjectives related to physical description

Grammar

- Modal verb *Can*
- Comparative and Superlative Adjectives

▶ Idioms and Colloquial Expressions

- *Get out of here*
- *It's a piece of cake*
- *It's mind-blowing*
- *Know by heart*

▶ Project

Talent Show

You will organize and participate in a talent show to demonstrate your abilities.

Discuss:

- What do they do?
- What are their abilities?



Lesson 1

Multiple Intelligences

1. Listen and complete with the verbs in the Word Bank.

Logical-Mathematical Intelligence

These people are good with numbers. They can do calculations **quickly**. They can solve problems using logic.

Interpersonal Intelligence

These people can interact with others **easily**. They can understand other people's emotions. They can speak in public.

Musical Intelligence

These people are good at music. They can sing and play musical instruments. They can learn using songs and melodies.

Visual-Spatial Intelligence

These people are good with images. They can paint and draw impressive paintings. They can design useful objects.

Verbal Intelligence

These people are good with words. They can write beautiful poems. They can learn languages **easily**. They can tell funny stories.

Kinesthetic Intelligence

These people can move their bodies **very well**. They can act and dance. They can be good athletes.

- solve
- move
- paint
- speak
- learn
- sing

Word Bank

Vocabulary Strategy

Use mind maps to learn new words.

Useful Expressions

- Use *quickly*, *easily* and *very well* to describe actions.

2. Listen and complete Katie's and Peter's abilities. Then, guess what their intelligences are.



- a.
- She can count quickly.
 - She can paint and
 - draw easily.

She has logical - mathematical and visual-spatial intelligences.



- b.
- He can write poems.
 - He can play sports and
 - dance very well.

He has verbal and kinesthetic intelligences.

Listening Strategy I

Focus on specific information and ignore the rest.

Listening Strategy II

Use specific information to make inferences.



Lesson 1

Multiple Intelligences

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to describe and compare people's abilities.	<ul style="list-style-type: none"> Describes and asks questions about people's abilities. Uses expressions like <i>quickly</i>, <i>very well</i> and <i>easily</i> to talk about people's abilities. 	<p>Vocabulary Words related to multiple intelligences Adverbs of manner</p> <p>Structures Modal verb <i>can</i></p>	<ul style="list-style-type: none"> Using mind maps to learn new words Using specific information to make inferences Giving extra information to expand conversations

▶ WARM UP (books closed)

Make a semantic map. Before students show up, write the word *Intelligences* right in the middle of the board. Around the word write the six different intelligences and on one side of the board make a list of these words (making sure you mix them up): *songs, music, piano, melodies, radio, rhythm, words, poems, stories, speak, novels, languages, dance, act, mimic, sporty, athletic, body movements, paint, draw, decorate, architecture, pictures, photographs, calculations, numbers, experiments, logic, strategy, science, interact, outgoing, speak in public, sociable, relationships*.

Make students realize that these words are all related to people's multiple intelligences and that everybody develops them differently. Divide the class into two big teams and ask them to associate the words with the intelligences by classifying them according to the intelligence on a piece of paper. Allow enough time for the completion of the task. Encourage the teams to choose some representatives to socialize their arrangements and copy them on the board to finish the semantic map.

▶ PRESENTATION 1 Track 23

1. Listen and complete with the verbs in the Word Bank.

Before having them listen, do some picture exploitation. Ask them to relate the little drawing icons to the multiple intelligences (e.g. *logical mathematical = numbers, musical = songs and melodies*, and so on). Now, center their attention on the Vocabulary Strategy and make them realize that what they are seeing is a *mind map*, something that helps them to learn new words. Let them know it is a map that has a key concept at the center or at the top to which we connect words or concepts using lines. Then, refer students' attention to the Word Bank and challenge them to make word combinations with those verbs (*solve-problems, move-our*

body, paint-pictures, speak-English/Spanish, learn-languages, and sing-songs). Praise them for their good guessing with a sound expression. After that, invite students to listen to the recording and complete the sentences individually, and then to compare with a partner, before checking the exercise as a whole class. Finally, address students' attention to the Useful Expressions box and explain to them that we use *quickly, easily and very well* to describe actions or the way/manner in which people do things. Model by saying and writing: *I speak quickly; You learn English easily; or We read and write very well*. Keep their motivation up by rewarding them with a sound *Excellent! Great!*

▶ PRACTICE Track 24

2. Listen and complete Katie's and Peter's abilities. Then, guess what their intelligences are.

Prepare the students to listen by calling on two volunteers to read the Listening Strategies I and II. Make them realize that details or specific information help us make inferences (something that is not mentioned directly, but we are given hints to understand what is written between the lines. E.g. *You are good with numbers and words.* = It means that you have the mathematical and the verbal intelligences. As students are already aware of the two tasks, focus the students' attention on the Reflect on Grammar box on page 37 and for the time being let them know that we use *can* to express ability. Model by saying: *We can speak Spanish. You can sing songs*. Invite them to work individually, listen to the recording and complete the details in the first column, and then, have them make the inferences in relation to Katie's and Peter's multiple intelligences. Play the audio two or three times if necessary.

PRACTICE L M I I  Track 25

3. Read about Daniel's and Mary's abilities. Then, complete the chart with your own information and make sentences.

Prior to having students do exercise 3, invite them to take a look at the Reflect on Grammar chart. Next, in a gradual fashion, ask them to read aloud the affirmative sentences, and then the negative sentences. As soon as they have done that, encourage them to give a personal example of their abilities and inabilities. Model by saying aloud and writing on the board: *I can speak English, but I can't speak Japanese, or I can drive a car, but can't ride a bike.* Take the opportunity to go over the contracted form of *cannot* (*can't*), and do some choral and individual drills. Praise them for their examples. Afterwards, invite them to listen to the audio and solve the Pronunciation exercise in pairs. As soon as they finish, check their answers by having some volunteers read their answers aloud. Do not forget to praise your students for their effort. Now, call on a volunteer to read the instructions for exercise 3. Then, challenge them to identify the intelligence that corresponds to the abilities written each column (*verbal, interpersonal, musical, kinesthetic, visual-spatial and mathematical*). Have another two volunteers read aloud the information about Daniel and Mary, and then ask them to work individually to check (✓) or cross out (X) their own information and write the sentences. Finally, invite them to socialize their answers with their peers by writing them on the board.

APPLICATION L V I I

4. Complete the sentences with *can* or *can't*. Then, interview a partner.

As students are already prepared to handle the affirmative and negative forms of the verb *can*, have them immediately complete the sentences. Then, center students' attention on the third column of the Reflect on Grammar box. Have them read the information and notice the word order for the interrogative form of the verb *can* to ask about people's abilities. Ask additional questions relevant to the students' real life like: *Can you play soccer/basketball? Can you read quickly? Can you dance? Can you jump high?* and the sort. Write complete questions and answers on the board and use a different color for the verb *can*. Now, invite students to take a look at the Speaking Strategy. Have them reflect on the extra information we can give to expand a conversation. Finally, have students work in pairs to ask each other questions about their abilities.

Project Stage 1 L V I

It is always advisable to give students an overview of the project by reading through the Share Your Project section (page 43). A talent show helps them achieve learning goals as they interact in a real and meaningful communicative context. Continue by inviting them to form groups of four and challenge them to recall the cooperative skills required to work in groups (remaining in the group, taking turns to talk, giving everyone equal opportunities to contribute, and supporting each other's initiatives). Likewise, say that they should be very honest when making the list of their abilities, as well as respectful when comparing their list with their classmates' ones.

Reflect on Grammar

Modal Verb Can

Use *can* to express ability.

Affirmative

I
You
He
She
It
We
You
They

can dance.

Negative

I
You
He
She
It
We
You
They

cannot dance.
can't dance.

Interrogative

I
you
he
she
it
we
you
they

Can it dance?

Pronunciation

Can Can't
/kən/ /kænt/

Listen and complete with **can** or **can't**.

She can sing.
We can't dance.
They can play soccer.
I can't jump high.



3. Read about Daniel's and Mary's abilities. Then, complete the chart with your own information and make sentences.

	write stories	speak in public	play a musical instrument	dance salsa	paint impressive paintings	solve math problems
Daniel	✓	✓	✗	✓	✗	✓
Mary	✗	✓	✓	✓	✓	✗
Me	<i>Answers may vary.</i>					

- Daniel can speak in public and dance, but he can't paint or play a musical instrument.*
- Mary can't _____
- Daniel and Mary _____ *Answers may vary.*
- I can _____ *may vary.*
- I can't _____ *vary.*



4. Complete the sentences with *can* or *can't*. Then, interview a partner.

- I _____ dance.
- I Answers solve Sudoku puzzles.
- I may make friends easily.
- I vary. play a musical instrument.
- I _____ solve math problems quickly.
- I _____ act in theater plays.

Can you play a musical instrument?

Yes, I can. I can play the violin. Can you dance?

Yes, I can. I can dance tango.

Speaking Strategy

Give extra information to expand your conversations.

Project Stage 1

- Form groups of four students.
- Write down a list of your abilities.
- Compare lists with your partners.

E.g. *I can sing.*



Lesson 2

Unique People



1. Complete the profiles with the numbers you hear.

The Fastest Men on Earth

Ussain Bolt

Tyson Gay

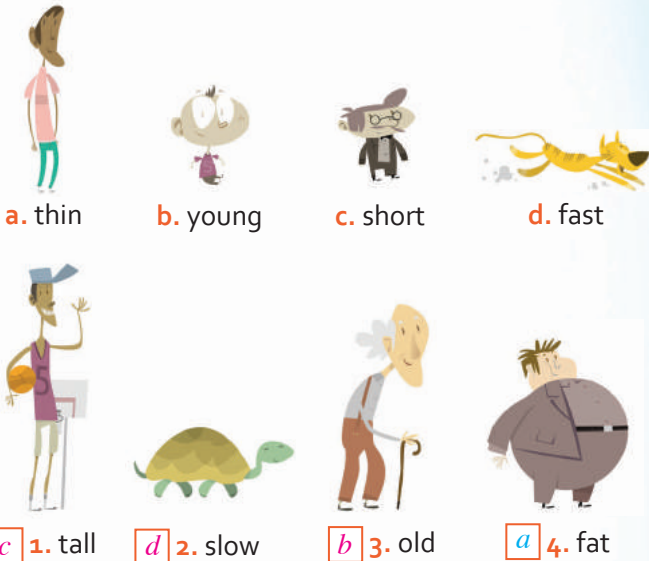
Asafa Powell

Age: 24 Height: 1.95 m.
Weight: 93.9 kg.
Best record: 100 meters in 9.58 secs.

Age: 29 Height: 1.80 m.
Weight: 75 kg.
Best record: 100 meters in 9.69 secs.

Age: 29 Height: 1.90 m.
Weight: 85 kg.
Best record: 100 meters in 9.72 secs.

2. Match the antonyms.



3. Listen and circle the word you hear.

Jack: You're always **faster** / taller than me.

Mark: Well, I want to be **the fastest** / the tallest runner in the world like Asafa Powell.

Jack: No, wait a minute! I think that Tyson Gay is **faster** / slower than Asafa Powell.

Mark: Let's check. Mr. Parker, who is **faster** / slower Tyson Gay or Asafa Powell?

Coach: Well, Asafa Powell can run 100 meters in 9.72 seconds, but Tyson Gay does it in 9.69 seconds.

Jack: You see? Tyson Gay is shorter / **faster** than Asafa Powell.

Coach: But Ussain Bolt is **the fastest** / the heaviest man of the three. He can run 100 meters in 9.58 seconds.

Reflect on Grammar

Comparative form of short adjectives

Use it to compare two people/things.

Tyson Gay is **faster** than Asafa Powell.

Add **-er** to short adjectives and use the word **than**.

Superlative form of short adjectives

Use it to compare three or more people/things.

Ussain Bolt is **the fastest** man of the three.

Use the word **the** and add **-est** to short adjectives.

Irregular Adjectives

good	better	the best
bad	worse	the worst

4. Based on exercise 1, complete the comparisons with the correct form of the adjectives.

- a. Asafa is heavier than Tyson, but Ussain is the heaviest of the three. (heavy)
- b. Asafa is shorter Ussain, but Tyson is the shortest of the three. (short)
- c. Tyson is slower Ussain, but Asafa is the slowest runner of the three. (slow)
- d. Asafa and Tyson are the same age, but Ussain is the youngest of the three. (young)



Lesson 2

Unique People

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to compare people's abilities.	<ul style="list-style-type: none"> Compares people's attributes abilities. Expresses personal opinions about people's attributes and abilities. 	<p>Vocabulary Adjectives related to physical description Irregular adjectives (<i>good/bad</i>)</p> <p>Structures Comparatives and superlatives</p>	<ul style="list-style-type: none"> Using visual imagery to identify antonyms

▶ WARM UP (books closed)

Look for some radio or TV news clips about sportsmen like Rafael Nadal, Ussain Bolt and Asafa Powell or Tyson Gay. Ask students: *Why are they unique? Why are they famous for? Where are they from? How old are they?* and so on. Elicit as much information as you can and write it down on the board. Finally, praise them for their contributions.

Alternatively, you can bring in some newspapers or magazine's cutouts of the same personalities and modify the activity accordingly.

▶ PRESENTATION 1 Track 26

1. Complete the profiles with the numbers you hear.

Prior to having students listen to the recording, do some picture exploitation by inviting them to quickly match the photographs with the names of the three athletes. Then, tell students that these profiles include age (in years), height (in meters and centimeters), weight (in kilograms), and best record (meters per second). Afterwards, stress that in this activity they are going to listen attentively to the numbers mentioned in the recording. Play the audio once or twice. Finally check their answers as a whole class and praise them for their good work.

▶ PRESENTATION 2

2. Match the antonyms.

To enhance the visual-spatial intelligence, focus students' attention on the drawings and let them know they can do this exercise by comparing and contrasting the pictures. Encourage them to take part in a speedy contest, by saying: *Work in groups of four and do this as fast as you can!* Have them socialize their answers as a whole class.

▶ PRESENTATION 3 Track 27

3. Listen and circle the word you hear.

Before asking students to go over the exercise, refer them to the Reflect on Grammar box and make them realize that in English we form the comparative form of short adjectives (used to compare two people or things) by adding *-er* at the end of the adjective and the word *than*, as in the example given. Model by saying and writing a couple of examples that are relevant to the students' context (e.g. *Andrés is taller than Diana; Adriana is younger than Elizabeth*; and the sort). Continue by saying that we also use the superlative form to compare three or more people or things. With short adjectives, we use the word *the* and add *-est* to the end of the adjective. Model by saying and writing real examples (e.g. *Lina is the youngest in the class; Daniel is the tallest in the class*; and so on). Now, have them listen to the audio once or twice, and complete the exercise. Go around the classroom and provide help if needed.

▶ PRACTICE

4. Based on exercise 1, complete the comparisons with the correct form of the adjectives.

As students are prepared to make comparisons with the correct form of the adjectives, call on a volunteer to read the instructions aloud and invite them to work with a partner to do the exercise. Tell them they need to concentrate on the information given in exercise 1, about the three runners, to solve the task. Go around the classroom, check if they have difficulties and help them when necessary.

PRESENTATION 4 L V I K  Track 28

5. Listen and fill in the blanks using the Word Bank. Then, listen again and check the person who says the statements.

As a pre-listening activity, do some picture exploitation. Ask students: *What do these people do? Why are these people unique?* (Justin Bieber is a singer, Selena Gomez is an actress and singer, Dakota Fanning is an actress, and Rob Pattinson is a model, actor, and singer). After that, have students read the words in the Word Bank and challenge them to identify the category of these words and their function (They are all adjectives, words that describe people, animals, places or things.) Don't forget to check pronunciation. Next, have them describe those famous artists with the adjectives. Now, center student's attention on the Reflect on Grammar chart and make them realize that to compare two people or things with long adjectives (like the ones they have just used), we use *more* before the long adjective and the word *than*. Model the structure by saying and writing a couple of examples, relevant to students' context, on the board. Likewise, make them notice that to choose one among three or more people or things we use *the most* before long adjectives. Model this concept by saying and writing a couple of examples that are relevant to students' life. Attract students' attention to the irregular adjectives *good* and *bad* (page 38). Challenge them to draw a line divided into three segments, on which they can place these two sets of irregular adjectives as follows:

80%		90%		100%
<i>good</i>		<i>better</i>		<i>the best</i>
<i>bad</i>		<i>worse</i>		<i>the worst</i>

Continue by referring them to the Useful Expressions box and stress that we use expressions, like *I think* or *To my mind*, to express our opinions. Tell them you will divide the class into two big teams A and B to participate in a competition: A is expected to ask some questions and B is expected to answer them by using both the comparative and the superlative form of long adjectives, and the expressions they have just learned to give opinions. Give them a couple of minutes to form questions in both the comparative and the superlative form using the sentences. They might say something like: *Who is more popular Selena Gomez or Dakota Fanning? Who is the most attractive artist? Who is more attractive Justin or Rob?* and the like. Congratulate them for their wonderful work! Now, encourage students to answer the exercise in pairs, before socializing their comparative and superlative sentences as a whole class.

PRACTICE L V I

6. Express your opinion about these artists. Use the comparative and superlative form of the adjectives in parentheses.

Invite students to exchange ideas about the famous people in the photographs. Go around the classroom and check if they have any difficulty with any of the celebrities and help them when necessary. Then, do some repetition with the four adjectives (*popular, talented, young* and *good*) and check pronunciation. After that, ask student to repeat the comparative or superlative form of the adjective, to make sure students can come up with the correct one. Finally, allow some time for the completion of the exercise before checking answers as a whole class.

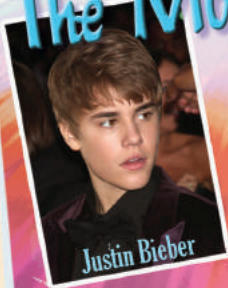
Project Stage 2 L V I

Remind students they will continue working in the groups they agreed on in Project Stage 1. Make them realize that at this stage of the project they should have a solid group with a list of their abilities. Make them aware of the term *healthy competition*, which means that everybody will do their best in the *talent show* and respect what others do. Continue by writing the expression *Categories for Competition* on the board and brainstorm other possible areas, apart from *English, arts, math, sports*. They could say: *science, storytelling, poetry, drama*, etc. As the idea is to take a collective decision about the categories for the talent show, invite students to openly vote for their favorite ones. Once this has been done, invite students to work in their groups to choose the best representative of their team to compete in each category. Suggest that they can also vote for the representatives, based on their classmates' abilities/capabilities/strengths. Finally, invite the whole class decide on the criteria to evaluate the competitors.



5. Listen and fill in the blanks using the Word Bank. Then, listen again and check the person who says the statements.

The Most Famous Artists



Word Bank

- beautiful
- talented
- popular
- attractive
- interesting
- generous

Useful Expressions

- Use *I think / To my mind* to express opinions.

- a. Justin Bieber the most popular artist.
- b. I think Justin is more attractive than Rob.
- c. To my mind Rob is more interesting than Justin.
- d. I think that Selena is more beautiful than Dakota.
- e. To my mind Dakota is more talented than Selena.
- f. Selena is the most generous artist.

Kate Sarah

<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Reflect on Grammar

Comparative form of long adjectives

Use **more** before long adjectives + **than**.

Justin Bieber is **more** popular **than** Rob Pattinson.

Questions

Who is **more** talented, Selena Gomez or Dakota Fanning?

Superlative form of long adjectives

Use **the most** before long adjectives.

Justin Bieber is **the most** popular artist.

Questions

Who is **the most** talented artist at the moment?

Avril Lavigne



Zac Efron



Rafael Nadal



Shakira



6. Express your opinion about these artists. Use the comparative and superlative form of the adjectives in parentheses.

- a. *I think...* _____ (popular)
superlative
- b. *Answers may vary.* _____ (talented)
comparative
- c. _____ (young)
superlative
- d. _____ (good)
comparative

Project Stage 2

- As a class, decide on categories for competition. E.g. *Arts, math, English, sports...*
- Choose the best representative of your team to compete in each category.
- Decide on the criteria to evaluate the competitors. E.g. *Arts (the most interesting painting/the best singer)...*



Lesson 3

Outstanding People

1. Classify the expressions of the Word Bank.

Mental Activities	Physical activities
<i>practice meditation</i>	<i>climb mountains</i>
<i>memorize numbers</i>	<i>swim in the sea</i>
<i>learn languages</i>	<i>run a marathon</i>

Word Bank

- climb mountains
- memorize numbers
- swim in the sea
- run a marathon
- practice meditation
- learn languages



2. Read and identify the title for the texts below. Use the expressions in the box.

- Cold Athlete
- Language Master
- Human Calculator

a. Language Master



Jorge Fernandez Gates is one of the most popular guys at the moment in Peru **because** he has an amazing ability: he can speak, read and write in 11 different languages including English, German, Chinese and Italian. Jorge can learn faster than other people **because** he compares languages and finds similarities between words. For example, the Spanish word "música" is similar to the French word "musique." His dream is to get into to the Guinness World Records as the youngest polyglot in the world.

b. Cold Athlete



People call Wim Hof "Iceman" **because** he can resist the coldest temperatures. He can run a marathon in the Arctic Circle without shoes, or swim in extremely cold water (2 °C). Today he holds the Guinness Record for the longest ice bath. Cold environments don't affect Wim Hof **because** he can control the temperature of his body. Thanks to meditation, he feels relaxed and comfortable in ice. For example, these days he wants to climb, wearing shorts, Mount Everest, the highest mountain in the world.

c. Human Calculator



Daniel Tammet has an incredible mathematical ability, so he can count and memorize big numbers easily. For example, he can recite the number pi (π), one of the longest numbers, by heart. But there is more. People think he is an extraordinary genius **because** he can describe the processes of his mind. He explains that he can memorize big numbers or solve difficult math operations **because** he sees numbers with colors, attributes or sounds in his mind. For example, he thinks that number 333 is more attractive than 259. For him, pi is the most beautiful of all numbers.

Key Expressions

guy: boy, man
know by heart:
 know by memory



Lesson 3

Outstanding People

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to identify detailed information by reading carefully to improve reading comprehension.	<ul style="list-style-type: none"> Scans to identify details. Answers the question <i>Why?</i> by using <i>because</i>. 	<p>Vocabulary Words related to mental and physical activities, and multiple intelligences</p> <p>Connector Because</p>	<ul style="list-style-type: none"> Reading the text several times to look for details Using <i>because</i> to give reasons and answer the question <i>Why?</i>

WARM UP (books closed)

Form groups of six students, hand out an A4 piece of paper to each group and ask them to draw incredible things that people can do, or the amazing abilities of some human beings (for example, a person that can eat 30 hamburgers at once, or someone who can solve complex mathematical operations without using a calculator). Then, encourage students to stick their drawings on the walls or leave them on their desks for the rest of class to go around and observe them very carefully in total silence (without saying even a word). The rest of the class is expected to guess the amazing human abilities that their classmates have drawn. Invite the audience to ask questions to help them guess more easily. Finally, refer them to the title *Outstanding People* and have them make an attempt to define or provide a synonym for it (they may come up with expressions like *brilliant people*, *amazing people*, *unique people*, and the like.)

PRESENTATION 1

Pre-Reading

1. Classify the expressions of the Word Bank.

Prior to having students do the activity. Focus their attention on the Word Bank expressions. Call on some volunteers to read them and take the opportunity to check pronunciation. Model the task by asking: *What do we need to climb mountains?* (They may say to be strong, to have the kinesthetic intelligence, or to be in a good physical condition); *What do we need to learn languages?* (They may say to have the verbal or linguistic intelligence). Accept as many ideas as they come up with and write them on the board. Once you make sure they have understood these two examples, encourage them to do the exercise in pairs. Have them cross-check answers with their partner, and then check them as a whole class.

PRESENTATION 2

While-Reading

2. Read and identify the title for the texts below.

Use the expressions in the box.

Draw students' attention to the Key Expressions box and make them aware of the equivalent word for *boy* or *man* (*guy*), and the equivalent expression for *to know by memory* (*know by heart*). Demonstrate their use by telling the boys: *You are all guys*, and telling the girls: *You all know your ID card number/telephone number by heart*. Now, encourage them to take part in a fast scanning contest (scanning = reading quickly to find specific information, or moving your eyes quickly). The first to find the word *guy* (it appears in first text) and the expression *know by heart* (it appears in the third text) will receive a round of applause from the whole class. Before having students listen to the recording, have some volunteers read the instructions and the headings of the texts. Then, ask them to look at the photographs and say aloud the picture that corresponds to each title, while you write their predictions on the board. Immediately afterwards, play the audio once and confirm their predictions (the ones you wrote on the board) by drawing a happy face in front of the correct ones. Praise them for their good guessing!

PRACTICE

Post-Reading

3. Read the sentences and check T (true), F (false) or NI (no information), based on the reading.

Attract students' attention to the Reading Strategy: Reading the text several times to look for details. Let them know that specific information is also called detailed information and that it refers to names, dates, characteristic, abilities, etc. Take advantage of this exercise and have students compare and contrast this strategy with the one used in the first unit: Scan (move your eyes quickly) through the text to find specific information. Once students have understood the purpose of the reading comprehension activity, get them into pairs. Ask some volunteers to read the instructions and go over the statements *a* to *f*, to help them center their attention on such details. As the idea is to facilitate reading comprehension, advise them to take a color pen or pencil to underline the details they are supposed to find. Go around the class and provide help if needed. Allow plenty of time for students to complete the task. Then, invite them to cross-check answers with other pairs before taking turns to socialize their findings with the whole class. Do not forget to congratulate them to keep their motivation up.

Alternatively, make six copies of the reading texts, cut them into three separate parts and give them to groups of six. Encourage them to read the texts, underline the key words that signal the details, so they can match more easily, and go up to board to stick them under the corresponding heading or title. They are expected to explain to the class the reasons they have for their matching. Do not forget to congratulate them to keep their motivation up.

Pre-Writing

4. Go back to the text and answer the following questions.

Address students' attention to the Writing Strategy and make students aware of the use of the conjunction *because*. Tell them that it is used to give reasons and answer the question *Why?*. Demonstrate the use of *because* with a volunteer by giving examples relevant to their context: A: *Why are you so good at writing poems?* B: *Because I like to read.* or A: *Why do you dance so well?* B: *Because I have the kinesthetic intelligence.* Then, have students ask and answer questions about the reasons they have for their own abilities. Now, invite students to solve the exercise by recommending that they pay special attention to what these outstanding people do to develop such amazing abilities (in other words, the reasons they give). Finally, encourage them to cross-check their findings with their classmates before socializing answers as a whole class.

APPLICATION Track 30

While-Writing

5. Read and match the correct statements.

Start by focusing students' attention on the photograph. Ask: *Who is this guy? How old is he? Where is he from? What is he doing?* Then, call on a volunteer to read the example and make students notice the use of *because* in this exercise, as it gives reasons. It appears in the middle of the two statements. Encourage students to work in pairs to solve the exercise and have them cross-check answers before socializing them as a whole class.

Project Stage 3

Refer students to Project Stage 3. Keep students motivated by telling them that we human beings are unique, that what we are what we believe we are, and that we have the amazing ability to improve by trying hard and never giving up. Remind them that they will socialize their project as a whole class in the section Share Your Project at the end of the unit. Before presenting their talents, have students recall the categories selected in Project Stage 2 (arts, English, math, sports, science, storytelling, poetry, drama, etc.) To help them present their talents, give them hints like: *In our group we chose three talents: Julian represents us in the category of arts, Jenny represents us in the category of English, and Adriana represents us in the category of math.* To guide them in how to evaluate their peers according to the criteria selected, write the agreed criteria on the board: *the most interesting painting, the best singer, the youngest competitor,* and so on. After that, emphasize that to explain their choices they need to use the superlative form of adjectives and the word *because* to justify their choices, like in the examples: *Jenny's painting is the best because it is the most colorful and interesting one.* Finally, wish them the very best in the socialization of their talents at the end of this unit.

3. Read the sentences and check T (true), F (false) or NI (no information), based on the reading.

	T	F	NI
a. Jorge Fernandez can only speak and write in 3 different languages.		✓	
b. Jorge Fernandez compares languages to learn faster.	✓		
c. Wim Hof can't resist hot temperatures.			✓
d. Wim Hof doesn't hold a Guinness Record.	✓		
e. Daniel Tammet can't count big numbers.		✓	
f. Daniel Tammet can paint colorful paintings.			✓

Reading Strategy

Read the text several times to look for details.

4. Go back to the text and answer the following questions.

- a. Why can Jorge Fernandez learn faster than other people?
Because he compares languages.
- b. Why is Jorge Fernandez a popular guy in Peru?
Because he has an amazing ability.
- c. Why do cold environments not affect Wim Hof?
Because he can control the temperature of his body.
- d. Why do people call Wim Hof "Iceman"?
Because he can resist the coldest temperatures.
- e. Why does Daniel Tammet solve difficult math operations easily?
Because he sees numbers with colors, attributes or sounds in his mind.
- f. Why is Daniel Tammet an extraordinary genius?
Because he can describe the processes of his mind.

Writing Strategy

Use **because** to give reasons and answer the question **why**.



5. Read and match the correct statements.

- a. 15-year-old Kishan Shrikanth is an exceptional kid... b 1. he has verbal and kinesthetic intelligences.
- b. He can act, write, and direct movies... e 2. he wants to be the best director of the world.
- c. People like his movies... **because** d 3. he's interested in 3D movies.
- d. He's studying computer design now... a 4. he is the youngest movie director at the moment.
- e. He is also working hard and writing new movies... c 5. they present inspirational stories about love and courage.



Project Stage 3

- Present your talents according to the categories selected.
- Evaluate your partners according to the criteria selected.
- Explain your choices using *because*.

E.g. *Jenny's painting is the best because it's the most colorful and interesting one.*



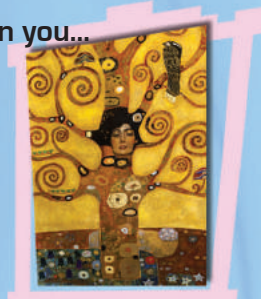
Lesson 4

It's a Piece of Cake!

1. Check the options that apply to you. Can you...



Answers may vary.



hold your breath for a long time?

paint impressive paintings?

make origami figures?



2. Listen to the conversations and complete the chart. Use the idioms in the Word Bank.

	ability	comment about his/her ability
Ian	can <u>hold his breath.</u>	"No way! 38 seconds! <u>Get out of here!</u> I don't believe it. I can't do that."
Janeth	<u>can see numbers and letters in colors.</u>	"Wow! <u>It's mind-blowing!</u> It's absolutely beautiful."
Kate	<u>can do origami.</u>	"...here is your dragon. <u>It's a piece of cake!</u> It's not difficult at all."

Word Bank

- It's a piece of cake!
- Get out of here!
- It's mind-blowing!

3. Complete the definitions with the idioms in the Word Bank.

- Use it's a piece of cake to express that something is really easy.
- Use it's mind-blowing when you talk about something that is wonderful!
- Use get out of here to express that you can't believe something.

4. Find someone who has the following abilities. Use the idioms above.

Find someone who...

- | | |
|----------------------------------------------|---------------------------------------------|
| a. can solve Sudoku puzzles. | d. can make a beautiful drawing. |
| b. can do tricks like an acrobat. | e. can imitate someone. |
| c. can do something funny with his/her body. | f. can hold his/her breath for a long time. |

Speaking Strategy

Recycle expressions and use them in new situations.

I can hold my breath for 30 seconds!

Get out of here!



Gap Activity

Student A goes to page 88.
Student B goes to page 91.

Reflect on Values

	Always	Sometimes	Never
■ I practice to develop my talents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I learn new abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am a good competitor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Lesson 4

It's a Piece of Cake!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to use idioms and colloquial expressions in informal conversations.	<ul style="list-style-type: none"> Uses informal language to make comments about people's abilities. 	Vocabulary <i>It's a piece of cake</i> <i>Get out of here</i> <i>It's mind blowing</i> <i>To know by heart</i>	<ul style="list-style-type: none"> Recycling expressions and using them in new situations

PRESENTATION 1

1. Check the options that apply to you.

Show students the three drawings, but do not let them see the print. Have them guess what these three pictures refer to. Ask: *What is this little girl doing? What kind of painting is this? What is this figure?* Now, ask students to check (✓) the abilities that apply to them. As a follow-up activity, invite them to continue working in the same groups and choose a piece of paper from an envelope, in which you have put three pieces of paper with the three abilities written on them (*hold your breath, make origami figures, and paint an impressive painting*). Allow them some time to rehearse the skill, choose a representative per group, and then encourage them to demonstrate their abilities by saying: *Please, welcome the best origami maker, the best impressive painter, etc.* Praise students for their amazing abilities with sound expressions and a round of applause.

PRESENTATION 2 Track 31

2. Listen to the conversations and complete the chart. Use the idioms in the Word Bank.




Before having students listen to the audio, center students' attention on the idiomatic expressions in the Word Bank. Then, have students listen to the recording once, to first pay attention to the specific skills mentioned and fill in the blanks in the second column. After that, have them listen for the second time to complete the comment about the ability in the third column. Invite them to cross-check answers with their partner, and then check answers as a whole class.

3. Complete the definitions with the idioms in the Word Bank.

Get students work in pairs and let them know that to complete the definitions, they can use the context clues at the end of the sentences in exercise 2, to deduce the meaning of the idioms (e.g. *I don't believe it. I can't do that. It's absolutely beautiful. It's not difficult at all*). Ask them to associate the idioms with the comments about the abilities

in the third column, and then complete the definitions. Encourage them to cross-check answers with another pair of students before socializing them as a class. Do some choral and individual drills of the idioms to check pronunciation and intonation.

4. Find someone who has the following abilities.

Use the idioms above.   

Focus student's attention on the Speaking Strategy. Make them notice the importance of recycling expressions or language learned in previous lessons: *can* to express abilities and *Get out of here!* to say that you cannot believe what someone is saying. Then have them play *Find someone who...* Go around the classroom to listen to their exchanges and correct pronunciation when necessary.

Reflect on Values

Let students know that special talents and abilities have a close or direct relation to the multiple intelligences they studied in this lesson. Make them realize that the human brain can process great amounts of information if the appropriate learning conditions are created. All we have to do as learners is to eliminate all those limitations or barriers we have when we learn.

Gap Activity

Ask your partner questions using the modal *can* to complete the chart.

Make students notice that both participants A and B have a chart with different information: Student A has information about Charles and Jim's skills whereas Student B has information about Adam and Tim's abilities. Therefore, to get the information they are interested in to complete the chart, they need to ask questions by following the example given in the speech bubble. Invite them to carefully read the information and ask questions if there are any doubts. Finally, encourage students A and B to be ready to ask and answer the corresponding questions and complete their charts.

Share Your Project

1. Discuss your experience.

Read and check the option that best expresses your feelings.

Have students brainstorm their feelings and ideas about the organization of their talent show. Ask: *Do you like to work in groups? What do you learn when you work in groups? What lessons do you learn when working in groups? Does the talent show help you demonstrate your abilities? Is a talent show an opportunity to practice English? Do you learn English doing a talent show? Do you think this is interesting/boring? Why? What's the best part of organizing a talent show? What's the worst part of organizing a talent show?* Accept as many ideas as they come up with and write them on the board. Immediately afterwards, refer them to the exercise and see if their feelings coincide with any of those in the table. Pay special attention to those students who say that they did not enjoy or learn with the project and listen to their reasons. This will allow you to become aware of certain procedures and social norms that contribute to learning how to work cooperatively.

2. Read. Track 32

Prepare students for the reading and listening exercise by challenging them to brainstorm some hints or tips on how to organize successful talent shows. Write all their contributions on the board (they may say: organize the groups, assign responsibilities/duties, select the categories for the talents, select the representative for each category, write the criteria to evaluate their classmates, evaluate the talents, and the like). Invite students to read and listen to the definition and the tips they should keep in mind to prepare an excellent talent show. As soon as they have finished, encourage them to compare the tips mentioned in the audio to those they brainstormed before. Check those tips that are similar to the ones mentioned in the recording.

3. Answer.

Ask students to close their books and get them to work in pairs to answer the two questions posed: *Why are talent shows popular at schools?* and *What do you need to do before a talent show?* Go around the class to see if they need any help. Allow enough time for the completion of the task, and then call on some volunteers to socialize their answers as a whole class. Highlight all those comments that contribute to promoting cooperative learning. Let them know that in our present society, it is essential to learn to work in teams, set group objectives and try hard to achieve them by being able to recognize and promote other people's strengths. This is to say that the result of the team's work is always better than the result of the individual's work. Reinforce this idea with this acronym: TEAM: Together Everyone Achieves More.

4. Give your Presentation.

Make students aware of the benefits of the two boxes entitled Give your Presentation and Useful Expressions. Highlight that they gradually guide you through the development of your presentation, because there is a connection between these two boxes. Encourage them to add extra information to the greeting by saying: *Welcome to our first Talent Show.* Likewise, they can expand when voting on the categories by saying: *Together we decided what categories to present in our show.* Similarly, to make the performer feel more comfortable, they could add: *Please, let's welcome him/her with a round of applause.*

Then, have students rehearse the presentation of their talents within their groups before doing it for the whole audience and the judges/people who will evaluate their performance. Finally, get them to help you with the arrangement of the setting for their presentations. Remember that a "U" shape facilitates students making eye contact with the audience, which in turn engages the audience to listen and watch attentively. Invite them to start socializing their talents.

Share Your Project

1. Discuss your experience.

Read and check the option that best expresses your feelings.

	Yes	So-so	Not Really
a. I like working with my partners.			
b. This project helps me show my talents.		<i>Answers may vary.</i>	
c. This project helps me practice my English.			
d. I think the project is interesting.			



2. Read.

Talent shows are very popular at schools because they integrate the school community and give students the opportunity to show off their abilities. Many of the shows include singing, acting, doing magic tricks, playing an instrument or dancing. Everybody has a special talent so don't miss the opportunity to show people what you can do! Check out the following tips to organize your talent show better:

- **Plan the event.** As a class, choose a date and time for the talent show.
- **Assign roles.** A person has to be the host. Other students have to be the judges.
- **Practice.** Find moments to meet your team members and rehearse the presentations, but don't let these practices interfere with your study time.
- **Relax.** Sleep well before the show, drink a lot of water, and tell yourself: "I can do it." "I'm the best."
- **Enjoy it!** You do things better when you're motivated and comfortable. Don't let anxiety affect your performance. Have fun!

3. Answer.

- Why are talent shows popular at schools?
- What do you need to do before a talent show?

Give your Presentation

Host

- Greet the audience.
- Mention the different categories.
- Announce the candidates in order.

Performer

- Tell them what your presentation is about.
- Concentrate and give your best act to the audience.

Judges

- Get together and choose the best candidates.
- Give the results in an envelope to the host.

Useful Expressions

Host

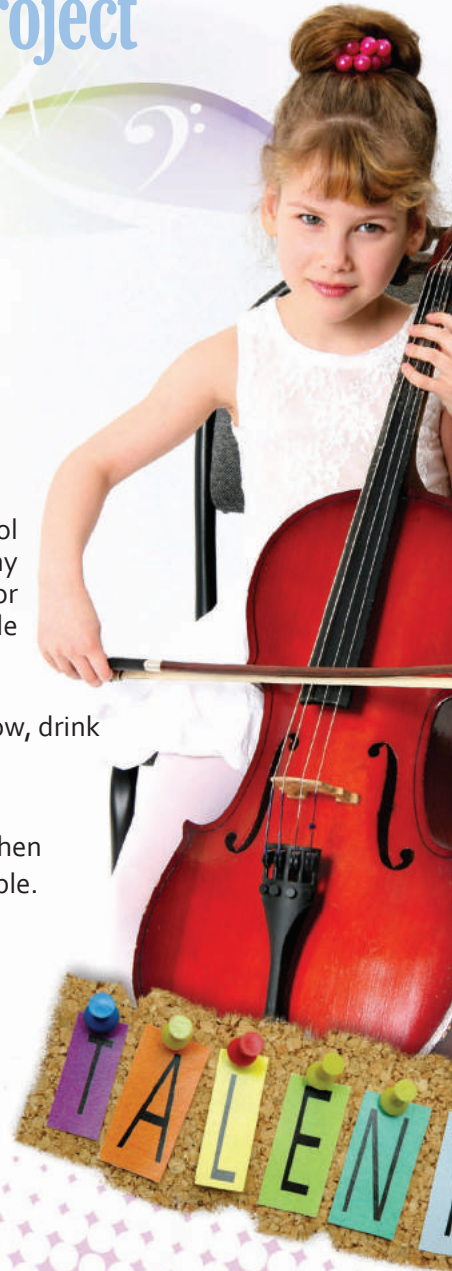
- Good morning, everybody.
- The categories for this talent show are... (sports...)
- Our first performer is (name).

Performer

- My presentation is about...
- I can...

Judge

- We think (name) is better because...



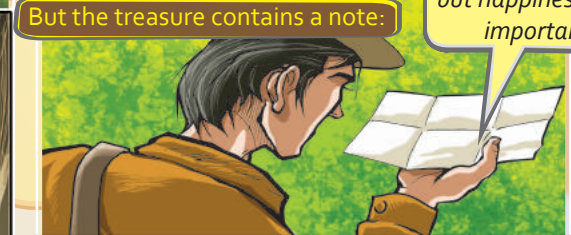
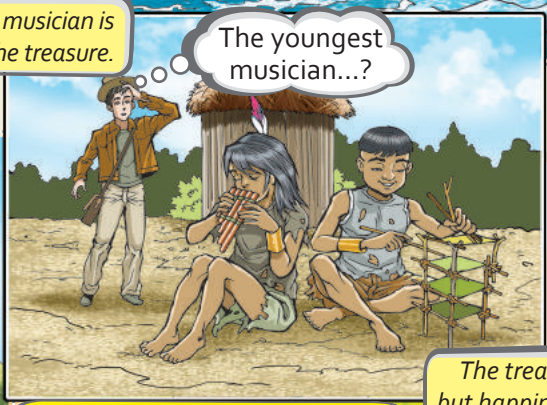
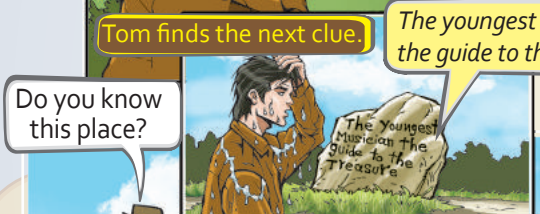
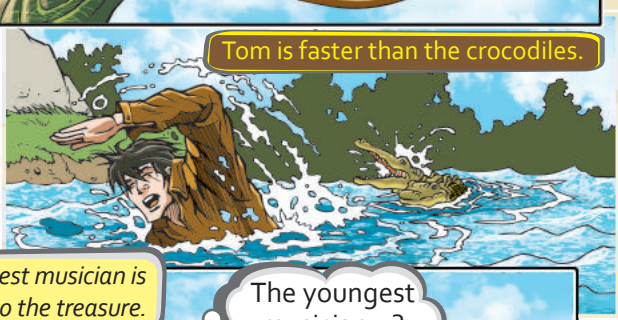


Comic

The Treasure



Listen and read.



Comic The Treasure

Listen and read.

Pre-Reading (books closed)

Draw students' attention to the title of the comic and the last picture on the left of the comic. First, challenge students to come up with a definition of the word *treasure* (They may say that it means money, precious stones like emeralds and diamonds, or precious metals like gold and or silver). Make them realize that even though a piece of treasure usually refers to valuable / monetary things, it can also refer to valuable thoughts, ideas or some wise advice. Second, challenge them to predict if the man found the treasure and if he became rich after finding it. Accept as many ideas as they come up with and write them on the board.

While-Reading Track 33

Invite the students to read the comic strip silently and individually. Remind them to look at the pictures and read the information in both the speech and the thought bubbles carefully to gain a thorough understanding of the comic. Tell them that the best way to develop their reading comprehension is by using the context and the visual clues given rather than looking up unknown words in the dictionary. If students feel that the context and the visual clues are not enough for them to understand those unknown words, read the comic strip aloud for the whole class, emphasizing the key words that can help them deduce meaning from context. Guide students into exploiting the illustrations to grasp meaning.

Post-Reading

Get students into groups of four. Ask them to go back to the comic strip and think of a possible ending and recreate it with meaningful pictures. Keep in mind that to help students write it is important to provide them with enough language and information, so they can complete written tasks successfully. Then, to speed up the process you can give them tips like:

- a) People you can help: *orphans* (abandoned children); *old people's homes* (places for old people without relatives to be taken care of); *homeless people* (people without a place to live); *disabled people* (people who have a disability so they cannot, for example, walk); *displaced people* (because of violence or armed conflict, people from the countryside who have come to the city, but they do not have a job or a place to live) and the like.
- b) Recreation and cultural facilities: *a theater, a museum for children, a theme park, sports halls, concert halls, music halls,* and so on.
- c) Businesses you can launch to generate employment/ jobs: *a supermarket or a hypermarket, a recycling company, a building society, a bookstore that sells literature about values and virtues,* etc.

Allow enough time for the completion of the task, go around the class and provide help if necessary. Finally, invite them to socialize their possible endings. Do not forget to praise them for their creativity and effort.

Quiz Time

Before the test

Have students recall the benefits of the Quiz Time, mentioned in previous units. Ask for example: *What is the main purpose of this section?* (They should say something like to show what we know about this unit); *What can you do to solve shortcomings or weaknesses?* (To identify a strategy to solve them); and *What is the principal benefit of reflecting on or thinking about our learning?* (They should say to identify strategies that help them learn quicker); *What are learning strategies?* (They should say that they are actions, behaviors, steps, or techniques that students use to improve their learning process). Finish by congratulating them for their amazing memory. Invite them to answer the quiz individually, and then check their answers in pairs before socializing them with the whole class.

1. Complete the sentences with words from the Word Bank.

Have students individually read the instructions, the words in the Work Bank and the sentences *a* to *e*. Make sure they have understood the instructions and see if they have any questions. Then, invite them to start completing the sentences, including the corresponding verb. Finally, invite them to work in pairs to read their sentences to each other. Go around the classroom listening to each pair of students, and helping them when necessary.

2. Complete the following conversations with *can* or *can't*.

Elicit as much information from the students, so as to make a short review of the affirmative, negative and interrogative form of the verb *can* to express ability. Use a different color for the affirmative and the negative forms of *can*. Likewise, write the example *Can we work in pairs?* on the board, and stress the initial position of the verb *can*. Then, get students

to read the instructions and the sentences to see if they have questions about unfamiliar words. Encourage them to complete the sentences individually and then allow them some minutes to cross-check with their classmates.

3. Listen to the two conversations. Check what Alex and Susie can do. Track 34

Tell them they will use the same strategy they used to identify Daniel and Mary's abilities in lesson one of this unit. Also, to facilitate completion of the task, remind them that they need to pay attention to the special skills or actions Alex and Susie *can* do. Encourage them to work individually first, and then to cross-check answers with their classmates.

4. Read the chart and complete the sentences with the comparative or superlative form of the adjectives in parentheses.

Again, go over the comparative and superlative form of short and long adjectives with a couple of examples. Next, suggest that they have to pay attention to details about age, height, and weight to be able to contrast and compare details. Then, ask them to answer the quiz in pairs. Tell them to complete sentences *a* to *h*, and finally to cross-check answers with their classmates.

Self-Evaluation

Invite students to individually reflect on the language learning objectives that appear in the table. Remind them to be as honest as possible when answering this Self-Evaluation because this reflection will help them identify strategies to overcome learning difficulties. Do not forget to praise them verbally for their effort and learning to keep their motivation up.

Glossary

Have students read the Glossary. Tell them to pay attention to specific elements in each definition. For example, they need to pay attention to whether the word is a noun, a verb or an adjective. They also need to know if the words

have synonyms or antonyms. Once you have clarified some possible doubts about the words, students can solve the Glossary Activities on page 95. Please bear in mind that this page corresponds to page 46 in the Teacher's guide.

Quiz Time

1. Complete the sentences with words from the Word Bank.

Word Bank

- run
- do
- play
- speak
- draw

- a. Jane has visual intelligence. She can draw beautiful designs.
- b. Matt has mathematical intelligence. He can do calculations really fast.
- c. I have interpersonal intelligence. I can speak in public.
- d. Ussain Bolt can run 100 meters really fast. He has kinesthetic intelligence.
- e. Oscar can play the piano very well. He has musical intelligence.

2. Complete the following conversations with *can* or *can't*.

- a. - Can (1) you speak French?
- Yes, I can (2). I can (3) understand when people speak, but I can't (4) write it. It's really difficult.
- b. Check out my new electric guitar.
- Can (1) you play rock songs?
- Actually, I can't (2), but I'm taking guitar lessons. Listen, I can (3) play this easy melody.
- Oh! I know that's the melody of one of my favorite rock songs.



3. Listen to the two conversations. Check what Alex and Sussie can do.

	swim	do origami	paint	play an instrument
Sussie can...	✓	✓	✓	
Alex can...	✓			✓

4. Read the chart and complete the sentences with the comparative or superlative form of the adjectives in parentheses.

		
Falcao	Messi	Kaka
Height: 1.78 m.	Height: 1.69 m.	Height: 1.86 m.
Age: 30	Age: 28	Age: 33
Weight: 73 kg.	Weight: 67 Kg.	Weight: 73 kg.

- a. Falcao is taller (tall) Messi.
- b. Messi is the youngest (young) of the three.
- c. Kaka is the oldest (old) of the three.
- d. Messi is shorter (short) Falcao.
- e. Falcao is heavier (heavy) Messi.
- f. Messi is the best (popular) Falcao.
- g. Kaka is more popular (attractive) of the three.
- h. Messi is the most attractive (good) player of the three.

Self-Evaluation

Now I can...

- talk about abilities.
- compare physical attributes.

Very Well

OK

A Little

Glossary

A-E

amazing: **adj.** incredible. (syn. fantastic)

attribute: **n.** a special quality or characteristic of a person.

breath: **n.** air you inhale and exhale.

climb: **v.** to scale a mountain.



coach: **n.** a sports instructor.

courage: **n.** the ability to confront difficult situations. (syn. determination)

design: **v.** to plan and complete the first drawings of the structure of an object.

draw: **v.** to create images with pencil or pen.



easily: **adv.** in an easy manner. (ant. with difficulty)

Daniel Tammet can do calculations easily.

enjoy: **v.** to get pleasure from something. (syn. like, love) *I enjoy soccer.*

H - P

heavy: **adj.** something that has a lot of weight and is difficult to carry.



height: **n.** number that indicates the distance from the bottom to the top.

high: **adj.** having a lot of height.

hold: **v.** to retain or contain. *I can hold my breath for 20 seconds.*

host: **n.** a person who introduces and talks to the participants on a show or program.

ice: **n.** the solid form of water below 0 °C or 32 °F.



impressive: **adj.** extraordinary. (syn. admirable)

interpersonal: **adj.** related to the relationships between people.

kinesthetic: **adj.** related to movement.

mind: **n.** the intellectual capacity of a person.

multiple: **adj.** having different parts or elements.

performer: **n.** someone who acts, sings or does tricks in public.

polyglot: **n.** someone who speaks many languages. *Jorge Fernandez speaks Spanish, English, French, German, Russian and Chinese.*

puzzle: **n.** a game that requires mental abilities to be solved. *Sudoku is a kind of puzzle.*

Q - Z

quickly: **adv.** in a fast manner. (ant. slowly)

record: **n.** the best performance in a sport. *Usain Bolt holds the record for the fastest athlete.*

road: **n.** a way or a route to a place.



runner: **n.** someone who runs.

slow: **adj.** moving with little speed. (ant. fast)

solve: **v.** to find a solution to a problem.

show: **v.** to demonstrate.

strong: **adj.** quality of having muscular power.

talented: **adj.** someone who has a natural ability to do a thing well.

treasure: **n.** a box containing valuables like gold and diamonds.

verbal: **adj.** related to words.

village: **n.** a small community in a rural area or out of the city.

weight: **n.** a measurement that determines how heavy an object is.

well: **adv.** in a good or satisfactory manner. (ant. badly)

wonderful: **adj.** marvelous. (syn. amazing)

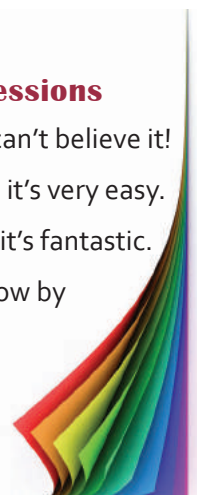
Colloquial Expressions

Get out of here!: I can't believe it!

It's a piece of cake: it's very easy.

It's mind-blowing: it's fantastic.

Know by heart: know by memory.





Unit 3

Glossary Activities

1. Circle the correct definition.

- a. To climb is...
 1. to find.
 2. to scale.
 3. to retain.
- b. To solve is...
 1. to demonstrate.
 2. to plan a structure.
 3. to find a solution.
- c. To enjoy is...
 1. to get pleasure.
 2. to retain.
 3. to make a picture.
- d. To design is...
 1. to make a picture.
 2. to show a talent.
 3. plan a structure.
- e. To hold is...
 1. to retain.
 2. to draw.
 3. to demonstrate.

2. Complete the sentences with words from the previous exercise.

- a. Sultan Kosen holds the record for the tallest man in the world. He's 2.47 meters tall.
- b. An architect can design houses and buildings.
- c. We enjoy basketball. We love to play on weekends. We have a great time.
- d. The best athlete in the world likes to climb mountains.
- e. I can't solve this Sudoku puzzle. It's really difficult!

3. Complete the conversations with the corresponding colloquial expressions.

- a.
 - My parrot can speak English and French!
 - Get out of here. I don't believe you.
- b.
 - Dan knows by heart all the capital cities of Latin America.
 - His memory is really amazing.
- c.
 - The new circus show is mind-blowing.
 - You're right, the presentations are fantastic!
- d.
 - Your math exams are always excellent!
 - Well, math is a piece of cake for me.

4. Unscramble the following words.



a. (retrsuea)
treasure



b. (adro)
road



c. (eic)
ice



d. (zpleuz)
puzzle



e. (chaco)
coach



f. (nnurer)
runner

Healthy Food 4



Skills

CEF Standards

Indicators

Listening
Comprehension

Can understand main ideas and detailed information in short descriptive texts.

- Pays attention to connectors to order/ number a sequence of actions.
- Pays attention to speakers' sounds (*Mmm* and *Yuck*) to understand their reactions better.
- Recognizes and uses informal language to describe food preferences.

Reading
Comprehension

Can identify main ideas and details of a short and descriptive text using visual aids and the context.

- Identifies the different parts of a brochure.
- Recognizes the main ideas and details of a text.
- Describes how to make a healthy recipe.

Oral
Interaction

Can ask and answer questions about familiar topics.

- Expresses food preferences.
- Expresses agreement. Uses *me too* or *me neither* to express things in common.
- Uses idiomatical expressions to emphasize food preferences.

Oral
Expression

Can make simple descriptions of food and healthy recipes in a series of sequenced sentences.

- Describes food preferences for breakfast, lunch and dinner.
- Asks and answers questions about food quantities.
- Describes healthy recipes using quantities and imperatives.

Written
Expression

Can produce a descriptive text about how to make a healthy recipe.

- Writes simple sequenced sentences to describe a healthy recipe.
- Uses connectors of sequence like *first*, *next*, *after that*, *then*, and *finally* to sequence actions.

Healthy Food 4



► General Objective

You will be able to talk about food and describe how to make healthy recipes.

► Communication Goals

You will learn how to

- talk about food preferences.
- express agreement.
- ask and answer questions about food quantities.

► CLIL

- The Food Pyramid
- Healthy Recipes

Vocabulary

- Words related to food, ways of cooking, and units of measurement

Grammar

- Countable and Uncountable Nouns
- *Some* and *Any*
- *How much* and *How Many*
- Imperatives

► Idioms and Colloquial Expressions

- *It's finger-licking good.*
- *It's not my cup of tea.*
- *It makes one's mouth water.*
- *Yummy!*
- *Hold on a second.*

► Project

Healthy Food Fair

You will organize a food fair to describe and sample healthy dishes.



Discuss:

- Do you like these foods?
- Are they good for your health?



Lesson 1

The Food Pyramid



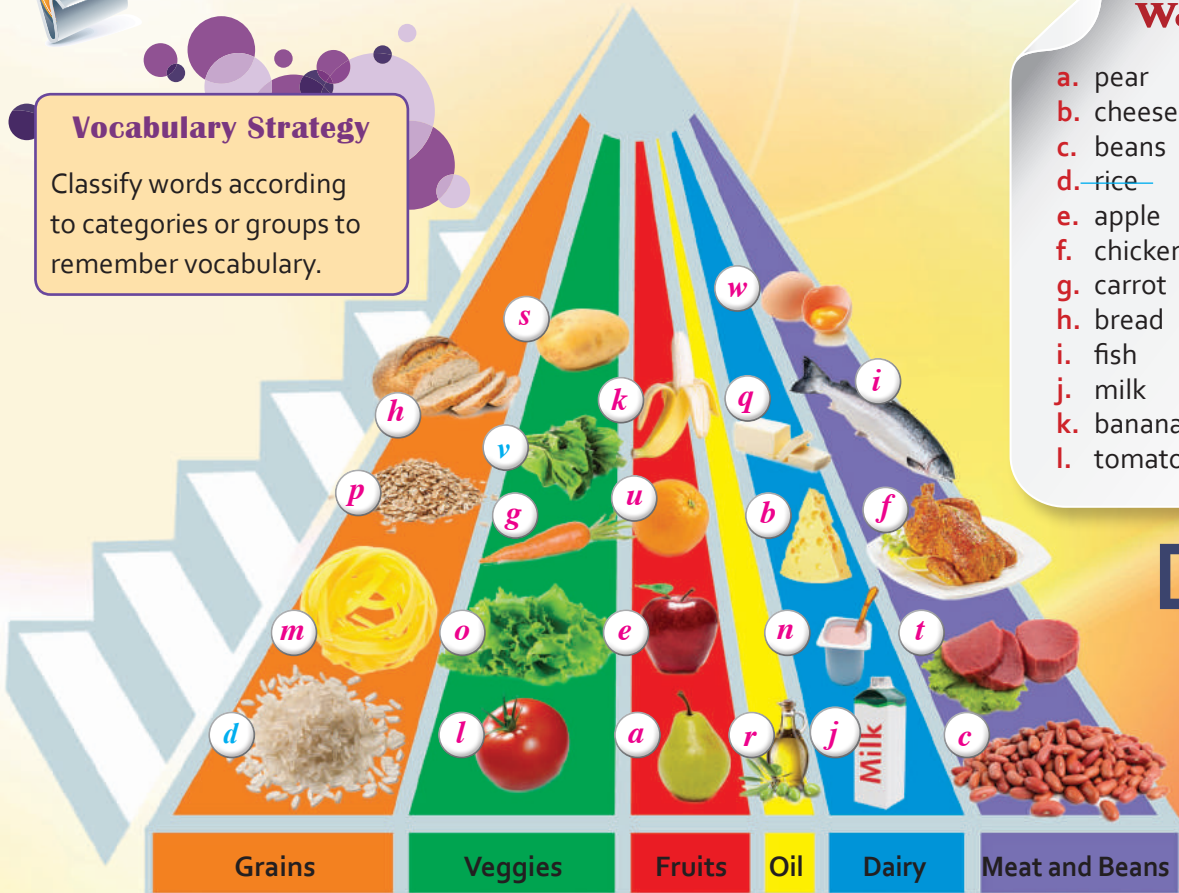
1. Label the food. Then, listen to the presentation and confirm.

Vocabulary Strategy

Classify words according to categories or groups to remember vocabulary.

Word Bank

- | | |
|------------|------------|
| a. pear | m. pasta |
| b. cheese | n. yogurt |
| c. beans | o. lettuce |
| d. rice | p. oatmeal |
| e. apple | q. butter |
| f. chicken | r. oil |
| g. carrot | s. potato |
| h. bread | t. beef |
| i. fish | u. orange |
| j. milk | v. spinach |
| k. banana | w. egg |
| l. tomato | |



Key Expressions

Veggies:
vegetables

2. Complete the sentences with words from exercise 1. Then, compare with a partner.

- a. I like to eat _____ *Answers* _____
_____ *may vary.* _____ for breakfast.
- b. I usually eat _____
_____ for lunch.
- c. I have _____ for dinner.
- d. I don't like to drink _____.

I like to eat an apple for breakfast.

Me too!

I don't drink milk for dinner.

Me either.

Reflect on Grammar

Countable nouns

Food / Things we can count.
They have singular and plural forms.

Singular: a pear / an apple
Plural: two pears / three apples

Uncountable nouns

Food / Things that we cannot count.
They don't have a plural form.

milk - beef - spinach

Speaking Strategy

Use **me too** or **me either** to express things in common.
Use **me too** for affirmative statements.
Use **me either** for negative statements.



Lesson 1

The Food Pyramid

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to talk about food preferences and express agreement.	<ul style="list-style-type: none"> Describes food people have for breakfast, lunch and dinner. Expresses agreement. Asks questions about countable and uncountable food. 	<p>Vocabulary Words related to food</p> <p>Expressions Veggies/Yummy</p> <p>Structures Countable and uncountable nouns <i>Some</i> and <i>any</i> for undetermined quantities</p>	<ul style="list-style-type: none"> Classifying words according to categories or groups to remember vocabulary Using <i>me too</i> or <i>me neither</i> to express things in common

WARM UP (books closed) L V K I

Bring in a basket with real food (prior to the class, invite pairs of students to bring different sort of foods, ideally most of the ones that appear in exercise 1) and pieces of paper with the names of the food on them. Then, draw a food pyramid or table on the board, challenge your students to classify the food, and write their answers. Congratulate them for the good work and invite the class to give themselves a round of applause!

PRESENTATION 1 L V I Track 35

1. Label the food. Then, listen to the presentation and confirm.

Before playing the audio, ask students to work individually to label the food. Then, have them cross-check their answers and confirm them with the recording. Once they have done that, address students' attention to the Vocabulary Strategy and tell them they can group or classify foods into categories to remember vocabulary more easily. Model it by writing on the board: *Bananas, apples and pears are all fruits.* Invite them to take a look at the food pyramid to read and learn about the 6 different food groups (*grains, veggies, fruits, oils, dairy, and meats and beans*). Immediately afterwards, refer students to the Key Expressions box (*veggies = vegetables*) and again model it by writing on the board: *Spinach, lettuce and tomato are all veggies.* Finally, to revise the use of *because* learned in unit 3, have them give some reasons for the following questions: *Why do we need to eat fruits? Why are vegetables good for our health? Why is meat good for you? Why are salads good for our health?* Write the conjunction *because* on the board and write their reasons on the board. Then, ask: *Which one is the healthiest? Why?* Stress that they should answer with the word *because*. Congratulate them for their good work!

PRACTICE L V I I N

2. Complete the sentences with words from exercise 1. Then, compare with a partner.

Prepare and motivate the students to do this exercise by inviting them to participate in a game using the different senses. Encourage them to close their eyes (you could, prior to class, ask them to bring a blindfold to cover their eyes). Tell students they will use some of their senses to recognize and name some foods. (We feel the external world through the following organs: taste-tongue; touch-hands and feet; hearing-ears; sight-eyes; and smell-nose). Encourage them to keep a mental record of the food items you will give to them (they must be silent). Have them touch a carrot/tomato; then have them smell an apple, a banana. After that, cut out some pieces of fruit and invite them to taste them to confirm their mental guesses. Praise them with a sound *Lovely! Excellent! Brilliant!* for their good guessing. Now, have them work individually to complete the sentences and then compare with a partner. Go around the class and provide help when necessary. Then, direct students' attention to the Speaking Strategy and let them know that we say *me too* or *me neither* to express things in common. Emphasize the fact that *me too* is used in affirmative sentences and *me either* in negative ones. Model it by calling on a volunteer to rehearse the conversation sample. Encourage them to do the same in pairs while you go around listening to them and offering help if needed.

PRESENTATION 2

3. Classify the food items in exercise 1.

Prior to having students do exercise 3, center their attention on the Reflect on Grammar box and let them know that nouns can be classified as *countable* or *uncountable*. Countable nouns are food or things we *can* count. They have singular and plural forms (for example two apples, three tomatoes, four carrots, etc.) On the contrary, uncountable nouns are food or things we *cannot* count as separate entities. They, therefore, don't have a plural form (for instance, beef, yogurt, sugar, spinach, and the sort). Next, have students work in pairs to complete the boxes in exercise 3. As soon as they finish, check their answers by having some volunteers read their answers aloud. Take the opportunity to check pronunciation, if necessary, by having them do some individual and choral drills of the difficult words. Do not forget to praise your students for their good work.

PRACTICE Track 36

4. Listen and check the statements T (true) or F (false). Then, complete the grammar chart.

Call on a volunteer to read the false and true statements and clarify the words *store* or *and home* if necessary. Then, have students read the dialogue silently and ask them to identify the type of sentence (*affirmative*, *negative* or *interrogative*) in which the words *some* or *any* appear. Guide them into the conclusion that we use *some* in *affirmative* sentences and *any* in *negative* and *interrogative* ones. Now, play the audio for them to identify the true or false statements. After that, have them cross-check answers. Next, encourage them to continue working in pairs to complete the Reflect on Grammar chart with the information from the dialog and the conclusion they have drawn. Finally, ask them to compare their answers with another pair of students before socializing them as a whole class. Congratulate them for their work!

5. Complete the following conversations with *some* or *any*.

Before completing the dialog, ask students to take a look at the Key Expressions box. Let them know that *yummy* means *delicious* or *tasty*. Demonstrate its use by pointing at the roasted chicken on the front cover (page 47) and saying: *Yummy, yummy!* Emphasize by saying: *I like to eat chicken every day!* Now draw students' attention to the dialogs. In order to facilitate the completion of the task, make them recall the conclusion they drew in the previous exercise: use *some* in *affirmative* sentences and *any* in *negative* and *interrogative* sentences. Ask them to work in pairs and allow enough time for the completion of the task. Go around the class and provide help and guidance when necessary. After that, call on some volunteers to read the three dialogs and socialize answers as a whole class.

Project Stage 1

As mentioned in previous stages, reading the Share Your Project section (page 55) is an excellent way to better understand how to help your students organize their task: a food festival. Start by making them realize that for a better body shape and health, it is necessary to include healthy food in our diet. Continue by telling students that this food festival gives them the opportunity of learning while actively doing something. Relate it to a famous Chinese proverb that goes: *I hear and I forget; I see and I remember, I do and learn*. In other words, it means that we learn more and quicker when we are involved in doing or experiencing the learning situations. Now, encourage students to form groups of four and advise them to talk about their food preferences, bearing in mind that we need to eat all sorts of foods (fruits, veggies, grains, oils, dairy, and meats and beans). Likewise, recommend that students brainstorm all of the foods by following the example given in the book (*I like strawberries; I like fish; I like salads; and so on*). After that, have them choose a healthy dish or recipe and justify their choice (e.g. a recipe you can make with a few healthy ingredients like fruits, veggies or meats). Finally, have students write down the list of the ingredients they need. Last but not least, recommend that they investigate the ingredients needed and how to prepare the recipe. They can ask their parents or search the Internet.

3. Classify the food items in exercise 1.

Countable Nouns		
potato	banana	tomato
pear	carrots	orange
egg	apple	

Uncountable Nouns		
beef	cheese	oil
milk	pasta	oatmeal
bread	spinach	yogurt
rice	lettuce	chicken
fish	beans	



4. Listen and check the statements T(true) or F(false). Then, complete the grammar chart.

Mother: Let's see... We have **some** tomatoes, potatoes, lettuce, and spinach... Oh! I need **some** carrots! Are there **any** carrots?

Peter: Sorry, mom! There aren't **any** carrots in the store.

Mother: Well, we have enough veggies anyway. Now, we need **some** meat, son.

Peter: Take this, mom, **some** chicken and fish.

Mother: OK. Now, the dairy section. We need **some** milk. Is there **any** cheese at home?

Peter: Yes, there is, mom! We don't need **any** cheese now.

Mother: I think that's all. Let's go.



- | | | |
|-----------------------------------------|-------------------------------------|-------------------------------------|
| | T | F |
| a. In the store there are some carrots. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b. There is some fish at the store. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| c. They have cheese at home. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Reflect on Grammar

Some – Any

Use **some** and **any** to talk about undetermined quantities.

	Affirmative Sentences	Negative Sentences	Questions
Countable Nouns	I need some carrots.	There aren't any carrots.	Do we need any carrots? Are there any carrots?
Uncountable Nouns	There is some meat.	We don't need any cheese.	Is there any cheese? Do we need any cheese?

5. Complete the following conversations with **some** or **any**.

a. **Tim:** I'm hungry, mom. Are there any pears?

Mom: No, there aren't any.
But there are some apples.

b. **Amy:** Yummy! This soup is delicious. What's in it?

Mom: There is some chicken, there is some spinach, and there are some potatoes.

c. **Sam:** I'm very thirsty. Is there any water in the fridge?

Dan: No, there isn't any. But there is some orange juice.



Key Expressions

Yummy: delicious

Project Stage 1

- Get into groups and talk about food preferences. E.g. *I like strawberries.*
- Choose a healthy dish and investigate how to prepare it. E.g. *We need some strawberries and some yogurt.*
- Write down the list of ingredients you need.



Lesson 2

Healthy Recipes



1. Listen and write down the quantities.

Delicious Oatmeal Bars

Oatmeal is good for our health because it helps reduce cholesterol in our body. It is also an important source of fiber. Check out a delicious recipe for a dozen oatmeal bars.

Ingredients:



one cup of sugar



two eggs



one carton of yogurt



one glass of water



two teaspoons of oil



one teaspoon of cinnamon



two cups of flour



one pinch of salt



three cups of oats



one serving of cranberries

2. Complete the dialog with the quantities in the previous exercise.

Nick: Let's make some oatmeal bars. What do we need?

Ann: Hold on a second! How many bars are we making?

Nick: A dozen. I mean 12 bars.

Ann: OK. So, we need some sugar, yogurt, flour, eggs, cinnamon, cranberries, and oil.

Nick: **How much** sugar do we need? I think we have only a little.

Ann: Only one cup.

Nick: That's fine. **How many** eggs?

Ann: Just a few, two (a). We also need yogurt.

Nick: Yogurt? Hmm, **how much** yogurt? Do we need a lot?

Ann: Well, one carton (b).

Nick: That's OK. I think we have everything we need. Let's start. First the flour. **How many** cups of flour do I put in the bowl?

Ann: Put two cups (c). Then...

Key Expressions

Hold on a second:
wait a moment

Reflect on Grammar

Quantities

Questions

How much + uncountable nouns

How much sugar do we need?

How many + countable nouns

How many eggs do we need?

Answers

- a lot
- some
- a little
- 2 cups

- a lot
- some
- a few
- 2

Measurement Words

a / two / three	pinch(es)	of	salt
	loaf(ves)	of	bread
	slice(s)	of	cheese
	serving(s)	of	fruit
	tablespoon(s)	of	sugar

Containers

a / two / three	box(es)	of	milk
	carton(s)	of	water
	cup(s)	of	yogurt
	glass(es)	of	juice
	jar(s)	of	



Lesson 2

Healthy Recipes

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to describe how to make healthy recipes.	<ul style="list-style-type: none"> Describes healthy recipes using measurement words and containers. Asks and answers questions about food quantities. Uses imperatives to give instructions or warnings. 	<p>Vocabulary Food quantities, measurement words and containers, and ways of cooking</p> <p>Expressions Hold on a second</p> <p>Structures How much/How many Imperatives</p>	<ul style="list-style-type: none"> Paying attention to connectors of sequence to guide your listening Using visual imagery to deduce meaning and identify details

PRESENTATION 1 Track 37

1. Listen and write down the quantities.

Prior to having students listen to the recording, do some picture exploitation by inviting them to work in pairs to take part a speedy searching contest. Ask: *How many cups are there?* (There are five); *How many glasses are there?* (There is one); *How many jars can you see?* (One); *How many eggs are there?* (There are two); *How many cartons can you see?* (One); *How many cranberries are there* (There are many); *How many spoons can you see?* (Three); *How many olives are there* (There are five), etc. Praise students for their good searching and guessing with a sound *Great! Superb!* Continue by asking them to identify ingredients that may be new or unknown to them like *cinnamon, flour, and salt*. Similarly, have students observe and deduce what *a pinch of salt* is; you can also model or mimic the term. Then, refer students to the Measurement Words and Containers box and explain to them that we make uncountable nouns countable by using *containers* and *measurement words*. Ask them to work with a partner to read the examples given and make other possible combinations (*A tablespoon of salt or two slices of bread*). Now, have them read the possibilities for the containers and the foods given (*a glass of water, milk, juice or yogurt; two cartons of milk, etc*). Next, call on a volunteer to read the heading, *Delicious Oatmeal Bars*, and the comment below. Play the audio for them to listen to and write the quantities. Immediately afterwards, ask them to cross-check their answers before socializing them as a whole class.

PRESENTATION 2

2. Complete the dialog with the quantities in the previous exercise.

First, invite students to take a look at the Reflect on Grammar box. Call on some volunteers to read the examples aloud and have them notice that we use *how much* for *uncountable* nouns (sugar, salt, milk, beef, spinach, etc.) and *how many* for *countable* ones (apples, eggs, bananas, tomatoes, etc.) Then, encourage students to work in pairs to read the dialog and quickly look for the questions with *how much* and *how many* and relate them to the countable noun (CN) or uncountable noun (UN) that follows. The idea is to make students notice that the type of noun determines if we use *how much* or *how many*. Likewise, make them realize that in the answers we use words that indicate quantity (quantifiers) like: *a lot, a little, some, a few, 2 cups, a dozen, 12 bars*, and so forth. To challenge them, write these answers on the board and see if they can come up with the right question: *How much + uncountable noun + do we need?* or *How many + countable noun + do we need?*

Answers	Questions
2 eggs	How many eggs do we need?
Some sugar	How much sugar do we need?
2 pinches of salt	How much salt do we need?
2 glasses of milk	How much milk do we need?
2 apples	How many apples do we need?
A lot	How much yoghurt do we need?

After that, invite students to continue working in pairs to complete the recipe with the quantities from the previous exercise. Finally, check answers as a whole class. Go around the classroom and provide help if needed.

PRACTICE L V I I

3. Complete the questions with *how much* or *how many*. Then, write the answers according to the picture.

As students are both mentally and linguistically prepared to ask these questions, have them observe the picture to identify the products (*eggs, tomatoes, yogurt, and milk*), and the quantities with the corresponding containers or measurement units (*two cartons of milk, a cup of yogurt, four tomatoes and five eggs*). Then, have students work in pairs to complete the questions. Finally, ask them to cross-check answers with other pair of students, before checking them as a whole class.

PRESENTATION 3 L I I Track 38

4. How to make oatmeal bars. Listen and number the instructions in the right order.

Before having students listen to the recording, ask them to take a look at the pictures, pay attention to the verbs in bold (*cut, ask for, mix, add, cool, and put; don't cut and don't burn*) and classify them into affirmative and negative. Take a moment to clarify the meaning of new verbs, that appear in the instructions, by using both the illustrations and mimicking them. Then, refer students to the Reflect on Grammar box and make them notice that we use imperatives for two things: a) to give *instructions* in affirmative sentences or b) to *warn* people to be careful and not to do something dangerous. Now, invite students to work with a partner to order the instructions on how to make oatmeal bars by using both pictures and prior knowledge. Go around the classroom and check if they have any difficulties and help them when necessary. Then, make students aware of the importance of applying the Listening Strategy: Pay attention to connectors of sequence to guide your listening. This way, they will be able to confirm their previous arrangement of the recipe's instructions. Have them cross-check their answers with another pair of students, and then play the audio as many times as needed for them to confirm the correct order. Finally, call on a volunteer to socialize answers as a whole class. Praise them with rewarding expressions like: *Great! Lovely! Well done! You're brilliant!*

Project Stage 2 L I M

This project will allow students to experience or live the English language for efficient and effective learning. They will think in and use English while writing and making a recipe. This is an alternative pedagogical resource that will let them understand, make and remember a delicious and nutritious recipe. To begin with, advise them to take the list of ingredients from Project Stage 1 and talk about the quantities they need for their recipe (e.g. *We need two cups of flour and a glass of water*). To write down the recipe, suggest that they study the example given (e.g. *First cut the vegetables. Next, mix the flour and water.*) and follow the oatmeal bar recipe. Stress that to give the recipe a sense of order and be successful when making it, they need to use connectors of sequence studied in this lesson (*first, then, next, after that, and finally*). Finally, recommend that they make the recipe with the members of the group, at home, with the help and supervision of an adult. Highlight that they should be very careful and recall the warnings learned in this lesson (*don't burn yourself and don't cut yourself*) when making the recipe. Go round the class to make sure everybody is doing something within each group, and to provide help when needed. Last but not least, encourage them to enjoy this opportunity of learning while doing!

3. Complete the questions with *how much* or *how many*. Then, write the answers according to the picture.

- a. Tom: How much milk do we have?
Liz: There are two cartons of milk.
- b. Tom: How many tomatoes are there?
Liz: There are four tomatoes.
- c. Tom: How much yogurt do we have?
Liz: There is one cup of yogurt.
- d. Tom: How many eggs are there?
Liz: There are five eggs.



4. How to make oatmeal bars. Listen and number the instructions in the right order.



Finally, cut into bars. Be careful! Don't cut yourself. Ask for help.



After that, add the oats and the cranberries to the mixture.



Next, bake the mixture for 30 minutes. Don't burn yourself.



Next, in a smaller bowl mix the flour, salt, and cinnamon. Then, add this to the yogurt mixture.



Then, cool completely on a wire rack for 20 minutes.



First, in a bowl put a glass of water and mix the sugar, yogurt, eggs, and oil.

Reflect on Grammar

Imperatives

Use imperatives to give instructions or warnings.

Affirmative Statements

Add the sugar.
Mix the ingredients.

Negative Statements

Don't cut yourself.
Don't burn yourself.

Listening Strategy

Pay attention to connectors of sequence to guide your listening.

Project Stage 2

- Use the list of ingredients in stage 1 and talk about the quantities you need for your recipe. E.g. *We need two cups of flour and a glass of water.*
- Write down the recipe. E.g. *First, cut the vegetables. Next, mix the flour and water. Then...*
- Follow the instructions in the recipe and prepare the dish. Get some help from an adult.



Lesson 3

Eating Well

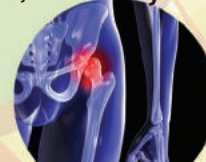
1. Check the right options and compare with a partner. Then, confirm your answers with the reading.



a. is especially good for your



immune system.



bones.



heart.

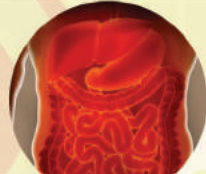


b. is especially good for your

Answers may vary.



skin.



digestive system.



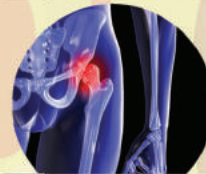
eyes.



c. is especially good for your



brain.



bones.



skin.



2. Read and mark the parts of a brochure with a letter. Use the Word Bank.

Top Ways to Healthier Eating

c

Good nutrition is essential for a better quality of life. The secret is to eat the appropriate amount of food from each group. Check out the following tips:

also the best option for a better digestive system.

Eat grains: You need a lot of energy so you can eat 3 servings of grains like cereals, bread or rice every day. One serving is equivalent to a slice of bread or 1/2 cup of rice.

Vary your protein: Protein is an important component for every cell in your body. Get your protein from beans, fish and meat. Fish like salmon is especially good for your brain.

d **Eat a lot of fruit:** Eat a variety of fruit every day. For a recommended 2,000 calories, you need to eat 2 servings of fruit. Fruit provides vitamins and minerals that are good for your immune system.

Vary your vegetables: Alternate green vegetables like spinach, celery, and orange vegetables like carrots. Veggies give nutrients to maintain healthy skin, eyes, and at the same time prevent heart problems.

Get the benefits of milk: Have 3 glasses of milk or a slice of cheese to get the calcium that you need for stronger bones. Yogurt is

Be careful with sugar and junk food

Everybody likes candies, ice cream, hamburgers and hot dogs. However, too much sugar and junk food may provoke diabetes and obesity.

Kids' Health Association™, 2012

a

Word Bank

- a. source
- b. illustrations
- c. title
- d. information

b





Lesson 3

Eating Well

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to organize the main ideas and identify details of a text by scanning to improve reading comprehension.	<ul style="list-style-type: none"> Identifies the parts of a brochure (title, illustrations and source). Recognizes the main ideas and details of a the text. Describes how to make a healthy recipe. 	<p>Vocabulary Words related to food groups and quantities</p> <p>Connectors <i>First, next, after that, then, finally</i></p>	<ul style="list-style-type: none"> Using charts to extract and organize the main ideas of a text Using <i>first, next, after that, then, and finally</i> to give a sequence to the actions

WARM UP (books closed)

Write the heading *Eating Well* on the board. Then, hand out an A4-sized paper to each group of six students and ask them to divide it into two columns named A and B. In column A they are supposed to list as many healthy foods as they can recall from the two previous lessons; in column B they should brainstorm the organs (*the heart, brain, eyes, liver, etc.*) or the body's systems (*the digestive, immune, and skeletal systems, and so on.*) that benefit from those foods. Then, call on a representative from each group to socialize their answers while you write them on the board and check them based on your knowledge of the lesson (meats are source of protein for the brain; fruits have vitamins and minerals that are good for our immune system; yogurt is good for our digestive system; and so forth). Then, have students think about the food they usually eat at school, at home or in restaurants, and make them compare the benefits of healthy food with the harm caused by junk food. Finally, make them realize the importance of avoiding junk food and favoring healthy food for a longer, better and healthier life! Congratulate them for their contributions.

PRESENTATION 1

Pre-Reading

1. Check the right options and compare with a partner. Then, confirm your answers with the reading.

To build on the conclusion they have reached in the warm up regarding fast food, refer students to the purple box at the end of the text, *Be careful with sugar and junk food*, and call on a volunteer to read it aloud. Promote interaction by asking: *What sort of food should we eat? What are the groups of food we should eat to be healthy? What happens if we eat junk food?* etc. Then, encourage students to carefully look at

the pictures on the right (a-b-c) and name them. Next, have them name the group of food each of the food items belong to (*fruits, dairy, and meat and beans.*) Then, invite them to check (✓) the right options, compare with a partner and confirm with the reading. Go around the class and provide help when needed.

PRESENTATION 2 Track 39

While-Reading

2. Read and mark the parts of a brochure with a letter. Use the Word Bank.

Draw students' attention to the Word Bank. Call on some volunteers to read it and check pronunciation. Then, go over the expression *source* and let them know it refers to the book, journal, web page, newspaper or magazine from where we took the information. Next, invite students to close their books and play the audio for them to listen about the types of food. Then, ask them to label the parts of the brochure as they read the text. Ask them to cross-check answers with their partners before socializing them as a whole class.

PRACTICE L I M

Post-Reading

3. Complete the chart based on the reading.

Draw students' attention to the Reading Strategy box: Use charts to extract and organize main ideas. Stress that the main ideas in a text convey the general idea of it. Advise them to pay attention to the heading and the subheadings of the reading to improve their understanding. Also ask them to identify the recommended quantities, benefits and examples of the different food groups to complete the chart. Once students have understood the purpose of the reading comprehension activity, get them into pairs. Go around the class and provide help if needed. Allow plenty of time for students to complete the task. Then, invite them to cross-check answers with other pairs before taking turns to socialize their findings with the whole class. Do not forget to congratulate them to keep their motivation up.

APPLICATION L V I M  Track 40

While-Writing

4. Listen and complete the recipe.

Address students' attention to the Writing Strategy and make students aware of the use of sequence connectors like: *first, next, after that, then, and finally*. Tell them to use them to guide their listening. Further demonstrate the use of sequence connectors by saying: *Listen to me and shout, sequence connector!, when I mention them in the following sequence of actions. These are the instructions to make two delicious cups of hot chocolate. First, mix a cup of water with a cup of milk. Then, when it is boiling, add 2 rows of a chocolate bar. Next, reduce the heat and allow the milk to gently boil a bit longer. After that, stir it for one minute.*

*Finally, serve it with a slice of cheese and a slice of bread. Do not forget to praise them for their good work. Now, call on a volunteer to read the benefits of the recipe. Then, go over the meaning of *muffins* (small sweet bread) and *blueberry* (a tiny fruit rich in vitamin C). Next, ask students to work in pairs to listen to the audio and identify the ingredients of the recipe. When finished, socialize answers as a whole class. After that, have students listen to the audio to complete the preparation of the recipe. Finally, encourage them to cross-check their findings with their classmates before socializing answers as a whole class. Praise them for their excellent listening skills.*

Project Stage 3 L V I I

Keep students' motivation up by telling them that learning how to make healthy recipes will help them lead a healthy life. Remind them they will socialize their project as a whole class in the section Share Your Project at the end of the unit. To write a short text describing the health benefits of their recipe, advise them to follow the description made on page 53 for the orange blueberry muffins. Then, tell them that when writing their recipe they should first include all the ingredients with the corresponding quantities (using measurement words and containers) and step by step instructions using the *connectors of sequence* learned in this unit. Once they have reached this point, they can start to make the brochure. One way of doing this, is to put the benefits on one page, and the recipe on the other, as shown on page 53. Another possibility is to divide the A4 -sized paper into three parts, and distribute the benefits, the ingredients and the instructions accordingly. Encourage them, to be as imaginative and resourceful as possible and wish them the very best for when they share their different recipes.

3. Complete the chart based on the reading.

Food group	Recommended quantity	Examples	Benefits
Fruits	2 servings of fruit	any fruit	immune system
Vegetables		spinach, celery, carrots	skin, heart, eyes
Dairy	3 glasses of milk, a slice of cheese	yogurt	bones and digestive system
Grains	3 servings	rice, cereal, bread	it gives a lot of energy
Meat and Beans		salmon	brain

Reading Strategy

Use charts to extract and organize the main ideas in texts.

4. Listen and complete the recipe.

Writing Strategy

Use *first, next, after that, then* and *finally* to give a sequence to the actions.

Top Yummy Healthy Recipes!

Orange Blueberry Muffins

Benefits

This recipe is good for you because...

- it gives you energy.
- it's low in calories.
- the vitamin C in oranges stimulates your immune system.
- blueberries are a good source of fiber.

Ingredients:

- ½ cup of oil
- 3 glasses of orange juice
- 1 cup of sugar
- 1 serving of blueberries
- 1 egg
- 1/2 cup of flour
- 1 orange cut into pieces
- 1 teaspoon of salt

Preparation

- First, blend the orange pieces, orange juice, egg, and oil.
- Next, put the flour, sugar and salt in a bowl and mix.
- After that, add the orange mixture into the bowl and mix all the ingredients.
- Next, stir in the blueberries.
- Then, pour the mixture into the muffin tins and bake it in the oven for 25 minutes.
- Finally, cool the muffins and enjoy them warm or toasted.

Project Stage 3

- Write a short text describing the health benefits of your recipe.
- Write the preparation of your recipe including the ingredients and the instructions. Use connectors of sequence.
- Make a brochure. On one page put the benefits, and on the other page write the recipe. E.g. *First, mix the flour and the eggs. Next...*



Lesson 4

It's Finger-Licking Good!

1. Check the foods that you like.



a. papaya juice

Answers may vary.



b. strawberry cake



c. milkshake



2. Listen and fill in the blanks with food from above. Then, decide if the speakers like or dislike the food.

- a. is not my cup of tea.
- b. is finger-licking good.
- c. makes my mouth water.

	like	dislike
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Listening Strategy

Pay attention to the speakers' sounds (*Mmm*, *Yuck*) to understand their reactions better.

3. Match the expressions with their meanings.



- a. It's finger-licking good.
 - b. It's not my cup of tea.
 - c. It makes my mouth water.
1. It's not my favorite. 2. It looks or smells really good. 3. It's very delicious.

4. Work with a partner and describe the food. Use the expressions above.



Reflect on Values

- I eat a variety of fruit and vegetables and meat.
- I'm conscious of the benefits food has for my health.

	Always	Sometimes	Never
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gap Activity

Student A goes to page 88.
Student B goes to page 91.



Lesson 4

It's Finger-Licking Good!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to use idioms and colloquial expressions in informal conversations.	<ul style="list-style-type: none"> Recognizes and uses informal language to describe food preferences. 	Vocabulary <i>It is not my cup of tea</i> <i>It makes my mouth water</i> <i>It's finger-licking good</i>	<ul style="list-style-type: none"> Paying attention to speakers' sounds to understand their reactions better

PRESENTATION 1

1. Check the foods that you like.

Ask students to observe the three drawings, check ✓ the foods they like, and then have them talk about their choices with a partner. Then, promote interaction by asking: *What are the ingredients of a milkshake? What are the benefits of papaya juice? Which food item is more delicious?*

PRESENTATION 2

2. Listen and fill in the blanks with food from above.

Then, decide if the speakers like or dislike the food.

Before having students listen to the audio, center students' attention on the Listening Strategy and call on a volunteer to read it. Model it by saying: *Strawberry ice cream* and making a typical sound indicating you like it (*Mmm*); then mention *onion soup* and make a typical sound indicating you don't like it (*Yuck*). Stress that if speakers make a sound like *mmm*, it indicates they like it. On the contrary, if speakers make a sound like *yuck*, it indicates that they don't like it. Now, play the audio as many times as necessary for students to fill in the blanks with the foods, and then decide if the speakers like or dislike the food. Finally, encourage them to listen to the idioms one at a time and do some individual and choral drills. Reward them with a sound *Great! Well done!*

PRACTICE

3. Match the expressions with their meanings.

Students have just done some choral and individual repetitions of the idioms that are supposed to lead to their mechanization and memorization. Now, encourage them to fill in the blanks by relating the facial gestures to the idiomatical expressions. Go around the classroom and provide help when necessary. Then, have them cross-check answers with their partners before socializing them as a whole class.

APPLICATION

4. Work with a partner and describe the food. Use the expressions above.

Do some picture exploitation. Ask: *Do you like these foods? Can you name the foods in these pictures?* (orange juice, vegetable soup, strawberry and chocolate crepes, and scrambled eggs with ham) *Which do you like most?* Encourage students to look for a partner and practice the idioms in informal interactions like this:

A: *I like chocolate crepes.*

B: *Me too. They are very delicious. They are finger-licking good!*

Or

A: *I don't like spinach soup.*

B: *Me neither. It's not my cup of tea.*

Go around the classroom to listen to their interactions and correct pronunciation when necessary.

Reflect on Values

Make students realize that we need to take care of our bodies by first, being conscious of the benefits different foods have for our health, and, second, eating a variety of fruit vegetables and meat.

Gap Activity

Get students to recall and say aloud some food containers and the connectors of sequence. Make them realize that both students (A and B) have the same recipe with different information about ingredients, amounts and the steps of the preparation. To get the information to complete the recipe, they need to ask questions using both the prompts on the left and the clues on the right. Encourage them to read the information and ask questions if there are any doubts.

Share Your Project

1. Discuss your experience.

Give your opinion about the project. Read the scale value and circle a number.

A food festival is an innovative teaching and learning resource that gives students the opportunity of learning while doing. Tell students that working in groups is a gain-gain situation because of the development of both the intrapersonal and interpersonal intelligences. Each member contributes based on their individual strengths and talents for the benefit of the whole group. Finally, remind them of another version of the famous Chinese proverb you mentioned in Project Stage 1 that reads: *Tell me and I will forget, show me and I may remember; involve me and I will understand.* Again, tell them it means that we learn better when we do things or when we are engaged in the learning situation. Continue by referring them to the scale value table for them to choose and value their opinion, being as honest as possible.

2. Read. Track 42

Prepare students for the reading by brainstorming and writing the ideas they have about organic food (*food people grow or cultivate without any artificial chemicals*) on the board. They may say something like: *It is natural. It is better than junk food. Organic food is more expensive than non-organic food.* Then, invite them to work in pairs to carefully read (or listen to) the text and pay special attention to the concept of organic food and to the details about people's actions during the festival. Then, confirm their predictions. Alternatively, get students to work in pairs and ask them to close their books. Tell them you will play the first part of the recording once for them to identify the topic. Then, play the audio for the second time and have them identify the name of the festival, where and when it takes place. Finally, play the second part of the recording for them to identify the people involved in the food festival.

3. Answer the questions.

As soon as students finish reading and listening to the text, ask them to answer the questions *a* and *b*. Encourage them to read their answers aloud for the class to confirm. Praise them for their good work with a sound expression.

4. Give your Presentation.

Make students notice there is a communicative learning purpose in the two sections entitled Give your Presentation and Useful Expressions. Highlight: they gradually guide them in the development of their presentation. Encourage them to quickly identify the following: *What's the expression to greet the audience?* (Good morning, good afternoon everybody); *What's the expression to present your dish?* (Our dish is...); *What's the expression to describe the ingredients of the dish?* (There are/is some...); *What's the expression to offer samples to the visitors?* (Please, try...); *What's the expression to present the benefits of the dish?* (This dish is healthy because...); *What's the expression to hand out the brochures?* (Here you are...). Next, ask students to imagine they are all visitors that really like the food. *What do you say?* (It's yummy! Mmm! It smells really good! It tastes great!) Now, guide students to come up with other ways of asking for the ingredients, apart from *What's in it?* Help them to come up with expressions such as: *What are the ingredients for your recipe?* *What do we need to make this dish?* *Are there organic or non-organic ingredients in it?* Next, allow some time for students to rehearse the presentation of their dishes within their groups before doing it for the whole class and the judges or people who evaluate their performance. Get them to help you with the seating arrangement for their presentations. Suggest that a circle facilitates students making eye contact with the audience and engaging everybody in the presentations. Finally, ask them to vote for the most delicious and healthiest dish.

Share Your Project

1. Discuss your experience.

Give your opinion about the project. Read the value scale and circle a number.

a. In general the project is interesting.	4	3	2	1
b. I like working with my group members.	4	3	2	1
c. I practice my English with this project.	4	3	2	1
d. Preparing and doing this project is easy.	4	3	2	1

*Answers
may vary.*

Value Scale	4.	I completely agree.
	3.	I agree.
	2.	I more or less agree.
	1.	I don't agree at all.



2. Read.

The Organic Food Festival is a popular event in Bristol, England, that takes place in September. This festival celebrates organic food or real food. In other words, there aren't any artificial ingredients or preservatives in this type of food. People from all over Europe enjoy the food festival because they can eat and buy fresh food.



During this festival:

- Food producers show their best food like tomatoes or carrots at hundreds of stands.
- Chefs describe how to make dishes with organic ingredients.
- People sample different dishes and get brochures where they learn the benefits of organic food.

For more information, check out the following website: <http://www.organicfoodfestival.co.uk/>

3. Answer the questions.

- What's organic food?
- What do people do during the Organic Food Festival?

Give your Presentation

Presenters

- Describe the ingredients of your dish.
- Explain how to make your dish.
- Give samples to the visitors.
- Hand out the brochures.

Visitors

- Try the dishes.
- Ask questions about the dish.
- Vote for the most delicious and healthiest dishes.

Useful Expressions

Presenters

- Good morning / afternoon, everybody.
- Our dish is....
- There are some (...) / there is some (...).
- First, cut the (...), then...
- Please try...
- This dish is healthy because...

Visitors

- This dish is finger-licking good.
- What's in it?
- It's yummy, it smells really good, it tastes great!



Game

The Food Pyramid Game

- Play with a partner. You need die and a counter.
- Throw the die and go to the square indicated.
- Follow the instructions. The winner is the person with the most points.



25. Finish
You have a healthy life!

22. You eat a lot of sugar. Go back 2 spaces. ←

23. Answer. **10 pts**
What is organic food?

24. Correct the mistake. **5 pts**
We need any fish.

21. Tell your partner about the benefits of vegetables. **3 pts**

20. Mention 3 products from the dairy group. **3 pts**

19. Correct the mistake. **5 pts**
Apples, carrots, bread and oranges are countable foods.

18. Answer. **10 pts**
What food is especially good for your brain?

13. You drink milk every day. Move ahead 4 spaces. →

14. Correct the mistake. **5 pts**
Do you have some oranges?

15. Tell your partner about the food that you dislike. **3 pts**

16. Answer. **10 pts**
What food is especially good for your immune system?

17. Answer. **10 pts**
In what food group can we find pasta?

12. Correct the mistake. **5 pts**
How much apples are there in the fridge?

11. Mention 3 foods in the meat group. **3 pts**

10. Mention 4 foods in the veggies group. **3 pts**

9. Answer. **10 pts**
What food is especially good for your digestive system?

8. You don't eat any vegetables. Go back 2 spaces. →

1. Start

2. Mention 4 foods in the fruit group. **3 pts**

3. Tell your partner about your favorite food. **3 pts**

4. Answer. **10 pts**
What are the food groups in the pyramid?

5. You eat too many candies! Go back two spaces. ←

6. Answer. **10 pts**
How much water do you drink per day?

7. Correct the mistake. **5 pts**
There aren't some pears.

▶ Game

The Food Pyramid Game

Play with a partner. You need a die and a counter. Throw the die and go to the square indicated. Follow the instructions. The winner is the person with the most points.

▶ Before playing the game (books closed)



This activity fosters the development of the visual-spatial, linguistic, naturalistic and mathematical intelligences. Inform students that people who have the naturalistic intelligence can not only recognize plants, animals, and the natural environment, but also like doing activities that involve natural things like food, animals, and plants. Likewise, inform them that people who have the mathematical intelligence are good with numbers, and in the game, adding up their points. Then, direct students' attention to the heading *The Food Pyramid Game*. Before playing, challenge them to name the six food groups learned in this unit. Then, see if they can come up with a couple of examples for each group. Next, ask them to recall two countable and two uncountable nouns (apples/oranges and sugar/milk). After that, encourage them to recall the benefits of fruits (vitamins and mineral that are good for the immune system); vegetables

(nutrients for healthy skin), meat/fish (protein that is good for the brain); and grains (energy for our body).

Finally, get them organized into two big teams. Tell them they will have some time to solve all the questions within their groups and with their books open before actually playing the game. Go around the classroom and provide some help and guidance when needed. Also, take the opportunity to check sentence structure and pronunciation. As soon as they finish, invite the members of the two teams to take turns to throw or roll the die and do what it says in each cell. The team with the most points is the winner. Encourage the class to give them a warm round of applause.

▶ EXTRA IDEAS L I

Alternatively, after getting students prepared with all the previous information about the intelligences that this game promotes, and having students recall the relevant information on healthy food, get students to play in pairs. This way, those students who are reserved or shy will have more chances of being comfortably engaged in an interactive activity that has a learning purpose in mind, but that also takes into account the diverse learning styles of students.



Quiz Time

Before the test

As before, start by emphasizing that the Quiz Time gives them the opportunity to recall and show what they have learned in this unit. Continue by highlighting that it gives them the chance to realize and overcome mistakes by identifying learning strategies or steps that give them tips about how to do the task. Finish by encouraging them to assume an optimistic and confident attitude towards the Quiz Time activities. Last but not least, invite them to answer the quiz individually and then cross-check their answers with a partner, before socializing them with the whole class.

1. Label the foods below. Use the Word Bank.



Call on a volunteer to read the instructions and the words in the Work Bank. Make sure they have understood the instructions and see if they have any questions to clarify. Invite them to start labeling the foods by carefully choosing the words from the Word Bank. Finally, invite them to work in pairs to compare their answers. Go around the classroom, listening to each pair of students, and help them when necessary.

2. Classify the foods in the previous exercise into countable and uncountable nouns.



Prior to having students do this exercise, elicit the concept of *countable* and *uncountable* nouns (Countable nouns are foods or things we can count; they have singular and plural forms, like two apples or five bananas. Uncountable nouns are foods or things that we cannot count; they don't have a plural form, like sugar or salt). Now, invite students to classify the food individually and then allow them some time to cross-check with their classmates.

3. Read the dialogs and circle the right option.



Before reading the dialogs, have students recall the use of *how much* for uncountable nouns and *how many* for countable ones. Likewise, get them to recall that we use *some* in affirmative sentences and *any* in negative and interrogative sentences. Encourage students to work individually first, and then, to cross-check answers with their classmates.

4. Listen and complete the ingredients.



Again, go over the *measurement words* and *containers* and remind them that we make uncountable nouns countable by using containers and measurement words. Say for example, *a tablespoon of salt* or *two pinches of salt*. Next, invite them to listen attentively to complete the list of ingredients individually, and then get them to cross-check answers with their classmates.

5. Listen and complete the recipe. Use the Word



To prepare students for the listening, refer them to the Word Bank and call on a volunteer to read the verbs aloud. Encourage some volunteers to mimic these verbs in front of the class. Now, to challenge students, invite them to complete the recipe individually, without listening to the recording. Next, have them cross-check their answers with their partners. As soon as they finish, play the audio as many times as necessary for them to confirm their predictions.

Finally, socialize the answers as a whole class.

Self-Evaluation



Ask students to individually reflect on the language learning objectives that appear in the table. Make them realize it is important to be very honest when answering this Self-Evaluation since it will help them identify strategies to overcome learning shortcomings. Congratulate them verbally for their effort and good work, to keep their motivation up.

Glossary

Have students read the Glossary. Tell them to pay attention to specific elements in each definition. For example, they need to pay attention to whether the word is a noun, a verb or an adjective. They also need to know if the words

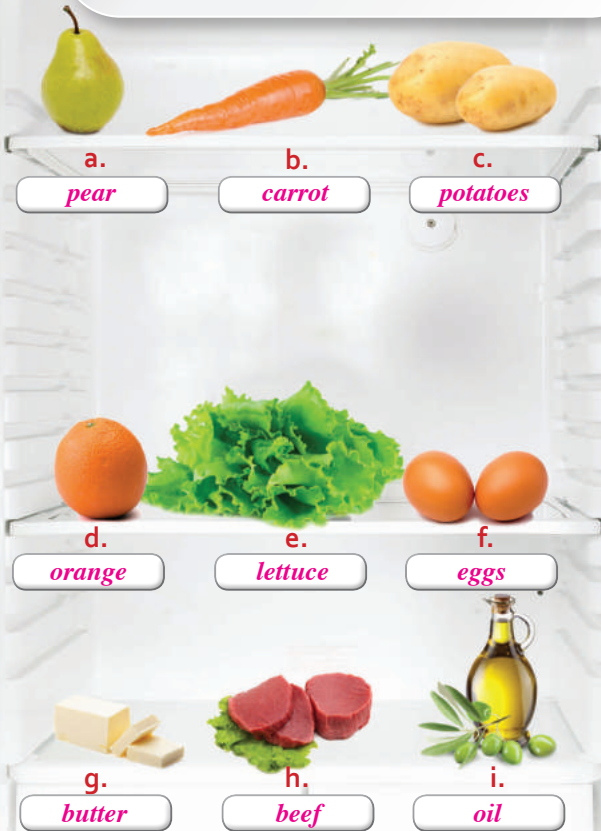
have synonyms or antonyms. Once you have clarified some possible doubts about the words, students can solve the Glossary Activities on page 96. Please bear in mind that this page corresponds to page 58 in the Teacher's guide.

Quiz Time

1. Label the foods below. Use the Word Bank.

Word Bank

- pear
- lettuce
- carrot
- potatoes
- butter
- eggs
- oil
- orange
- beef



2. Classify the foods in the previous exercise into countable and uncountable nouns.

Countable	Uncountable
orange	oil
egg	beef
carrot	butter
pear	lettuce
potatoes	

3. Read the dialogs and circle the right option.

- a. - *How much* / *How many* eggs do we need for the pancakes?
 - We need 6 eggs.
 - Do we have *any* / *some* eggs?
 - Yes, there are *some* / *any* in the plastic bag.
- b. - This cake is delicious. Does it have *some* / *any* carrots? It tastes like carrots.
 - Yes, it does. It also has *some* / *any* blackberries.
 - *How many* / *How much* flour do you need to make it?
 - Three cups.



4. Listen and complete the ingredients.

Banana and Nut Cereal

- 1 cup of water
- a cup of milk
- a small banana
- 2 tablespoons of oats
- a pinch of salt
- a serving of nuts
- a teaspoon of brown sugar



5. Listen and complete the recipe. Use the Word Bank.

Word Bank

- Put
- Add (x2)
- Stir
- Cool
- Cut

Instructions:

1. Put the water, milk, and oats in a receptacle on the stove. Cook for 5 minutes.
2. Cut the banana into small pieces.
3. Add the banana, the salt, and the cinnamon into the milk and oats mixture. Mix everything.
4. Stir frequently for 5 to 10 minutes.
5. Cool the mixture.
6. Finally, add the nuts and the brown sugar.

Self-Evaluation

Now I can...

- identify countable and uncountable nouns.
- ask and answer questions about food quantities.
- give instructions to make recipes.

Very Well	OK	A Little
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Glossary

A - F

amount: **n.** quantity.

add: **v.** to aggregate.

bake: **v.** to cook food in an oven.



beef: **n.** cow's meat.

blend: **v.** to mix liquids or soft substances in a blender.



bowl: **n.** a round receptacle used for food.

bread: **n.** common food made from flour and water. It's usually baked.

brochure: **n.** a small book that contains information and pictures about a product or service.

butter: **n.** a yellow, creamy substance made from fat, water, milk, and salt that is used for cooking.

carton: **n.** container. A box used for packaging food.

cool: **v.** to make something less hot.

cup: **n.** a small open container with a handle used for drinking.

cut: **v.** to separate into parts with a knife.

dairy: **adj.** food made from milk.

dish: **n.** food prepared in a particular way.

Feijoada is a typical dish in Brazil.

fresh: **adj.** food recently obtained. Not preserved.

fridge: **n.** short form for refrigerator.

glass: **n.** a container made of a crystallized material.

H - R

hungry: **adj.** experiencing a need for food.

juice: **n.** liquid obtained from fruits.

lettuce: **n.** a cultivated plant that has green leaves.

little (a little): **adv.** small in quantity. (ant. a lot)

lot (a lot): **adv.** a great number or quantity of something. (ant. a little)

many: **det.** a great number of something.

mix: **v.** to combine elements.

mixture: **n.** a combination of different elements.

This mixture contains salt, eggs, flour, and a cup of milk.

oil: **n.** a viscous liquid obtained from vegetables or animal fat used for cooking.

orange: **n.** fruit that has an acid taste.

organic: **adj.** natural food with no artificial ingredients.



piece: **n.** unit of measurement. A part that is separated from an object that is bigger.

pinch: **n.** the amount of food you can hold with your thumb and forefinger.

put: **v.** to move something to a particular place. (syn. place)

recipe: **n.** a series of instructions to prepare a dish.

rice: **n.** a cereal.

S - Z

sample: **n.** a small portion of a product. *They're giving free samples of a new strawberry yogurt.*

sample: **v.** to try food.

slice: **n.** a thin piece cut from a larger object. *I eat two slices of bread for breakfast.*



spinach: **n.** the leaves of a plant that people eat as a vegetable.

stir: **v.** to move your hand in circular movements to mix or combine elements.

tablespoon: **n.** a spoon used for serving food. Unit of measurement.



teaspoon: **n.** a small spoon used for serving food.

thirsty: **adj.** experiencing a desire to drink something.

veggies: **n.** short form for vegetables.

Colloquial Expressions

Hold on a second: wait a minute.

It's finger-licking good: It's delicious.

It makes one's mouth water: It looks or tastes really good.

It's not my cup of tea: It's not my favorite.

Yummy: delicious.



Unit 4

Glossary Activities

1. Complete the crossword with the names of the foods.

a. *a p p l e*

b. *e t t u b*

c. *b c h e e s e*

d. *r i c e e a d*

e. *e t t u b*

f. *b*

g. *f i s h*

h. *c a r r o t*

i. *o i l*

j. *r n g e*

2. Classify the foods from the previous exercise.

Group	Products	
Grains	<i>rice</i>	<i>bread</i>
Vegetables	<i>carrot</i>	<i>lettuce</i>
Fruit	<i>orange</i>	<i>apple</i>
Oil	<i>oil</i>	
Dairy	<i>cheese</i>	
Meat and Beans	<i>beef</i>	<i>fish</i>

3. Circle the most appropriate unit of measurement.

- I drink a cup / carton / pinch of coffee in the morning.
- Add two teaspoons / jars / glasses of sugar to the recipe.
- There's a carton / tablespoon / teaspoon of milk in the fridge.
- Add a jar / slice / pinch of salt to the mixture.

4. Label the actions to make a delicious drink. Use the Word Bank.

Word Bank

- Blend
- Put
- Cut
- Add



a. Cut the fruit into pieces.



b. Put the fruit in the blender.



c. Add some milk and ice.



d. Blend all the ingredients.

Test Training B

Before the test

Make students realize that to do well in the test they should continuously revise the things they have learned in English class by going through their notebooks and the Student's Book. They should also study with other classmates to solve any doubts they have. Emphasize the use of learning strategies since these help students learn more efficiently. Remark on the importance of being punctual on the day of the test since it will give them time to organize their materials (pencil, paper, eraser) and relax.

Moreover, let students know that before taking a test, they should study an hour a day for 2 weeks, rather than doing it the whole night before. Recommend that they organize study groups with other classmates to review and talk about relevant aspects of the English lessons. Encourage them to ask questions to clarify any doubts in and outside the classroom since it contributes to better understanding and retention of the language. Finally, advise them to keep up healthy living habits like eating healthy food, doing exercise, getting enough sleep.

During the test

▶ Listening Track 45

Listen to Jimmy talking about his family. Listen to the conversation twice. For questions 1-5, mark A, B or C in the answer box.

Have students read the instructions carefully. Draw their attention to the answer box and ask them to observe that there are 5 questions in the black column and that each one has three options (A, B, and C). They need to choose one by checking it. Invite them to study the example and ask

questions if they have any doubts. Make them notice that in this exercise they should consider both the visual images (people showing their skills and abilities) and the context (the sentence fragments), which give them clues or hints to recognize the answer more easily. Have them recall the language used in the talent show they organized in Unit 3 to demonstrate their abilities.

Tell them that while they listen they should pay particular attention to the attributes, special skills, talents and abilities of Jimmy's family members. Play the audio twice for students to complete the task individually.

▶ Speaking Candidate A

1. Tell candidate B about your recipe. Answer his/her questions.
2. Ask candidate B about his/her recipe. Use the questions on the right as a guide.

To prepare students for the task, have them recall the healthy food fair they organized to describe and sample healthy dishes. Elicit words related to food, ways of cooking, and units of measurement. Make students recall that to talk about recipes, they need to state the ingredients and their corresponding amounts, and then describe the procedure by using *connectors of sequence*. Make them notice that both candidates have a different recipe. Therefore, to find out about Candidate B's recipe, its ingredients and the procedure, they need to ask questions by following the prompts given in the Your questions box. Invite them to carefully read the ingredients and preparation box, and ask questions if they have any doubts. Finally, encourage student A to talk about his/her recipe and answer his/her partner's questions.

Test Training B

Listening

Listen to Jimmy talking about his family.
Listen to the conversation twice.
For questions 1-5, mark A, B or C in the answer box.

Example:

0. Kate can



A



B



C

0	A	B	C
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

Answer

1. Jimmy can



A



B



C

2. Mike can



A



B



C

3. Tanya can



A



B



C

4. Mom can



A



B



C

5. Dad can



A



B



C

Speaking

Candidate A

1. Tell candidate B about your recipe. Answer his/her questions.
2. Ask candidate B about his/her recipe. Use the questions on the right as a guide.

Your answers

Your questions

Ingredients	Preparation
<ul style="list-style-type: none"> • 2 cups of flour • 1 teaspoon of cinnamon • 2 cups of sugar • 1 cup of vegetable oil • 3 eggs • 1 serving of nuts • 2 carrots • 1 cup of coconut milk • 1/2 cup of butter • 1 glass of water 	<ol style="list-style-type: none"> 1. In a bowl mix the sugar and oil. 2. Add the eggs one by one and mix well. 3. Mix the flour into the mixture. 4. Cut the carrots. 5. Add the carrots and the nuts to the flour mixture. 6. Put the mixture in the oven. 7. Bake for 45 minutes. 8. Cool completely. 9. Cut the cake into squares.

What's the name of the recipe?

- Do we need any..?
- Is there any.../Are there any..?
- How much... do we need?
- What do we do first?
- What do we do next?

Reading

Match the sentences (6-10) with the corresponding notice.
For questions 6-10, mark the correct letter A-G.

0. There is a concert tonight.

6. You can play football here on Sunday.

7. Don't eat here.

8. Don't talk in this area.

9. Drink milk.

10. You can learn music here.

Answer

0	A	B	C	D	E	F	G
6	A	B	C	D	E	F	G
7	A	B	C	D	E	F	G
8	A	B	C	D	E	F	G
9	A	B	C	D	E	F	G
10	A	B	C	D	E	F	G

A
Silence!

B
Cheaper prices on fruits at Briton supermarket!

C
Today at 8:00 PM
The Rock Masters Bobby and Luck Prince in concert.

D
No food in this room.


E
New sports center opens on the weekend.

F
Get the calcium you need.

G
Do-Re-Mi School Lessons for all ages.

Writing

Read the information about the benefits of nuts.
Complete the fact file.



Answer

0	<i>healthy diet</i>
11	<i>almonds, peanuts, pistachios</i>
12	<i>protein, fiber, vitamin E and Omega 3</i>
13	<i>prevent heart problems and diabetes</i>
14	<i>about 20 nuts per day</i>
15	<i>cakes, sauces or butter</i>

Go Nuts!
People don't really know how nuts contribute to a healthy diet. They are rich in protein, fiber, vitamin E and Omega 3, which helps prevent heart problems and diabetes. Nutritionists recommend eating nuts in moderation: about 20 nuts per day.
Nuts include almonds, peanuts, and pistachios. You can use them to make cakes, sauces or butter.

Nuts Fact File

Contribution (0): _____ *healthy diet*

Examples (11): _____

Good source of (12): _____

Health benefits (13): _____

Servings per day (14): _____

Recipes with nuts (15): _____

Speaking Candidate B

1. Ask candidate A about the recipe he/she has. Use the questions on the left as a guide.
2. Tell candidate A about your recipe answering his/her questions.

Your questions

What's the name of the recipe?
 • Do we need any...?
 • Is there any.../Are there any...?
 • How much... do we need?
 • What do we do first?
 • What do we do next?

Your answers

Ingredients	Preparation
<ul style="list-style-type: none"> • 2 servings of cranberries • 1 tablespoon of lemon juice • 1 serving of nuts • 1 pinch of salt • 1/2 cup of butter • 1/2 cup of sugar • 2 eggs • 3 cups of flour 	<ul style="list-style-type: none"> 1. In a bowl mix the cranberries, lemon juice, nuts and a pinch of salt. 2. In another bowl mix the butter, sugar, eggs and flour. Mix the ingredients well. 3. Add the fruit and nuts combination to the butter mixture. 4. Shape 20 round cookies. 5. Cool the cookies in the refrigerator for 3 hours. 6. Put the round cookies in the oven. 7. Bake for 15 to 20 minutes until brown. Delicious!

▶ Reading

Match the sentences (6-10) with the corresponding notice. For questions 6-10, mark the correct letter A-G.

Call on a volunteer to read the instructions and ask the students to carefully study the example. Challenge students to come up with a definition of the word *notice*. Ask them where they can see or find these types of phrases (1-6). Encourage everybody to read the alternatives A-G and make them realize that they do not need to use all of them, as there are only 5 questions and 7 answers to choose from. Have them recall the use of imperatives to give instructions or warnings. Invite them to identify the reading strategy they can apply to match the sentences with the corresponding notices (scanning to connect the affirmative or negative form of the actions to the information given in the notices). To do this, recommend that students highlight the actions and associate them to the context clues. Center students' attention on the answer box. Ask them to observe that there are five questions in the black column (6-10) and that each one has 7 options (A, B, C, D, E, F, and G), one of which they should check. Now, make them realize that to better concentrate on the reading activity, they should do it silently, without making any sort of noise that may interfere with their classmates' reading. Finally, encourage students to start reading and answering the questions individually.

▶ Writing

Read the information about the benefits of nuts. Complete the fact file.

Have students carefully read the instructions. Refer them to the answer box and ask them to observe that there are 5

questions in the black column (11-15) and that each one has a space in which to write the answer. Have them consider the example. Make them aware of the purpose of the reading, which is to complete the Nuts Fact File by writing between 2 and 4 words in the space given. To facilitate the reading comprehension task, invite students to read the information included in the Nuts Fact File (nutritional information, health benefits, servings per day, and recipes with nuts) before reading the text. Remind students to pay attention to the details asked. Finally, get them to start completing their writing exercise individually.

▶ Speaking Candidate B

- 1. Ask candidate A about the recipe he/she has. Use the questions on the left as a guide.**
- 2. Tell candidate A about your recipe answering his/her questions.**

Again, prepare students for the task, by having them recall the healthy food fair they organized to describe and sample healthy dishes. Elicit words related to food, ways of cooking, and units of measurement. Make students recall that to talk about recipes, they need to state the ingredients and their corresponding amounts, and then describe the procedure by using *connectors of sequence*. Make them notice that both candidates have a different recipe. Therefore, to find out about Candidate A's recipe, its ingredients and the procedure, they need to ask questions by following the prompts given in the Your questions box. Invite them to carefully read the information in the *ingredients* and *preparation boxes* and ask questions if there are any doubts. Finally, encourage Candidate B to talk about his/her recipe and answer his/ her partner's questions.



5 They Were Successful!



Skills

CEF Standards

Indicators

Listening
Comprehension

Can understand detailed information in short and simple descriptions.

- Identifies true and false statements about a famous person's life and personality.
- Consciously applies a rule by listening attentively.

Reading
Comprehension

Can grasp detailed information in a short and descriptive text by reading carefully.

- Predicts the content of a text.
- Identifies correct time expressions.

Oral
Interaction

Can ask and answer questions about people's lives in the past.

- Describes people's lives and personalities.
- Asks for repetition by using *sorry* and *wh-questions* at the end of sentences.

Oral
Expression

Can make simple descriptions of people's lives, personalities and achievements on a timeline.

- Asks and answers simple questions about people's lives, values, and achievements.
- Describes famous people's lives in the past.

Written
Expression

Can organize events using time-related expressions.

- Writes simple sentences to describe famous a person's lives, values and achievements.
- Uses time-related expressions.



► General Objective

You will be able to talk about famous characters of the past.

► Communication Goals

You will learn how to

- describe people's personalities and values.
- talk about people's lives in the past.
- talk about important events in history.

► CLIL

- Famous Characters of The Past

Vocabulary

- Words related to personality and values
- Years and dates

Grammar

- Simple Past tense with the verb to be

► Idioms and Colloquial Expressions

- *Against all odds*
- *The sky is the limit*
- *A losing battle*
- *Look up to someone*

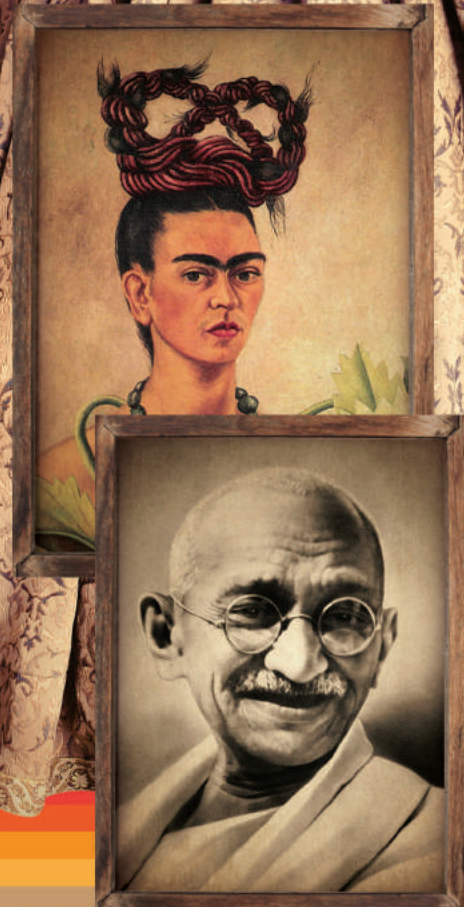
► Project

Party of Famous Characters

You will organize a party of famous characters of the past.

Discuss:

- Who were they?
- What were they famous for?





Lesson 1

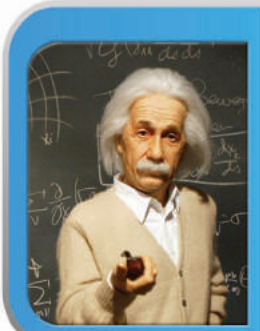
Famous Characters



1. Read the following encyclopedia entries. Write the sections they belong to. Use the Word Bank.

Word Bank

• science • politics • religion • arts



Einstein, Albert (1879-1955)
He was born in Germany. He was a **successful** physicist. He wasn't a philosopher, but he was respected and recognized for his ideas about physics and life. His most important work, the Theory of Relativity, was very popular and revolutionary.



a. science



Kahlo, Frida (1907-1954) and **Rivera, Diego** (1886-1957)
They were born in Mexico. They were **passionate** painters. They loved art and were interested in colors, figures and paintings all the time. They weren't politicians but important ideologists.



c. arts



Philopator, Cleopatra VII (69- 30 BC)
She was born in Egypt. She was the Queen of Egypt when she was only 17 years old. She was a courageous woman in a world governed by men. She was a **brave** woman. She wasn't afraid of anything.



b. politics



Mother Theresa (1910-1997)
She was born in the Republic of Macedonia. She was a **compassionate** nun. She was a humanitarian and generous with poor and sick people. She was also a **hardworking** leader. Most of the time she was at work with people.



d. religion



2. Check the best definition for the red words in the previous exercise.

a. **Hardworking** is someone who...

- helps people in need.
- works very hard.
- loves a particular activity.

b. **Successful** is someone who...

- works very hard.
- gets recognition for his/her labor.
- shows love for others.

c. **Brave** is someone who...

- loves a particular activity.
- helps people in need.
- has great courage.

d. **Passionate** is someone who...

- helps people in need.
- loves a particular activity.
- has great courage.

e. **Compassionate** is someone who...

- helps people in need.
- has great courage.
- gets recognition for his/her labor.

Vocabulary Strategy

Use context clues to get the meaning of words. Pay attention to the words that are before and after.



Lesson 1

Famous Characters

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to describe famous figures of the past.	<ul style="list-style-type: none"> Describes people's personalities and values. 	<p>Vocabulary Words related to personality and values</p> <p>Structures Simple Past tense with the verb <i>to be</i></p>	<ul style="list-style-type: none"> Using context clues to get the meaning of words

▶ WARM UP (books closed)

Invite students to explore the images on page 61 by asking the questions: *Who were they? What were their full names? Where were they from? How old were they? What were they like? What were they famous for? Were their clothes comfortable? Can you think about other famous historical figures from your country?* Accept all sorts of ideas and write them on the board. Do not forget to congratulate them for their contributions!

▶ PRESENTATION 1 Track 46

1. Read the following encyclopedia entries. Write the sections they belong to. Use the Word Bank.

Before having students read the texts, do some picture exploitation. Ask them: *Who were they/these people? What were their names? Where were they from? What were their occupations? What were they like? What were they famous for?* Then, call on a volunteer to read the instructions and the words in the Word Bank, which represent the sections or categories of an encyclopedia. Take the opportunity to check pronunciation. Afterwards, write those categories on the board and challenge them to come up with the corresponding person and his/her occupation (e.g. *arts*: Frida Kahlo and Diego Rivera were painters; *science*: Albert Einstein was a physicist; *politics*: Cleopatra VII was a queen; and *religion*: Mother Theresa was a nun.) Finally, invite students to do the task individually, and then, to compare with their classmates, before checking the exercise as a whole class. Then, have them confirm their predictions. Keep their motivation up by rewarding them with a sound *Excellent! Superb! Great!*

Alternatively, you can have students read and listen to the text at the same time, so they can check pronunciation of key words.

▶ PRESENTATION 2

2. Check the best definition for the red words in the previous exercise.

As the purpose of the reading is to deduce the meaning of words, direct students' attention to the Vocabulary Strategy and make them realize that they can deduce the meaning of words by using the words that appear before and after the unknown or new words. Make them recall the notions of *before* and *after* by drawing a time line on the board. Write the days of the week and tell them that *Friday goes before Saturday*, and that *Sunday goes after Saturday*. Alternatively, write three different numbers (100, 200, and 300) and say that the *100 goes before 200* and *300 goes after 200*. Have them do a quick search by asking: *Where is the word: **compassionate** / **passionate** / **brave** / **successful** / **hardworking**?* Model the activity by reading the first example. Invite them to go back to the fourth entry, find the word **hardworking** and read the words before and after it (before: she was generous with poor and sick people; after: most of the time she was at work with people). Now, challenge them to choose between the three possibilities given. Invite them to work individually first, and go back to the texts and circle the meaning of the words in red. Next, have them compare answers with their partners and finish by socializing the answers as a class. Reward them with a sound *Perfect!* to keep their learning motivation up.

PRACTICE

3. Complete the following sentences with expressions from the previous exercise.

Invite students to take a look at the pictures on the right. Ask: *Who were these people? What were their names? Where were they from? What were their occupations? What were they like? What were their contributions to society?* Have them label the historical figures under the words: *religion, science, politics and arts*. Refer students to the Reflect on Grammar Box, and ask them to read aloud the affirmative sentences, and then the negative sentences. Make them realize the use of Simple Past tense with the verb *to be* to talk about origin/place of birth, age, identity, location and personality in the past. Go over the affirmative and negative forms of the verb *to be* and the corresponding contracted negative forms *wasn't/weren't*. Do some choral and individual repetition. As soon as they have done that, encourage them to give a personal example of a famous person they know from history. Model the task by saying aloud and writing on the board: *Gabriela Mistral was a poet. She was a passionate educator. She was born in Chile*. Praise them for their examples.

4. Listen and check T (true) or F (false).

    Track 47 - 48

Center students' attention on the Pronunciation box and have them read the years given. Stress the importance of reading years well by dividing them into two segments (without using a comma), as shown by the blue line in the examples. Emphasize the pronunciation of numbers like 1400, 1500, 1700 ...1900 by having them do some choral and individual drills. Similarly, let them know they can read the year 2012 as *two thousand and twelve* or *twenty-twelve*. Challenge them to read the years between 2013 and 1219 in the two possible ways. Play the audio once for them to work individually, and then ask them cross-check answers with their classmates. Play the recording for a second time for them to confirm.

Next, call on a volunteer to read the instructions and the statement about Joan of Arc. Play the audio as many times as necessary for them to first do the task individually, and then have them compare their answers with their classmates, before socializing them as a class.

As a follow-up activity, get students to work in groups of 6. Ask them to write a series of six numbers in their notebooks (e.g. 1414, 1497, 1478, 1869, 1930, and the like). Allow enough time for them to practice both the spelling and the pronunciation of their numbers. Then, to promote interaction have a contest. Encourage each group to choose a representative and have them go up to the board to write and say a number from their series. Tell them that the first representative who does it gains a point.

5. Complete the following text with *was / wasn't / were / weren't*. Then, listen and check.

   Track 49

Do a brainstorm by asking: *Who was the man in the picture? Who was Socrates? Where was he born? Where was he from? Was he a politician / an artist / a philosopher?*

Get students to work in pairs and encourage them to complete the text without listening to the audio while you go around the classroom providing some help if necessary.

Then, play the audio as many times as necessary for them to confirm their answers before socializing them as a class.

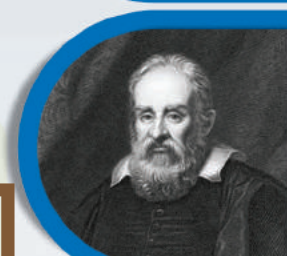
Finally, stress the contracted negative forms, *wasn't* and *weren't*, and have them do some individual and choral repetitions / drills.

Project Stage 1

To get an idea of what the project is about, read through the Share Your Project section (page 69). Do your best in assisting the students as a teacher and making them realize that a *Party of Famous People of the Past* implies assuming and acting the role of their characters. Suggest that they choose individuals they admire from the past and that belong to different fields of knowledge (e.g. *arts: painters, sculptors, actors, musicians, poets; science: explorers, inventors; politics: emperors, queens, kings, leaders, ideologists, and religion: priests, nuns, gods, goddesses.*) Let them know that this learning activity helps them learn more effectively as they interact in a real and meaningful communicative context. Encourage them to research their historical figure's origin, age, personality and the significant years of their lives. Then, remind them to follow examples given in the book to describe their characters.

3. Complete the following sentences with expressions from the previous exercise.

- a. Pablo Picasso was a Spanish painter. He was really successful because he and his work were admired and respected.
- b. Galileo Galilei was interested in the planets and the stars. He was a passionate astronomer. Every night he was at his observatory.
- c. Martin Luther King was a black American politician. In his time it was difficult for black people to express their ideas, but he was brave. He wasn't afraid of prejudices.
- d. Princess Diana was very generous to poor children and sick people. She was the most compassionate member of the English royal family.



Reflect on Grammar					
Simple Past Tense with the Verb To Be					
Affirmative			Negative		
I	was	3 years old.	I	was not	in France.
He			He		
She	was	Spanish.	She	was not	afraid.
It			It	wasn't	
You			You		
We	were	leaders.	We	were not	politicians.
They			They	weren't	
* Use was / were born to refer to place and date of birth. I /He/She/It was born in England. We /You /They were born in Mexico.			* Contracted forms was not = wasn't were not = weren't		

Pronunciation

The pronunciation of years is divided into two segments.

19|86 17|99 18|00 14|92

Listen and circle the year you hear.

- a. • 1888 • 1988 • 1889
- b. • 1500 • 1502 • 1510
- c. • 1983 • 1963 • 1993



4. Listen and check T (true) or F (false).

Name: Joan of Arc
Date of birth: 1414
Origin: France
Occupation: Soldier
Personality: Brave and passionate
Death: 1461

T	F
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

5. Complete the following text with *was/wasn't/were/weren't*. Then, listen and check.

Socrates (470-399 B.C.) He was one of the greatest philosophers in history. He was more intelligent than other children, but his education wasn't (a) different from any other Athenian. His main subjects at school were (b) arithmetic, geometry, astronomy and Greek poetry. His favorite activities were (c) speaking in public and asking questions, but his questions weren't (d) always easy. Sometimes they were (e) confusing. For this reason, some people considered that his ideas weren't (f) appropriate for young people.

Project Stage 1

- Choose a character you admire of the past. E.g. I admire Mother Theresa.
- Do research on your character's life.
- Write sentences describing your character's place and date of birth, occupation and personality characteristics. E.g. Mother Theresa was a nun.



Lesson 2

World History



1. Listen and read. Then, complete the chart.

Guide: We're now in the Explorers section. These people were discoverers or founders of cities in South America. This is Hernan Cortes.

Suzy: Excuse me, Sir. **Was he** the conqueror of Mexico?

Guide: Yes, he was. He was born in Medellin, Spain, in 1485. He was very young, but he was very successful in his explorations in Mexico, Cuba and Haiti.

Suzy: **How old was he** when he started his explorations?

Guide: He was only 19 years old. He was very smart and hardworking.

Peter: Excuse me, Sir. **Who was** Francisco Pizarro?

Guide: He was the founder of an important city in South America. **What was** this city? Do you know?

Suzy: He was the founder of Lima, the capital of Peru. Peru was the land of the Incas.

Guide: Very good Suzy. He was born in Trujillo, Spain, in 1478.

Peter: **Who were** the Incas? **Were they** indigenous people?

Guide: Yes, they were. The Incas were the first inhabitants of Peru. Their empire was one of the biggest in Latin American history. Let's see another explorer. He was the first person who navigated the Pacific Ocean.

Suzy: I know! Ferdinand Magellan, another Spanish explorer.

Guide: Actually, no. He wasn't Spanish. **Where was he** born? Do you know?

Peter: He was born in Portugal.

Guide: Exactly! He was the first person to navigate all around the globe.



Hernan Cortes

Name	Origin	Achievement
Hernan Cortes	<i>He was born in Medellin, Spain.</i>	<i>He was the conqueror of Mexico.</i>
Francisco Pizarro	<i>He was born in Trujillo, Spain.</i>	<i>He was the founder of Lima, the capital of Peru.</i>
Ferdinand Magellan	<i>He was born in Portugal.</i>	<i>He was the first person to navigate all around the globe.</i>

Key Expressions

Smart: intelligent

Actually, no: not really

Reflect on Grammar

Questions in the Simple Past tense

Yes/No questions		Answers
Was + I/he/she/it + complement	Was he a Spanish explorer?	Yes, he was . No, he wasn't .
Were + we/you/they + complement	Were they indigenous people?	Yes, they were . No, they weren't .
Wh – questions		Answers
Wh-word + to be + subject + complement	Who was Francisco Pizarro?	He was an explorer.
	Who were the Incas?	They were the first inhabitants of Peru.
	Where was he born?	He was born in Portugal.
	How old was he?	He was 19 years old.
	What was this city?	It was Lima.



Lesson 2

World History

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to talk about people's lives in the past.	<ul style="list-style-type: none"> Talks about important events in history. 	<p>Vocabulary Words related to personality and values</p> <p>Expressions Actually, no / Smart</p> <p>Structures Questions in the Simple Past tense Yes / No and Wh- questions</p>	<ul style="list-style-type: none"> Using <i>sorry</i> and <i>wh-questions</i> at the end of sentences to ask for repetition

▶ WARM UP (books closed)

Write the heading *World History* on the board and elicit as many historical figures as possible by inviting students to come up to the board to write information related to the history of their countries, Latin America or the World. Suggest that they can include scientists, politicians, religious leaders, and artists. Accept all their contributions, write them down them on the board and invite the students to relate them to the following learning activities in the lesson. Praise them for their ideas.

▶ PRESENTATION 1 Track 50

1. Listen and read. Then, complete the chart.

To foster the development of the linguistic and visual spatial intelligences, bring in two pieces of paper with the following information written: *Mexico, Spain, Haiti, Peru, Portugal, Cuba, Francisco Pizarro, Hernan Cortes, Ferdinand Magellan, the Incas, Aztecs, Trujillo, Medellin, and Lima*. Divide the board into four columns and label them as: *explorers, indigenous people, South American countries, South American cities, Spanish cities and European countries*. Invite students to classify the information under the previous headings. Praise the students for their excellent work.

Prior to having students listen to the audio, do some picture exploitation by asking: *Who is the man in the picture? What was his name? What was he like? Where was he from? Why was he famous? Why was he unique?* and so forth. Elicit as much information as you can and write it down on the board.

Then, direct students' attention to the Key Expressions box and challenge them to quickly look for the same expressions in the dialog (11th line and 31st line).

Remind them to pay special attention to people's names, origin and achievements. Remind them that *achievements* refer to things that are good but difficult to do, and that we can associate *achievements* with important objectives/purposes/targets in both people's personal and professional life. Play the audio once or twice as needed. Finally check their answers as a class and congratulate them for their good work.

▶ PRESENTATION 2

Ask students to turn to the Reflect on Grammar box and have them read and compare the *yes/no* and the *wh-questions* in the Simple Past tense using the verb *to be*, along with their corresponding answer. Make them gradually realize the word order for both types of questions by asking them to identify the *verb form*, the *subject* and the *complement* in the examples given. Model by saying and writing a couple of examples that are relevant to students' recently acquired knowledge (e.g. *Was Hernan Cortes an explorer? Who was Francisco Pizarro? Were the Aztecs indigenous people?*). Continue by having them do some individual and choral repetition of both *yes/no* and *wh-questions* and check both pronunciation and intonation if necessary.

 **PRACTICE**   

2. Unscramble the questions and write the answers based on the text.

Elicit as much information as possible about Christopher Columbus by asking: *Who is the man in the photograph? Was he a philosopher / an explorer? How old was he? What was he like? What was he famous for?* and the like. Now, call on some volunteers to read the instructions and the sentences in the text. Get them work in pairs to unscramble the questions and complete the chart while you go around the classroom and provide help if needed. Finish by asking them to cross-check answers with another pair of students before socializing them as a class. Do not forget to reward them for their learning effort.

3. Complete the questions and guess the answers.

Then, compare with a partner.   

Before asking students to do the exercise, see if they can come up with the name of the famous historical figures in the pictures. Then, call on a volunteer to read the instructions and get students to work in pairs to complete only the questions. Once they are finished, take the opportunity to reinforce the word order of *wh-questions*. Again, ask them to identify the *verb form*, the *subject* and the *complement*. After that, invite them to continue working in pairs to guess the answers while you go around the classroom to provide guidance if required. Finally, have students socialize their guesses by following the conversation model that appears below the instructions. Focus their attention on the Speaking Strategy and let them read the example about the use of *sorry* and *wh-questions* at the end of sentences to ask for repetition. Praise the first pair of students that come up with the answers with reward the with a *Great! Lovely!*

 **PRACTICE**    **Track 51**

4. Listen and confirm the questionnaire answers.

Ask students to continue working in pairs and tell them they need to concentrate on the information related to origin, identity, location and years as they listen to the audio. Play the recording once for them to confirm or choose the correct option. Play the audio for the second time if necessary. Keep their motivation up with a warm round of applause.

As a follow-up activity, encourage students to get into groups of four. Challenge them to find out more information about the characters in the pictures by asking other *wh-questions* about identity, origin, location, and dates (e.g. *Who was Simon Bolívar? He was the liberator of South America in the 19th century*).

Project Stage 2   

Remind students they will start working on discovering their peers' famous characters by preparing a questionnaire individually. Advise them to follow the sample questions they have just answered in pairs, and bear in mind details such as origin, age, identity, location, important years and dates, and personality (e.g. *Were you born in Greece? What was your occupation? Were you a passionate person? Where were you born?*). Recommend that they do peer correction and check grammar structure and spelling in all the questions they include in the questionnaire.

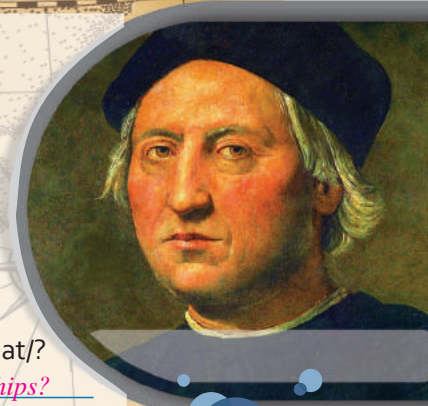
As soon as the students finish this part, have them work in pairs to discover their classmate's famous person by asking complete questions. Go around the classroom to see if they have any difficulties to ask and answers questions and to provide help.

Likewise, remind them to find clothes to dress up as the person they are interested in. Stress the importance of being creative and resourceful when looking for the materials to make the clothes that their famous people wore. Advise them to reuse materials like paper, cardboard, plastic, metal, cloth, and the sort. They can find these materials at home so that they do not incur any additional expenses.

Finally, remind students there is project socialization in the Share Your Project section at the end of the unit.

2. Unscramble the questions and write the answers based on the text.

Christopher Columbus discovered America in 1492. He was born in 1451 in Genoa, Italy. He was a navigator and explorer. He lived most of his life in Spain. On one of his expeditions, he wanted to go to the East Indies. He traveled in the ships called the Pinta, Niña and Santa Maria. When he arrived, he believed that he was in India, but he was actually on the American continent. He was in San Salvador, a Caribbean island in the Bahamas.



- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>a. Christopher Columbus / was/who/?
Q: <u>Who was Christopher Columbus</u>
A: <u>He was a navigator and explorer.</u></p> <p>b. he/ was/ Spanish/?
Q: <u>Was he Spanish?</u>
A: <u>No, he wasn't.</u></p> <p>c. born /he/ was /where/?
Q: <u>Where was he born?</u>
A: <u>He was born in Genoa, Italy.</u></p> | <p>d. were/ the names of the ships/ what/?
Q: <u>What were the names of the ships?</u>
A: <u>They were The Pinta, Niña and Santa Maria.</u></p> <p>e. was/ the discovery of America/ when/?
Q: <u>When was the discovery of America?</u>
A: <u>It was in 1492.</u></p> <p>f. was/in India in 1492/ he/?
Q: <u>Was he in India in 1492?</u>
A: <u>No, he wasn't.</u></p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Speaking Strategy

Use **sorry** and **wh- questions** at the end of sentences to ask for repetition.

3. Complete the questions and guess the answers. Then, compare with a partner.

Suzu: Christopher Columbus was born in 1451.

Peter: Sorry? He was born **where?**

Questionnaire

- a. Where was the indigenous leader Tupac Amaru born?
- In Mexico
 - In Peru**
 - In Ecuador



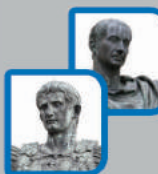
- d. What was the navigator Marco's last name?
- da Gama
 - San Martin
 - Polo**



- b. When was Simon Bolivar born?
- In 1713
 - In 1730
 - In 1783**



- e. Who were Julius Caesar and Caesar Augustus?
- Emperors**
 - Navigators
 - Explorers



- c. Who was the last Aztec governor?
- Tizoc
 - Moctezuma
 - Cuauhtemoc**



- f. Who was the leader of the independence of Chile?
- Simon Bolivar
 - Jose de San Martin**
 - Francisco Pizarro



4. Listen and confirm the questionnaire answers.

Project Stage 2

- Prepare a questionnaire to discover your partner's characters.
- Find clothes to dress up as the character you are interested in.

E.g. *Were you born in Greece?*

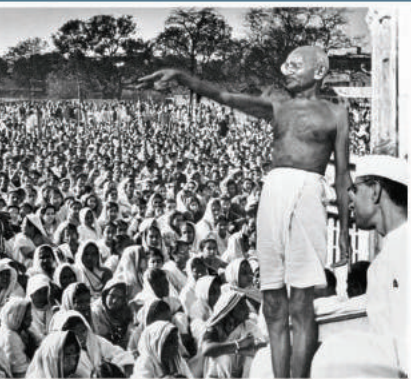


Lesson 3

Inspirational Lives



1. Look at the pictures and make predictions about Gandhi's life.



Name: Gandhi, Mohandas

Origin: He was born in 1869, in Porbandar, India.

Occupation: He was a _____

Personality: He was _____

Answers

Achievement: _____

may vary.

Reading Strategy

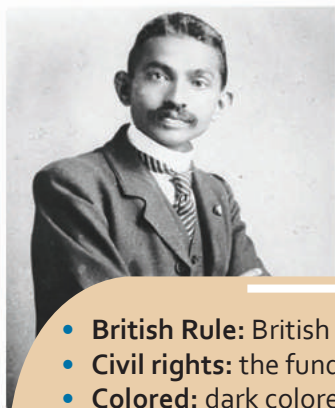
Use your background knowledge to predict the content of the text.



2. Read and confirm your predictions.

Mohandas Gandhi was born in 1869 in Porbandar, India. He was an important political leader. India's independence was possible thanks to his courage. **At that time**, Indian people were under British rule and were victims of racial discrimination.

In 1888, Gandhi was a law student in London, England. He was only 19 years old. At the beginning, his life in London wasn't easy. He was a victim of racial discrimination because he was colored. But this situation wasn't an obstacle for him. He



was brave and hardworking, so he finished his law studies.

Two years later, he was a lawyer in his homeland, India. His objective was to find a job and help his people, but he wasn't successful. For this reason, **in 1893**, he accepted a job as a legal adviser in South Africa. In this country, the Indian community was a victim of racism and was denied civil rights only because it was colored. This situation wasn't acceptable and some years later Gandhi became a political leader. He was passionate about getting justice for his brothers.

After 22 years in South Africa, he was back in India. **During 1915**, Gandhi visited different places of the country with the purpose of

getting familiar with people's living conditions and the injustice they experienced. **In the many years to come**, he was involved in political campaigns to protect the rights of everybody.

His most important achievement was **in 1930** when he became the leader of the "Civil Disobedience Campaign" to protest against the British government. This campaign wasn't violent at all. Indians were simply not cooperative with the British laws. Thanks to this campaign India was set free **in 1947**. This was a great victory under Gandhi's non-violence principles. Unfortunately, Gandhi died **a year later** when he was 78 years old. He was assassinated by a Hindu fanatic.

- **British Rule:** British government
- **Civil rights:** the fundamental liberty and privileges of an individual
- **Colored:** dark colored skin
- **Legal adviser:** a guide or lawyer that helps people in trouble

Key Expressions

Homeland: the country where you were born

Be involved: to participate



Lesson 3

Inspirational Lives

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to identify detailed information by reading carefully to improve reading comprehension.	<ul style="list-style-type: none"> Predicts the content of a text. Scans to identify details. Identifies time expressions. 	<p>Vocabulary Words related to personality, values and important events in history</p> <p>Time related expressions</p>	<ul style="list-style-type: none"> Using background knowledge to predict the content of the text Using a timeline to organize the sequence of events Using time-related expressions to organize events

▶ WARM UP (books closed)

Direct students' attention to the heading *Inspirational Lives* and elicit as much information as possible by having them analyze each word of the heading or, instead, have them make an attempt to define or provide a synonym for it: *What is inspirational?* Then, ask: *What is an inspirational life? What makes a person's life inspirational?* Tell them that something that has good and positive results is a *success* and that the opposite is a *failure*. Exemplify by saying that *Albert Einstein's theory of relativity was a success*. Likewise, tell them that to describe a *success* we use the adjective *successful* as in the example: *Mother Theresa was a successful nun*. Now, ask: *Are success and failure elements of an inspirational life?* Make sure you present in advance the meaning of *success* and *failure*. *Are successful people inspirational? Are unsuccessful people inspirational? Was Mother Teresa's / Christopher Columbus's / Frida Kahlo's / Marco Polo's / Princess Diana's / Simon Bolivar's life inspirational?* Congratulate them for their effort and good work!

▶ PRESENTATION 1

Pre-Reading

1. Look at the pictures and make predictions about Gandhi's life.

Prior to having students do the activity. Focus their attention on the Reading Strategy and inform them that they know about people with inspirational lives around the world/globe. Tell them that background knowledge helps them predict the content of a text. Invite them to look at the photographs and ask: *Who was this man? What was his full name? Where was he born? What was his occupation / profession? Was he a religious leader / politician / ideologist? What was he like? Was he hardworking / passionate / compassionate / brave? What was he famous for? What was his main achievement?* Write their predictions on the board. Call on a volunteer to read the instructions and invite them to work with their partner to fill in the blanks.

▶ PRESENTATION 2

While-Reading

2. Read and confirm your predictions.

Draw students' attention to the Key Expressions box and make them aware of the definition of *homeland* and *be involved*. Model these expressions with examples relevant to the students' context. Tell them they will take part in a speedy scanning contest (reading quickly to find specific information). The first person who finds the word expressions in the text (*homeland*, the second line of the second paragraph, and *be involved in*, eighth line of the third paragraph) will get a prize such as a happy face drawn on his notebook or a round of applause from the whole class. Before having students read and listen, have some volunteers read the instructions and the expressions in the brown box below (*British rule, civil rights, colored and legal adviser*). For a better understanding of these expressions, challenge them to come up with an example (They may say: *British government; the right to have a name and an identity; a black or dark-skinned person; and a lawyer*). Finally, confirm their predictions from exercise 1 (including the ones you wrote on the board). Encourage them to check (✓) the correct ones and praise them for their good guessing!

PRACTICE

Post-Reading

3. Go back to the text and complete the timeline.

Attract students' attention to the Reading Strategy and remind them that timelines are used to organize a sequence of events. Also, let them know that specific or detailed information such as names, origin, identity, age, location, personality traits, physical appearance, and important dates form part of the events in a person's life.

Get students into pairs. Ask some volunteers to read the instructions and go over the years and check their pronunciation. As the idea is to facilitate reading comprehension, suggest that they highlight the details they are supposed to get, in order to complete the events the sequence. Go around the class and provide help if necessary. Allow plenty of time for students to complete the task. Then, invite them to cross-check answers with other pairs before taking turns to socialize their findings with the whole class. Do not forget to congratulate them to keep their motivation up.

PRESENTATION 3

4. Based on the text match the expressions with the years they refer to.

Address students' attention to the time expressions *a* to *e* and have them do some choral and individual drills. Tell them they will participate in a game called *Look and You Shall Find*. Ask them to use ordinal numbers to tell you the paragraph where the time expression appears. Have them look for and find the expressions: *After 22 years* (4th paragraph); *A year later* (5th paragraph); *Two years later* (3rd paragraph); *In the many years to come* (4th paragraph); and *At that time* (1st paragraph). Praise them for their good searching skills. Get them work in pairs and allow enough time for the completion of the task while you go around the classroom to provide guidance where required. Finally, encourage them to cross-check their arrangement with their classmates before socializing answers as a whole class.

APPLICATION

Pre-Writing

5. Circle the correct time expression.

Start by doing some picture exploitation by asking: *Who is this lady? What was her full name? Where was she born? Where was she from? What was she like? What was she famous for? What was her contribution?* and the like. Then, call on some volunteers to read the instructions and take turns to read the whole passage. Next, encourage students to work in pairs to solve the exercise. Tell students to pay special attention to the information that appears before and after the time expressions. Finally, have them cross-check answers before socializing them as a whole class. Don't forget to praise them for their great work.

PRACTICE

While-Writing

6. Write about a historical character.

Focus students' attention on the Writing Strategy and let them know they can organize the events in a person's life using time-related expressions like the ones learned in the previous exercises. Suggest that they follow the prompts given to write about their chosen person. Invite them to work individually and allow plenty of time for the completion of the writing task while you go around the classroom to provide guidance. Encourage students to work in pairs to read each other their historical figure's biography.

Project Stage 3

Refer students to Project Stage 3. Remind them they will act out their chosen person at the *Party of Famous Characters of the Past*, in the section *Share Your Project* at the end of the unit. To guide them on how to draw a timeline with the most important events from their chosen person's life, invite them to follow the example given on page 67. Next, stress that they can write the paragraph with the information from Project Stage 2 and prepare their oral presentation by rehearsing twice or three times with a partner. After that, encourage them to dress up as their corresponding characters and use the questionnaire in the party. Finally, wish them the very best for the organization and development of their *Party of Famous Characters of the Past*.

3. Go back to the text and complete the timeline.

- 1869: *Mohandas Gandhi was born in India.*
- 1888: *He was a law student in London, England.*
- 1890: *He was a lawyer in India.*
- 1893: *He was a legal adviser in South Africa.*
- 1915: *He was back in India.*
- 1930: *He became the leader of the Disobedience Campaign.*
- 1947: *India was set free.*
- 1948: *Gandhi died / was assassinated.*

Reading Strategy

Use a timeline to organize the sequence of events.

4. Based on the text match the expressions with the years they refer to.

- | | | |
|---------------------------------|----------|-------------|
| a. At that time... | <u>b</u> | 1890 |
| b. Two years later... | <u>e</u> | 1948 |
| c. After (22) years... | <u>d</u> | 1915 and on |
| d. In the many years to come... | <u>a</u> | 1869 |
| e. A year later... | <u>c</u> | 1915 |

5. Circle the correct time expression.



Eva Peron

Eva Peron was born in Los Toldos, Argentina, in 1919. She became one of the most influential people in her country.

In 1935, at the age of 15, she was in Buenos Aires. At that time / ten years later, her first job was in a theater company. She was the youngest actress in the group.

In the many years to come / a year later, at the age of 22, Eva Peron was a successful actress in movies and on radio shows.

In 1945 / at that time, she was 24 and married to Juan Peron, a famous politician.

At that time / 1 year later, in 1946, he was the president of Argentina and she was the first lady. In the many years to come / a year later she was involved in political and social work. She created a foundation to help poor people, schools and hospitals. Unfortunately, she died of cancer in 1952.

6. Write about a historical character.

Writing Strategy

Use time - related expressions to organize events.

_____ was born in _____
(name) (date of birth)

in _____ . In _____
(place) (education/occupation)

In _____
Answers may vary.

_____ (main activities - achievements)

Project Stage 3

- Make a timeline with the most important events in your character's life.
- Make a short paragraph with the information in project stage 2 and prepare your oral presentation.
- Dress up as your character and use the questionnaire in the party.



Lesson 4

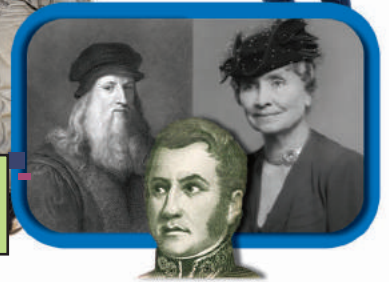
Success Against All Odds!



1. Listen and complete with the expressions in the box.

- the sky was the limit
- against all odds
- a losing battle

- a. I look up to Jose de San Martin. He was the leader of the Independence of Chile. His campaign across the Andean Mountains was really difficult. Soldiers were hungry, cold, and the weather conditions were hard, but the Chilean army was victorious against all odds.
- b. I admire Helen Keller. Apparently, communicating was a losing battle because seeing and listening were impossible for her. She was blind and deaf. But in the end, she was a successful writer and leader.
- c. I look up to Leonardo da Vinci. He was a real genius. He was an architect, a painter, an engineer and a poet. For him, the sky was the limit! He was very creative and his works were advanced for his time.



Key Expressions

Look up to: admire

2. Match the expressions with their meaning.

- a. Against all odds c 1. An effort is destined to fail. You can't do anything to win.
- b. The sky is the limit a 2. To be successful despite the difficulties.
- c. A losing battle b 3. You can do whatever you want.



3. Complete the text using two of the expressions above. Then, listen and check.



Thomas Alva Edison was a famous American inventor. He was the creator of the light bulb, the phonograph and the kinetoscope (the first video camera). The sky was the limit (a) for him. At the beginning, the creation of the light bulb was difficult. People say that about 1000 experiments were necessary to make it work. It was apparently a losing battle (b). But in the end Edison was very persistent. Finally, his invention was successful.

Reflect on Values

	Always	Sometimes	Never
■ I'm interested in world history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I'm familiar with characters of my country's history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I try to imitate the good values of the people I admire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gap Activity

Student A goes to page 90.
Student B goes to page 92.



Lesson 4

Success Against All Odds!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to use idioms and colloquial expressions in informal conversations.	<ul style="list-style-type: none"> Uses informal language to describe famous people's achievements. 	Vocabulary <i>The sky was the limit</i> <i>Against all odds</i> <i>A losing battle</i>	<ul style="list-style-type: none"> Using the context to deduce the meaning of idiomatic expressions

▶ WARM UP (books closed)

Invite students to think of possible people from the past they really admire. Model by saying: *I admire Evita Peron. She did a lot to help the working-class.* Get students into groups of six and have them make a list of possible people from the past they admire. Ask them to write a couple of sentences describing their occupations and personalities. As soon as they finish, invite them to play the *Famous People Guessing Game* by asking: *Was s/he a physicist / a leader / a politician / a nun / a queen / an emperor / an artist? Was s/he successful / brave / passionate / compassionate / hardworking?*

▶ PRESENTATION 1

1. Listen and complete with the expressions in the box.

Divide the board into two columns. Write: *look up to, hard, communicate, blind and deaf* in column A. Write: *difficult, unable to see, admire, and unable to hear,* in column B. Challenge students to match the words and expressions in column A to their corresponding meaning in column B. Then, do some picture exploration by asking *wh- questions* they are familiar with and writing their predictions down on the board. Have them read the instructions, the three colloquial expressions and ask them to do some choral and individual repetitions. Invite them to work in pairs to complete the text without actually listening to the audio. Have them cross-check answers with another pair of students. Play the audio once for them to confirm or write the correct colloquial expression.

▶ PRESENTATION 2

2. Match the expressions with their meaning.

Tell them that we can deduce the meaning of colloquial expressions by using both the context given and the words that form the expression itself. Encourage them to think of equivalent expressions or sayings we have in our mother tongue for *A losing battle* (They may say *una batalla perdida*).

Do the same with the other two expressions. Invite them to do the matching exercise individually, and then to cross-check answers with their partners before socializing them as a class.

▶ APPLICATION

3. Complete the text using two of the expressions above. Then, listen and check.

Do some picture exploitation by asking questions to find out about the name, the identity, the origin and the achievements of this inventor from the past. As students have just done some associations, which are supposed to lead to their mechanization and memorization, encourage them to fill in the blanks individually without looking at the expressions. Socialize answers as a class.

▶ Reflect on Values

Make students realize that history teaches us a lesson and leaves us a legacy of values, traditions, inventions and resources. Highlight the fact that today we enjoy the results of other people's efforts in all aspects of life. Emphasize the importance of being well-informed and knowledgeable about world history. Make them realize the need to be familiar with the achievements and contributions of historical figures from their country.

Gap Activity

Do some picture exploitation by asking: *Who is this historical character? What does he look like? What is he wearing? Is he captain / a soldier / an emperor?* Make them realize that both students A and B are to complete Napoleon Bonaparte's timeline by asking questions. Get them to recall *wh- questions* to ask about origin, identity, location, personality, failures and successes. Invite them to work individually first to read the information given and unscramble the corresponding questions. Then, invite them to take turns asking and answering their questions to complete the task.

Share Your Project

1. Discuss your experience.

Circle the option that applies to you.

Begin by making students realize the benefits of having a party with famous people of the past. Ask: *What are the advantages of representing famous historical characters like pirates, emperors, soldiers, kings and queens, nuns, and poets?* And see if they come up with ideas like: *It gives us the opportunity to interact and ask questions about their lives, have fun and learn more about the world's history.*

Continue by having students think of their feelings and reactions regarding the project. Then, devote enough time to listen to their answers, especially to those students who did not enjoy the project. This information can be taken into account for future projects.

2. Read. Track 55

Prepare students for the reading by challenging them to brainstorm some ideas about the two famous historical figures in the photographs, by asking: *Who are these people? Was she a nun or a queen? What was her full name? Was she old or young? Where was she born? What is she like? Was she successful? What were her achievements? What was the historical period she belonged to?* Do the same for the male character. To continue the interaction ask: *Were their clothes easy to wear? Were they comfortable? Were they expensive? What were the materials used to make their clothes / What were their clothes made of?*

Invite them to read the questions in exercise 3 before actually reading the text, so that they can be selective about the details or specific information they want. Ask them to underline the information. Get them work in pairs to read and do the task, and finish by socializing answers as a class. Alternatively, invite students to read the text and listen to the audio individually, and get them to identify other famous figures of the past and their professions along with the years or dates mentioned (e.g. Sir Francis Drake – explorer; Henry

VIII - King; 15th and 16th centuries). Then, have students work in pairs and play the audio for the second time so that they can underline the information they need in order to answer the three questions. Socialize answers as a class.

3. Answer the questions.

Encourage students to go back to the text and answer the questions individually first, and then cross-check answers with their partners before socializing them as a class.

4. Give your Presentation.

Before the presentation

Remind students to do their best to get dressed in their character's costume and accessories. To facilitate their performance, allow them some minutes to rehearse using the Useful Expressions given in the blue box. Take advantage to check pronunciation and intonation.

For a little bit of fun, advise them to get some snacks and share them.

During the presentation

Make students realize that in order to have a successful party, they need to interact by acting as their chosen person. Let them know that they are to assume the person's personality and ideology, and act or behave as if they were really them. In doing so, it is good to think that they actually are their characters, but be careful not to over-act with exaggerated gestures.

Encourage them to ask their peers questions about their characters (using the ones they wrote in their questionnaires) so that they can guess who they are.

Invite them to be polite, honest and helpful when answering their classmates' questions and give extra information about their character's life and achievements in a natural way.

Share Your Project

1. Discuss your experience.

Circle the option that applies to you.

- The topic of the project was *interesting / boring*.
- In general, the project *was / wasn't* helpful for my learning process.
- Dressing up as the character *was / wasn't* fun.
- My favorite part of the project was *the oral presentation / the research*.

*Answers
may vary.*



Elizabeth I



2. Read.

The Renaissance Fair is a popular event in the United States that imitates a period in history called the Renaissance. The Renaissance was a cultural movement from the 15th to the 16th century.

The main idea of the Renaissance Fair is to represent a typical village in England during the reign of Queen Elizabeth I. This period was important for the progress of the arts in England. Famous characters like the writer William Shakespeare and the explorer Sir Francis Drake were born around that time.

During the Renaissance Fair, people usually dress up as characters of the past like kings, pirates, or queens. They also enjoy musical events, eat typical medieval food and buy objects of ancient history. One of the best attractions is the group of actors that represents famous historical characters like Shakespeare, Henry VIII or Queen Elizabeth. People can interact with them and ask them questions about their lives. The Renaissance Fair is an interesting event where people have fun and at the same time learn more about the world's history.

William Shakespeare



3. Answer the questions.

- What's the Renaissance Fair?
- What do people do during the fair?
- What was the Renaissance period?

Give your Presentation

Before the presentation

- Get dressed in your character's costume and accessories.
- Get some snacks.

During the presentation

- Interact at the party by acting as your character.
- Ask your partners questions about their characters and guess who they are.
- Answer your partners' questions.
- Give extra information about your character's life and achievements.

Useful Expressions

- At the beginning, I was...
(occupation)
- When I was younger, I...
- Were you born in (year)?
- I remember I was...
- Nice talking to you.



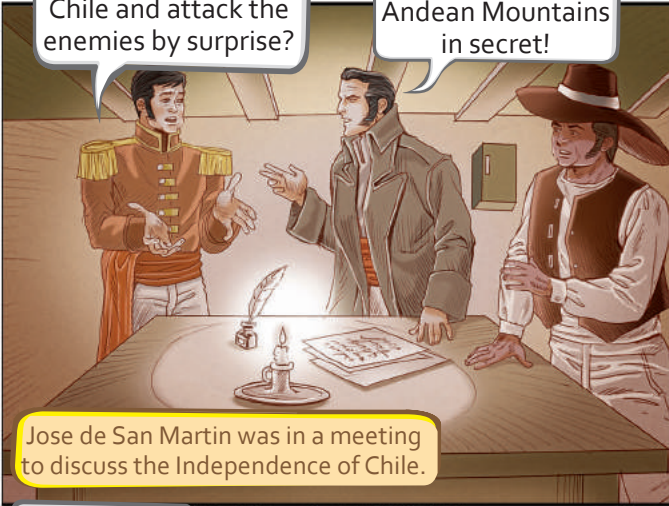
Crossing the Andes



Listen and read.

How can we go to Chile and attack the enemies by surprise?

We can cross the Andean Mountains in secret!



Jose de San Martin was in a meeting to discuss the Independence of Chile.

Let's go my brave soldiers. Our love for independence is stronger than nature! We can do it!



San Martin was a brave leader. His army was confident and passionate about the freedom of Chile. It was January 19th, 1817.

Stand up! Your country needs you.



I'm freezing! I can't do it.

Days were long and extremely cold but San Martin's words were supportive!

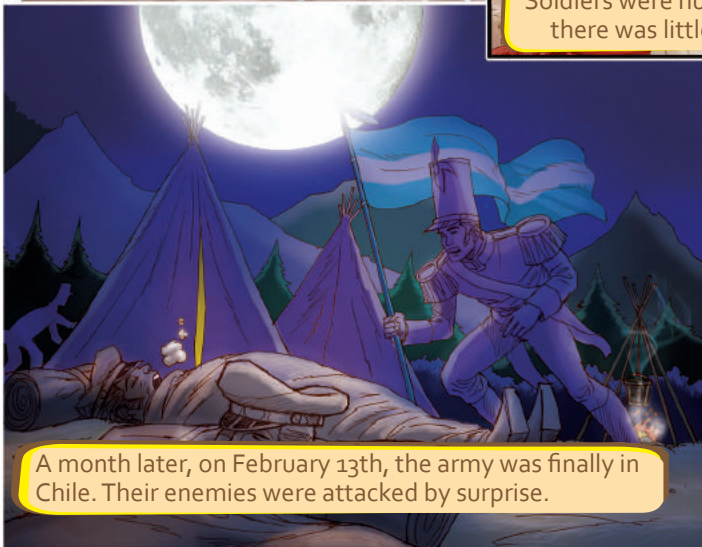
Hey-army! Keep your march and follow your captain.



Soldiers were hungry and there was little food.



Some other days were sunnier so soldiers were happier and optimistic.



A month later, on February 13th, the army was finally in Chile. Their enemies were attacked by surprise.



That was a day of victory for San Martin and his army. It was the beginning of Chile's independence.

Crossing the Andes

Listen and read.   

Pre-Reading (books closed)

Draw students' attention to the title of the comic strip and see if they can relate it to the independence of a South American country. Then, invite them to take a quick look at all the pictures in the comic strip (without reading the information in the speech bubbles) and use their background knowledge to see if they can come up with both the topic and the plot of the comic. Ask: *Were the characters explorers / soldiers / captains / political leaders? Were they brave and passionate? Were the weather conditions good or difficult? Were they successful?* Accept as many ideas as they come up with and write them down on the board.

While-Reading     Track 56

Invite the students to listen to and read the comic strip silently and individually. Remind them to carefully follow the pictures and the information in both the speech bubbles and the text below the pictures for a better understanding of the comic. Inform them that to develop their reading comprehension they can use the context and the visual clues given rather than looking up unknown words in the dictionary. If necessary, guide students into exploiting the illustrations to deduce meaning of unfamiliar words. Get students to work in pairs to answer these questions: *Who were the main characters of the comic strip? Where were they? Were they successful? What was their achievement? How were their enemies attacked? What was the moral of the comic?* Encourage students to cross-check answers before socializing them as a class.

Post-Reading   

Ask students to continue working in pairs. Invite them to go back to the comic strip and think of a possible colloquial expression that is relevant to San Martín and his soldiers' achievement (They may say: *against all odds!*).

Alternatively, encourage them to choose a famous historical figure from their country and write a similar comic strip, drawing meaningful pictures too. Remember that to promote writing, it is important to follow models like the one they have just read. Recommend them to write short and simple sentences using the language learned in this lesson. Encourage students to be as creative and dynamic as possible to give some interesting new versions of the comic to the class. To speed up the process you can share, with your students, some snippets of information about famous characters from their country. Give them enough time for the completion of the task while you go around the class and provide help if necessary. Finally, invite them to socialize their comic strips by standing in front of the class to "show and tell." Or, have them stick them on the classroom walls for the rest of the class to go around and look at. Alternatively, ask them to leave their comic strips on their desks for their classmates to go around and read. Do not forget to praise them for their wonderful writing skills and creativity.

▶ **EXTRA IDEAS**   

Another possible way to socialize their stories would be to ask the pairs of students to use the double circle approach, in which they sit in two circles facing each other (the small one is the inner circle and the big one is the outer circle).

Students in the inner circle show and talk about their story to the pair of students from the outer circle. Allow enough time for the completion of the task.

Then, ask students to swap roles: the pairs of students in the outer circle share their story to the students in the inner circle.

Do not forget to congratulate the students for their originality and excellent work!

Quiz Time

Before the test

Begin by telling students that they will answer their test in a better way if they are relaxed. To do so, invite them to do some exercises. Ask them to take a deep breath and do some stretching exercises for the neck, shoulders, hands, fingers and wrists. Continue with some stretching exercise for the waist and legs.

Emphasize that in order to learn effectively, they first need to eliminate negative feelings towards learning; second, make the decision to learn; third, identify their favorite learning strategies and activities; and lastly, devote time to study and practice. Again, tell them that the Quiz Time is a pleasant opportunity to show what they know and identify what they need to improve. Finally, invite students to enjoy answering the quiz.

1. Listen and complete the life facts. Use the Word Bank.

To prepare students for this exercise, call on some volunteers to read the instructions, the words in the Word Bank and the information given in the two biographies. Make sure they have understood the instructions and see if they have any questions to clarify. Encourage them to work individually to complete the life facts by placing the words given from the Word Bank where appropriate. Play the audio for the first time for them to listen without writing anything. Play it for the second time for them to start completing the missing information. Invite them to cross-check answers with their classmates while you go around the classroom to help them when necessary.

2. Complete the following dialogs with the verb *to be* in the Simple Past tense.

Briefly review the affirmative and negative forms of the verb *to be*, in the Simple Past tense to express origin, identity, occupation, achievements and family relationships. Use different colors for the affirmative and the negative forms.

Get students to read the instructions and the sentences to see if they have any questions about unknown words. Invite them to complete the sentences individually first, and then allow them some time to cross-check with their classmates.

3. Listen and complete the timeline.

Prior to having students do the task, make them recall the months of the year and have them do some choral drills. Then, write several years on the board (e.g. 1542, 1414, 1773, 1819) and make sure they read them aloud in a choral fashion by dividing the years into two segments. Alternatively, ask questions to challenge students' knowledge about Simon Bolivar's life. To facilitate the completion of the task, remind them that they need to pay attention to details or specific information like years, months, countries/location, occupation and marital status.

Call on a volunteer to read the instructions and encourage them to work individually first, and then to cross-check answers with their partners.

4. Based on the previous exercise choose the correct information.

Invite students to go back to the previous text and do the task in pairs. Suggest that to answer the questions correctly, they need to use their mathematical skills, especially addition. Go around the classroom to provide guidance. Have them cross-check answers with their classmates.

Self-Evaluation

Invite students to reflect on the language learning objectives that appear in the table, individually. Since this reflection will guide them into the identification of strategies to overcome learning difficulties, make sure they are as honest as possible. Do not forget to praise them verbally for their learning effort, to keep their motivation up.

Glossary

Have students read the Glossary. Tell them to pay attention to specific elements in each definition. For example, they need to pay attention to whether the word is a noun, a verb or an adjective. They also need to know if the words

have synonyms or antonyms. Once you have clarified some possible doubts about the words, students can solve the Glossary Activities on page 97. Please bear in mind that this page corresponds to page 72 in the Teacher's guide.

Quiz Time



1. Listen and complete the life facts. Use the Word Bank.

Word Bank

- passionate
- compassionate
- brave
- hardworking



a.
Name: Isaac Newton
Date of birth: December 25th, 1642
Origin: English / England
Occupation: mathematician, physicist, astronomer
Personality: He was passionate and hardworking.
Achievement: his principles of physics



b.
Name: Martin Luther King Jr.
Date of birth: January 15th, 1929
Origin: American / USA
Occupation: lawyer
Personality: He was passionate and brave.
Achievement: Nobel Prize winner for his work against racial discrimination

2. Complete the following dialogs with the verb *to be* in the Simple Past tense.

- a.**
- Was Hernan Cortes born in Mexico?
 - No, he wasn't. He was born in Spain.
- b.**
- Who were Marie and Pierre Curie?
 - They were scientists. They were the discoverers of radium.
 - Were they brother and sister?
 - No, they weren't. They were a couple.



3. Listen and complete the timeline.

- In 1783 **(a)**: Simon Bolivar was born.
- In 1799: He was in Europe **(b)** to complete his studies.
- In 1802: He was married **(c)** to Maria Teresa del Toro. She died a year later.
- In 1819 **(d)**: He was the liberator of Colombia.
- In 1821: He was the first President **(e)** of La Gran Colombia.
- From 1821-1824**: He was the liberator of Venezuela, Peru and Ecuador. **(f)**
- In April, 1830 **(g)**: He wasn't the president of La Gran Colombia anymore.
- In December, 1830 **(h)**: He died in Santa Marta, Colombia.

4. Based on the previous exercise choose the correct information.

- a.** Simon Bolivar was a student in Europe when he was _____ years old.
 15 19
- b.** He was married for _____ year(s).
 2 1
- c.** He was the liberator of _____ nations.
 4 2
- d.** He was president for a period of _____ years.
 9 3
- e.** He was _____ years old when he died.
 60 47

Self-Evaluation

Now I can...

- talk about people's lives in the past.
- ask and answer questions with *was/were*.
- use a timeline to write a biography.

Very Well

OK

A Little

Glossary

A-E

achievement: n. a successful action or result. *The Theory of Relativity was Einstein's most important achievement.*

afraid: adj. a feeling of fear. (ant. brave) *I'm afraid of snakes.*



engineer: n. someone who applies science and mathematics to operate or create something.

explorer: n. someone who goes to places that no one knows about. (syn. adventurer)

physicist: n. someone who studies physics.

politician: n. someone who is interested in politics.

poor: adj. someone who doesn't have enough money. (ant. rich)

queen: n. a woman governor.



army: n. the military force of a country.

believe: v. to think that something is true. *Gandhi believed in non-violence.*

brave: adj. someone who isn't afraid. (ant. coward)

campaign: n. an operation of an organized group to obtain a common objective.

character: n. a notable or recognized person. (syn. personage)

colored: adj. having dark skin.

compassionate: adj. someone who feels sympathy for others. (ant. indifferent)

conqueror: n. a person who is victorious by the force of arms.

courageous: adj. not afraid. (syn. brave)

die: v. not to live anymore.

dress up: v. to wear a costume.

emperor: n. someone who governs an empire. *Napoleon Bonaparte was the emperor of France.*

F-Z

failure: n. an action that isn't successful. (ant. success)

freedom: n. the right to do something without being controlled or restricted. (syn. liberty)

hardworking: adj. the quality of working very hard. (ant. lazy)

humanitarian: n. someone who promotes good conditions for humans.

ideologist: n. someone who promotes and defends a particular idea.

lawyer: n. someone who gives legal advice.

leader: n. someone who organizes and directs people.

navigator: n. someone who explores the seas.

nun: n. a woman that is a member of a religious community.

passionate: adj. someone who loves a particular activity.

philosopher: n. someone who studies philosophy.

racism: n. discrimination based on race.

recognition: n. the acceptance of someone or something as true or important. (syn. acknowledgement)

right: n. a claim or principle that a person has by law or nature.

successful: adj. someone who gets recognition for his labor. (syn. triumphant)

supportive: adj. giving moral support.

Colloquial Expressions

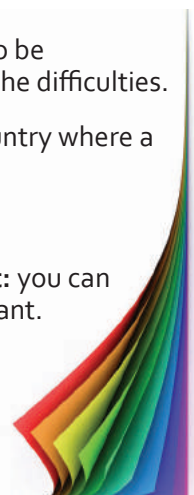
A losing battle: an effort that is destined to fail.

Against all odds: to be successful despite the difficulties.

Homeland: the country where a person was born.

Smart: intelligent.

The sky is the limit: you can do whatever you want.





Unit 5

Glossary Activities

1. Match the words with their opposites.

- | | | |
|------------------|----------|----------------|
| a. compassionate | <u>c</u> | 1. rich |
| b. brave | <u>a</u> | 2. indifferent |
| c. poor | <u>d</u> | 3. success |
| d. failure | <u>b</u> | 4. coward |
| e. hardworking | <u>e</u> | 5. lazy |

2. Label the pictures. Use the Word Bank.

Word Bank

- emperor
- nun
- engineer
- physicist
- lawyer
- philosopher



a. nun



b. emperor



c. engineer



d. lawyer



e. philosopher



f. physicist

3. Find the words in the glossary.

- a. A person who navigates the sea.
n a v i g a t o r
- b. A successful action or result.
a c h i e v e m e n t
- c. Someone who gets recognition for his labor.
s u c c e s s f u l
- d. Someone who has dark skin.
c o l o r e d
- e. An operation of an organized group to obtain a common goal.
c a m p a i g n

4. Complete the dialogs with the correct colloquial expression.

- a.
Dr. Smith: I was at the laboratory working on my project every day for eight hours. But in the end it wasn't successful.
Dr. Wilde: I know. It was a losing battle.
- b.
Bob: I was hungry and tired. It was raining. But in the end I was the first runner to reach the finish line.
Nancy: You're my hero. You were victorious against all odds.
- c.
Sam: He was an engineer, a pilot, an architect, and an artist. There were not limits for him.
Kate: Yeah, a real genius. The sky was the limit for him.
- d.
Teacher: His hometown was Venezuela. He was born there in 1783. Who was he?
Student: Simon Bolivar!

Unforgettable Moments 6



Skills

CEF Standards

Indicators

Listening
Comprehension

Can understand basic information about past events dealing with trips and vacations.

- Uses *wh- questions* to focus attention and get information.
- Pays attention to speakers' tone of voice to recognize their emotions.

Reading
Comprehension

Can identify specific information in texts about anecdotes and experiences.

- Identifies details in a text dealing with an anecdote by parts.
- Identifies referents to understand details like people involved, occasions, places and activities.

Oral
Interaction

Can ask and answer questions about past events.

- Uses the verb *to be* to give more details in conversations about past memories.
- Talks about trips and vacations.

Oral
Expression

Can make simple descriptions of past events.

- Describes experiences and anecdotes, vacations and memories.
- Gives details about the occasion, date, place, age, people involved and activities of past events.

Written
Expression

Can produce a short paragraph about anecdotes and experiences.

- Writes a short paragraph following prompts.
- Uses *also* to give additional information, and *so* to describe a result or consequence.

Unforgettable Moments



► **General Objective**

You will be able to talk about moments in the past.

► **Communication Goals**

You will learn how to

- talk about events in the past.
- ask and answer questions about the past.
- describe emotions.

► **CLIL**

- Experiences and Anecdotes
- Vacations
- Memories

Vocabulary

- Words related to describing experiences

Grammar

- The Simple Past tense
- Regular and Irregular verbs

► **Idioms and Colloquial Expressions**

- *It felt like a million dollars*
- *It gave me the creeps*
- *I was down in the dumps*

► **Project**

Photo Album

You will create an album with photos of some important events in your life.

Discuss:

- What was your favorite vacation/ birthday/special occasion?
- What do you remember about those events?





Lesson 1

Memories of the Past

1. Match the photos with the corresponding description.



This is a photo of Christmas two years ago. We **didn't travel** but we **celebrated** at our grandparents' home. We spent great moments with our family. We **exchanged** presents and my grandma **cooked** delicious cookies...

Oh! A photo of me and my best friend at her sweet 16 party! She **invited** all our school friends. Her present was a concert given by our favorite band! They **played** all our favorite songs. We **danced** all night. We **didn't stop**...

I remember this photo! This is when I **tried** hang-gliding last year. When I **started**, I was afraid because I **didn't want** to fly high. But I **trained** hard for two months. Then, it was great! I really **liked** this experience...

I love this Halloween photo! Six months ago my brother **dressed up** as a pirate. I was a princess. He **looked** great! We **asked** for candies from house to house all night. I remember we **collected** like 200 candies...



2. Listen to the complete versions of the texts in exercise 1. Fill in the blanks using the Word Bank.

- a. "...That Christmas with my grandparents was unforgettable! It's a day I will always remember!"
- b. "...That Halloween was a lot of fun! We played with friends, enjoyed our candies and laughed. All a kid needs!"
- c. "...When the band arrived, I was in shock. I'm serious! That party was awesome! Everybody liked it!"
- d. "...I was nervous the first time. Flying higher and higher was scary. You know, this sport is a little dangerous."

3. Circle the right word.

- a. A(n) fun / unforgettable experience is an event you never forget.
- b. An awesome / unforgettable experience is fantastic, spectacular.
- c. When an experience is fun / unforgettable, it is entertaining. You have a great time.
- d. If something is scary / awesome, you feel very nervous.

Word Bank

- ~~unforgettable~~
- scary
- awesome
- fun



Lesson 1

Memories of the Past

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to talk about events in the past.	<ul style="list-style-type: none"> Talks about memories and events in the past. 	Vocabulary Regular verbs Structure The Simple Past tense Simple Past of the verb <i>to be</i>	<ul style="list-style-type: none"> Using the verb <i>to be</i> to give more details in a conversation

▶ WARM UP (books closed)

Refer students to the title of the lesson, *Unforgettable Moments*. Ask: *What is an unforgettable moment? What makes a moment unforgettable? Do you have any unforgettable experiences?* Then, do picture exploitation of page 73 by asking: *Who are these people in the picture? What were they doing? What were they celebrating? Were they happy / sad / excited / surprised?* Congratulate them for their contributions.

▶ PRESENTATION 1

1. Match the photos with the corresponding description.

Write these 6 scrambled words on the board (*bthirady ptyar*, *Hllloewan*, *vaticacons*, *Cistmhras*, and *tirps*). Get them into pairs to participate in the game *Unscramble the Words!* Allow enough time for the completion of the task while you go around providing help. Invite some volunteers to go up to the board to write the unscrambled words. Then, get students in groups of five to talk about their favorite memory (related to birthdays, Christmas, Halloween, etc.) while you go around the class listening to them. Next, call on a volunteer to read the instructions and allow enough time for the completion of the task. Finally, encourage them to cross-check answers with another pair of students before socializing them as a whole class.

▶ PRESENTATION 2 Track 59

2. Listen to the complete versions of the texts in exercise 1. Fill in the blanks using the Word Bank.

Call on a volunteer to read the instructions and the Word Bank, and take the opportunity to check pronunciation. To help students understand the new words, write them on the board and draw faces next to them. For example:

fun: 😊; scary: 😱; awesome: 😲; and unforgettable: 😊

Then, write the following words on the board, *entertaining*, *terrifying*, *fantastic* and *memorable*, and have students match them with the adjectives in the Word Bank. Next, challenge them by eliciting some examples in which they would use these words.

Encourage students to do the task without listening to the audio. Give them plenty of time while you go around the classroom to see if they have any difficulties. Then, play the audio as many times as necessary and have students confirm their answers. Ask them to cross-check answers before socializing them as a class. Do not forget to praise them for their effort!

▶ PRACTICE

3. Circle the right word.

As students have already read and listened to the words, ask them to close their books/notebooks and challenge them to recall the four new words they have just learned and their corresponding synonyms (*entertaining*, *terrifying*, *fantastic* and *memorable*). Then, call on some volunteers to read the statements *a* to *d* aloud while the rest of the class choose and say the correct word. Reward them by saying and writing on the board: *You're awesome / fantastic students!*

PRESENTATION 3

L V I M Track 60 - 61

4. Listen and write the final sound /t/, /d/ or /id/ of the verbs.

Before asking students to do the exercise, let them know that in English there are *regular* and *irregular* verbs. Tell them that regular verbs are those that end with *ed* in their past form. Then, center their attention on the Pronunciation box and make them notice the three different ways of pronouncing the past tense ending for regular verbs. Have them do some choral and individual repetition. Get students to work in pairs, and then invite a volunteer to read the instructions. Challenge them to do the exercise without listening to the audio. Allow enough time for the completion of the task and go around the class to provide some help where necessary. Encourage them to compare their answers with another pair of students. As soon as they have done this, play the audio for the first time, for students to check their answers and write the correct final sound. Play it as many times as needed and make sure everyone gets the correct sound by socializing answers as a class. As a follow-up activity, refer students to the description in exercise 1 on page 74. Have them identify the verbs in past tense and write their corresponding pronunciation using a colored pen. Do not forget to praise them for their work.

APPLICATION **L V I I**

5. Fill in the blanks with the correct form of the verbs.

First focus students' attention on the Reflect on Grammar box and start by making them aware of the use of the Simple Past tense to refer to events in the past like special celebrations, birthdays, vacations, trips, and so forth. Then, have them notice the difference between the verb form in the affirmative and the negative statements. Stress the use of the auxiliary verb *did + not*, and its contracted form *didn't*, to write negative statements. Likewise, make them realize that after *didn't* the main verb goes in the *base form* (without any conjugation). After that, draw their attention to the Time Expressions box and have them do some choral and individual repetition. To help understanding, demonstrate by drawing some timelines with the days of the week, the months of the year and a series of years. Now, do some picture exploitation by asking: *What is he celebrating? How old do you think he is? Do you celebrate your birthday this way? Do you like chocolate cakes? Does he look happy? What was your best birthday?* and so on.

Finally, have students complete the text in pairs. Encourage them to cross-check their answers with another pair of students before socializing them as a class. Congratulate them for their good work!

6. Circle the options that are true for you. Then, compare with a partner. **L I I**

Center students' attention on the Speaking Strategy and inform them of use the verb *to be* (*was/were*) to give more details in their conversations. Call on two volunteers to read the instructions and get them to work individually. Then, have them share their answers with a classmate. Encourage them to use their answers to practice with their partners by following the model given.

EXTRA IDEAS **L V I K**

A group work activity. Invite students to work in pairs. Ask them to get an A4 piece of paper and write an affirmative or a negative sentence in the past tense, in big letters, and have them check both structure and spelling. Then, ask them to cut their sentence into pieces and give it to another pair of students for them to unscramble. Invite them to go around the classroom to see if their partners made the correct arrangement. Alternatively, have students stick the scrambled sentences on the board for everybody to read.

Project Stage 1 **L V I**

Tell students they will create an album with photos of some important events in their lives, which they will socialize when they finish this unit, in the session called Share Your Project. Guide students to reflect upon the purpose of photo albums by asking: *Why do people have photo albums? Are they useful? Do you have photo albums? Do you have black and white photographs? Where do you keep your photographs?* Emphasize that despite the existence of digital photos, printed or traditional photos are an excellent way to record and bring back great adventures, unforgettable moments and experiences from our lives, like birthdays, holidays, school activities and festivals. To motivate them refer them to the sample given on page 81.



4. Listen and write the final sound /t/, /d/ or /id/ of the verbs.

Pronunciation

Regular Verbs

There are three ways of pronouncing the **ed** ending.

Listen and repeat.



/t/ /d/ /id/
 cooked traveled invited
 stopped played celebrated

liked	t	looked	t	danced	t
dressed	t	wanted	id	asked	t
tried	d	talked	t	exchanged	d
collected	id	trained	d	shared	d

Reflect on Grammar

The Simple Past tense

Use it to talk about events in the past.

Affirmative

I
 You
 He **collected** 200 hundred candies.
 She
 It **danced** all night.
 We
 You
 They

Negative

I
 You
 He **did not**
 She **didn't travel** that year.
 It
 We
 You **didn't stop**.
 They

Time Expressions

- Two months ago
- Last year
- Yesterday
- When I was 5



5. Fill in the blanks with the correct form of the verbs.

I remember my birthday party when I was 10 years old.
 I **celebrated** (celebrate) with my family and neighbors. We had a lot of fun.
 We **played** (a. play) and we **danced** (b. dance). There was a beautiful girl that I **liked** (c. like) but I **didn't talk** (d. not talk) to her at first because I was too shy. One of my friends said, "Don't be afraid, dance with her," but I **didn't want** (e. not want) to do it. Finally, she **asked** (f. ask) me to dance. It was awesome!

6. Circle the options that are true for you. Then, compare with a partner.

- I remember my birthday when I was Answers.
- I **shared** / **didn't share** with my friends. *may vary.*
 - I **celebrated** / **didn't celebrate** with all my family.
 - I **danced** / **didn't dance** that day.
 - My mom **cooked** / **didn't cook** a special meal.

I invited my friends to a party. They **were** from school.

I celebrated with my family. My grandparents **were** there.



Speaking Strategy

Use the verb **to be** (was/were) to give more details in your conversation.

Project Stage 1

- Choose 3 unforgettable moments in your life.
- Get some pictures of those moments.
- Describe the pictures.

E.g. In this picture, I dressed up like a pirate.



Lesson 2

I Had Fun on My Trip



1. Listen and read the conversation. Look at the verbs in bold and complete the lists below.

Pete: This is one of my favorite moments, my graduation from the university. I **had** so much fun with my friends.

Lucy: Did you have a party?

Pete: No, I didn't. I **went** on a trip with my friends to celebrate. Our parents **paid** for everything.

Lucy: Where did you go?

Pete: We **went** to Jamaica.

Lucy: What did you do there?

Pete: We **ate** great Jamaican food, **swam** in the sea every day and danced reggae on the beach at night. It was an unforgettable trip because I **met** a very special person on one of those reggae nights.

Lucy: Really? Who did you meet?

Pete: Guess who? My wife! When I **saw** her, I **fell** in love immediately.

Lucy: What a romantic story!



Useful Expressions

- Use **what + a(n) + adj. + n.** to give emphasis.
E.g. *What a romantic story!*

Key Expressions

Fall in love: to feel romantic love for someone

Base form	Past tense	Base form	Past tense
a. have	<u>had</u>	e. meet	<u>met</u>
b. pay	<u>paid</u>	f. swim	<u>swam</u>
c. go	<u>went</u>	g. see	<u>saw</u>
d. eat	<u>ate</u>	h. fall	<u>fell</u>



2. Look up the past form of the verbs below in your dictionary.

Irregular Verbs

write <u>wrote</u>	do <u>did</u>	find <u>found</u>
give <u>gave</u>	fly <u>flew</u>	know <u>knew</u>
take <u>took</u>	feel <u>felt</u>	break <u>broke</u>
keep <u>kept</u>	come <u>came</u>	drive <u>drove</u>
get <u>got</u>	make <u>made</u>	drink <u>drank</u>
win <u>won</u>	forget <u>forgot</u>	choose <u>chose</u>

Vocabulary Strategy

Check these aspects to find the past form of the verbs.

1. Check the words that come before the definition.
2. Find a list of irregular verbs in the middle or on the last pages of your dictionary.

Make

past tense and **past participle made**

1. to produce something, for example, by putting the different parts of it together.

Reflect on Grammar

Questions in the Simple Past tense

Use the auxiliary verb **did** and the **base form** of the verb to ask questions in the Simple Past tense.

Affirmative	Yes/No Questions	Wh- questions
I ate great Jamaican food.	you he	Where did you go ?
Negative	Did she have a party?	Who did you meet ?
I didn't eat Jamaican food.	we you they	

I Had Fun on My Trip

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to ask and answer questions about the past.	<ul style="list-style-type: none"> Asks and answers questions in the Simple Past tense. Talks about trips and vacations. 	<p>Vocabulary Irregular verbs</p> <p>Structures Questions in the Simple Past tense</p>	<ul style="list-style-type: none"> Finding the past form of verbs in a dictionary Using <i>wh- questions</i> to focus their attention and get the information they need

WARM UP (books closed) **L V I K**

Start by writing *My Best Trip* on the board and getting students to individually brainstorm memories (even in Spanish) in a mind map, as shown below. Next, get students into pairs to share their experience with their classmates. Finally, call on some volunteers to socialize their memories while you write them on the board. Congratulate them for their good work!



PRESENTATION 1 **L V I A** **Track 62**

1. Listen and read the conversation. Look at the verbs in bold and complete the lists below.

Have students look at the photograph and ask them to describe it. Ask them about the people, the place, the activities, the emotions and the experience in general. Invite students to close their books, shut their eyes and imagine themselves on vacation in a place like that. Then, find out about their feelings/emotions. Ask: *Did you like it? Was it fun? Did you swim? Did you dance? Did you sing? Did you play beach volleyball? Did you eat delicious food?* and so forth. Next, center their attention on the Useful Expressions box and make them notice the structure to give emphasis. Continue with the Key Expressions box and have them read that *to fall in love* means to begin to feel romantic love for someone. As

soon as they have done this, encourage them to quickly look for those expressions in the conversation. Inform them that the text contains *irregular verbs*, which in their past form do not have the *-ed* ending, but different endings that they must learn by heart through meaningful use. Get them to work in pairs while listening to the recording. Play the audio as many times as needed and go around the classroom to provide guidance. Invite students to cross-check their answers before socializing them as a class.

PRACTICE **L V I**

2. Look up the past form of the verbs below in your dictionary.

Focus their attention on the Vocabulary Strategy and make them realize that there are two ways to find the past form of the verbs: first, by checking the words that come before the definition, and second, by looking for the list of irregular verbs in the middle or at the back of their dictionaries. Demonstrate this by bringing in a dictionary and showing them both possibilities, or use the dictionary entry example given in the book. If possible, ask them to find the list of verbs in their own dictionaries, and then to look for some of the verbs in the list. Get them to do the task while you go around the classroom to see if they have any difficulties with the strategy. Finally, ask students to cross-check answers before confirming them as a class. Next, center students' attention on the Reflect on Grammar box and let them know that to ask *yes/no* and *wh- questions* in the Simple Past tense they need to use the auxiliary verb *did* and the *base form* of the verb. Encourage them to go back to the conversation in exercise 1 and look for the *yes/no* and *wh- questions* in it. Socialize answers by encouraging students to say them aloud. As a follow-up activity, get students work in pairs and choose one verb from the list and, using it, ask each other a *yes/no* and a *wh- question* in the Simple Past tense.

PRACTICE   

3. Complete with the correct form of the verbs in the Simple Past tense. Use the Word Bank.

Draw students' attention to the picture and challenge them to guess the place. Ask: *Where can you see this statue? (In Brazil!); In what city can we visit it? (In Rio de Janeiro); What's the name of this sculpture? (Christ the Redeemer).* Then, call on a volunteer to read the Word Bank, and challenge students to mimic some of the verbs in order to check comprehension. Next, encourage them to attempt to tell you and spell the past form of those verbs, while you write them on the board. Take the opportunity to check pronunciation and have them do some choral and individual repetition. After that, invite them to work in pairs to do the task. Prior to checking the answers as a whole class, have them compare their answers with another pair next to them. Do not forget to praise them with a sound *Great! Well done!*

As a follow-up activity, challenge students to quickly look for the time expressions in the text. Encourage them to go up to the board and write them down. Challenge them to create their own sentences using the time expressions.

4. Complete the dialog about the previous paragraph.   

Have students recall the *yes/no and wh-questions* structure and, if necessary, invite them to go back to the Reflect on Grammar box on the previous page. Next, ask them to work in pairs to solve the exercise by looking for the specific information in the text. Make them recall the reading strategy needed to do the activity: *Scanning*, in other words reading quickly and paying special attention to details like people involved, means of transport, activities, places, and food. Go around the classroom to provide help if needed. Encourage students to cross-check answers, and then call on some volunteers to socialize them as a class. Praise them with a rewarding *Cool! Perfect!*

APPLICATION     *Track 63*

5. Listen to Karl's and Patty's trip narrations and answer the questions.

Elicit places where students go on their vacations, activities they do and people they go with (e.g. *the beach, a river, an island, a city, a village, a farm; walk, eat, take pictures, swim, watch TV, read, talk on the phone; and all family members*). Center students' attention on the Listening Strategy and let them know that to identify specific information such as the places, the activities and the people involved they can use *wh- questions*. Then, call on a volunteer to read the instructions and the information in the table. Ask them to work in pairs. Go around the classroom and check if they have any difficulties answering the questions and check pronunciation if needed. Finally, socialize answers as a class. Congratulate them for their good work! This will keep students motivated enough to continue enjoying their learning process.

6. Talk about your last trip with a partner.




  

Get students to first work individually in order to complete the questions in the chart. When checking them as a class, make sure you use different colors when writing the auxiliary verb *did* and the *main verb*. Then, invite students to stand up and go around the classroom and ask their classmates the questions. Call on some volunteers to socialize their findings by saying them aloud, while you write them down on the board. Do not forget to praise them for their learning effort!

EXTRA IDEAS  

To reinforce the Simple Past tense sentence structure, write these answers on the board, and challenge students to see if they can come up with the corresponding *yes/no* or *wh-*questions.

Questions	Answers
?	<i>I went to the beach.</i>
?	<i>I went with my family.</i>
?	<i>We met interesting people.</i>
?	<i>We ate delicious food.</i>
?	<i>We swam and danced.</i>
?	<i>My parents paid for the trip.</i>

Project Stage 2   

Remind students that they will continue working on their photo album. Tell them that they should arrange their pictures and write descriptions of their unforgettable trips. Remind them that photo albums allow us to remember wonderful experiences and feelings we had. Similarly, let them know this project promotes autonomous learning because it allows them to be personally involved, work at their own pace, using their individual learning styles. Likewise, advise them to use attractive colors and glitter to write and decorate their albums, and add extra information such as dates, people, what you did, ate and so on. Finally, recommend that they check spelling and sentence structure by following both the examples given in the book and the information in the Reflect on Grammar box. Go around the classroom and provide help if necessary.

3. Complete with the correct form of the verbs in the Simple Past tense. Use the Word Bank.

My favorite trip was last year. My family and I flew to Rio de Janeiro. It was so exciting! On the first day, in the morning, we went (a) to *Christ the Redeemer*, a very big statue. Then, by car we drove (b) around the city and took (c) a lot of pictures. In the afternoon, we ate (d) feijoada for lunch. This dish has beans and meat. It was really good. At night, we saw (e) the Carnival parade. It was awesome!
Alex.



Word Bank

- fly
- go
- see
- drive
- eat
- take

4. Complete the dialog about the previous paragraph.



- When did Alex go (go) to Rio de Janeiro?
- Did he fly (a. fly) to Rio?
- What did they do (c. do) in the morning?
- Did they have (e. have) a car?
- What did they eat (g. eat) for lunch?

- He went to Rio last year.
- Yes, he did (b). It was exciting.
- They went to Christ the Redeemer and drove around the city (d).
- Yes, they did (f).
- They ate feijoada for lunch (h).



5. Listen to Karl's and Patty's trip narrations and answer the questions.

	Where did s/he go?	Who did s/he go with?	What did s/he do there?	Why did s/he (not) like her/his trip?
a. Karl	<i>He went on an excursion to the Amazon.</i>	<i>He went with his best friend.</i>	<i>He walked in the forest, swam in the Amazon River, and met indigenous people.</i>	<i>He liked the trip because he did lots of interesting things.</i>
b. Patty	<i>She went to visit an uncle.</i>	<i>She went with her family.</i>	<i>She stayed all day at her uncle's house. She only watched TV and talked on the phone with her friends.</i>	<i>She didn't like the trip because the village was boring.</i>

6. Talk about your last trip with a partner.

Action	Question	Name	Details
a. traveled by plane/car	Did you travel by plane on your last trip?		
b. met someone	Did you... ?	<i>Answers may vary.</i>	
c. ate exotic food	?		
d. saw monuments	?		

Listening Strategy

Use *wh- questions* to focus your attention and get the information you need.

Project Stage 2

- Choose your favorite trip.
- Get one or two pictures of your trip.
- Describe the pictures and add extra information such as dates, people, what you did, ate and so on.



Lesson 3

My Favorite Anecdote

1. What happened first? Put the pictures in order from 1-3. Then read and confirm.



3



1



2

Answers may vary.

Reading Strategy

Read by parts to check your comprehension.

2. Read and answer the questions.

A Close Encounter with a Bear

Last year I lived a scary but exciting experience. I went camping at Blue Lake with my school friends for a week. The first days were normal. **We** put up the tent, collected wood and swam in a river. We **also** played songs at night. We knew that there were some bears around the lake. **They** usually look for food, so we put our food outside the tents. We **also** kept our tents clean so we put the garbage far from them in safe places.

5

a. **What did the author do the first few days?**

They put up the tent, collected wood and swam in a river. They also played songs at night.

I like exciting experiences **so** I actually wanted to see a bear. I know bears are dangerous, but they make the camping experience more exciting. I was a little sad because I didn't see any bears during the first days. But, the last day, a Friday, we had a close encounter with a bear. We were in the tents when we heard strange noises. From our tents we saw an enormous brown bear! **It** broke into the bus looking for food. Probably there was some food inside the bus so the bear was attracted to **it**.

10

15

b. **What happened when the author and his friends were inside the tent?**

They heard strange noises and saw an enormous brown bear.

Our leader, Mark, had a lot of experience camping so **he** **20** calmly took **us** out of the tents in small groups to a van for our safety. From the van we saw that the bear got out of the bus **25** and moved to the tents to look for food.

We **also** laughed when the bear played with a soccer ball. It was funny. Finally, **30** the bear didn't find any food so it started moving away from the tents. At the last minute, it turned its head back towards the van and looked us in the eye. Its look was scary to everybody, but to **me it** was awesome! **35**

c. **What did the bear do when it moved away from the tents?** It turned its head back towards the van and looked them in the eye.

Key Expressions

Break into: to enter a place without permission
Put up: erect
Take out: to remove something



Lesson 3

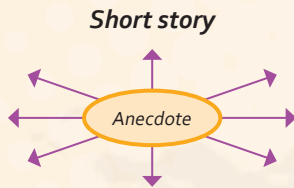
My Favorite Anecdote

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to identify specific information in texts.	<ul style="list-style-type: none"> Identifies details in a text dealing with an anecdote. Writes a short paragraph about an anecdote. 	<p>Vocabulary Words related to describing anecdotes and experiences</p> <p>Structures Object/Subject pronouns</p> <p>Connectors Also / So</p>	<ul style="list-style-type: none"> Reading by parts to check comprehension Identifying referents to understand detailed information Using <i>also</i> to give additional information and <i>so</i> to describe a result or consequence

WARM UP (books closed)

Start by writing the word *Anecdotes* and get students to brainstorm words related to this concept by drawing a semantic map on the board as shown below.



They may say that it is a story about exciting, scary or even strange incidents. Let them know it is often biographical and uses time expressions.

PRESENTATION 1

Pre-Reading

1. Put the pictures in order from 1-3.

Invite students to do some picture exploitation by asking: *Where is this happening? How many people can you see? Is he happy? What is the boy doing? Where is he living? Are there any animals? What animal is this? Where can you find this animal? Is this animal dangerous? What is the animal doing?* Ask students to number the pictures as a group and write the order on the board for them to confirm later after reading and listening to the whole story.

PRACTICE

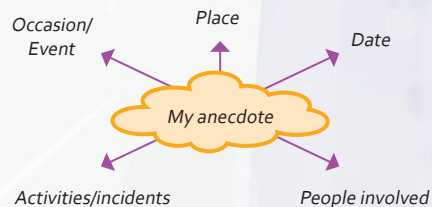
While-Reading

2. Read and answer the questions.

Go over the Reading Strategy and let students know that they can read anecdotes by parts because they include a series of details with more than one person involved. First, play the audio for them to follow the text and confirm the

order of the pictures in exercise 1. Then, go over some key vocabulary (like *camping, tent, firewood, lake*) in order to help students understand the story better. If necessary, refer them to the Glossary and ask students to use the pictures to identify the new words by pointing at them. Then, have them read the definitions. Likewise, refer them to the Key Expressions box, model by giving examples relevant to their context, and then have them quickly look for the expressions in the text. Next, have students read again to look for the information asked in the three questions. Get them to work in groups and advise them to pay attention to the details asked and underline them in the text. Allow enough time for the task completion and encourage them to cross-check answers with another pair of students before socializing them as a class. Praise them for their excellent reading skills. This will keep students motivated enough to continue enjoying their learning process.

As a follow-up, get students to brainstorm aspects involved in anecdotes. Draw a mind map (as shown below) as they contribute information, like people, date, occasions, people involved and activities.



Using the mind map, get them to work in pairs, and tell each other an anecdote. Then, ask them to choose one of the anecdotes they have shared and complete the information in the mind map. Call on some volunteers to socialize their amusing, exciting or risky experiences. Congratulate them for their good work!

PRESENTATION 2

Post-Reading

3. Match the pronouns with the words they refer to.

Prior to the completion of the exercise, refer students to the Reading Strategy and make them aware of the importance of *subject* and *object pronouns* to understand specific or detailed information. Afterwards, refer them to the subject and object pronouns box. Explain that for each subject pronoun there is a corresponding object pronoun. Exemplify their usage by writing the following sentences:

Mark put up the tent.	Mark put it up.
Tina saw two bears.	Tina saw them.
Tim broke the window.	Tim broke it.

Tell them that the pronouns (it, them, and it) replace or substitute the red words in the first sentences in order to avoid repetition. For this reason pronouns are called *referents*. Call on a volunteer to read the instructions and the example given. Allow enough time for the completion of the exercise and have them cross-check answers with their partners before socializing them as a whole class.

PRESENTATION 3

Pre-Writing

4. Complete the sentences with *also* / *so* based on the text.

Focus students' attention on the Writing Strategy and let them know that we can use *also* to give additional information and *so* to describe a result or consequence. Model these two connectors by using both the reading (the connectors are in bold) and giving examples relevant to students' context. Then, ask some volunteers to read the instructions and the sentences. Encourage them to do the exercise individually. Next, have them compare their answers with their classmates. Socialize the answers by calling on five volunteers to write the sentences on the board. Do not forget to praise them for their effort and good work!

PRACTICE

While-Writing

5. Complete the following details about your favorite anecdote. Then, use them to write a short paragraph. Use *also* and *so* when necessary.

Motivate students to choose an anecdote. Advise them to complete the information in the chart and use it to write their anecdote. Allow enough time for the completion of the task while you go around the classroom see if they have any difficulties with sentence structure, vocabulary or time expressions. Call on some volunteers to read their anecdotes aloud. Alternatively, invite them to stick their anecdotes on the classroom walls or to leave them on their desks. Encourage them to stand up and go around the classroom and browse through their classmates' stories. Do not forget to congratulate them for their discipline and effort.

As a follow up activity, encourage students to follow this format to share another quick anecdote with a classmate.

Last year my friends and I went to _____
_____ and something funny happened
to us. We were _____ when
we _____. In the end, all of us
laughed because _____.

Project Stage 3

Refer students to Project Stage 3 and ask them to continue working on their photo albums. Tell them this is the opportunity to finish their albums before presenting them to the whole class in the Share Your Project section at the end of this unit. Suggest that they think of an anecdote they experienced related to the events they described in Project Stages 1 and 2. Then, recommend that they carefully revise their descriptions by checking spelling and grammar. Also, advise students to rehearse the presentation of their photo albums without reading the descriptions of their pictures. Go around the classroom and check if they have any difficulties with structures and check spelling if needed. Finally, remind them to think of a very special way of displaying their photo albums so that all their classmates can see and enjoy them. Stress that you are sure the Share Your Project session will be very successful as they are very creative students!

3. Match the pronouns with the words they refer to.

- | | | |
|------------------------------------|----------|-------------------------------|
| a. On line 3 we refers to | <u>2</u> | 1. the brown bear |
| b. On line 6 they refers to | <u>8</u> | 2. the author and his friends |
| c. On line 16 it refers to | <u>1</u> | 3. Mark, the leader |
| d. On line 18 it refers to | <u>4</u> | 4. the bus |
| e. On line 20 he refers to | <u>3</u> | 5. the bear's look |
| f. On line 21 us refers to | <u>7</u> | 6. the author |
| g. On line 35 me refers to | <u>6</u> | 7. the author and his friends |
| h. On line 35 it refers to | <u>5</u> | 8. the bears |

Reading Strategy
Identify referents (subject and object pronouns) to understand detailed information.

Subject Pronouns	Object Pronouns
I	Me
You	You
He	Him
She	Her
It	It
We	Us
You	You
They	Them

4. Complete the sentences with *also*/*so* based on the text.

- The first days, they collected food and went fishing.
They also swam in the river.
- Bears always look for food so they put their food away from the tents.
- The author likes exciting experiences so he expected to see a bear during his camping trip.
- The bear looked for food inside the tents. It also played with a ball.
- There was no food in the tents so the bear moved away from the camping site.

Writing Strategy

- Use **also** to give additional information.
- Use **so** to describe a result or consequence.

5. Complete the following details about your favorite anecdote. Then, use them to write a short paragraph. Use *also* and *so* when necessary.

Occasion	The day I got lost in a big city!
Place	
Date	<i>Answers</i>
Age	<i>may vary.</i>
People involved	
Activities	



I remember when _____
Answers
may vary.

Project Stage 3

- Think of an anecdote you experienced related to the events you chose in stages 1 and 2.
 - Rehearse the presentation of your photo album using the pictures' descriptions.
- E.g. *On that Halloween, I met an interesting person...*



Lesson 4

I Felt Like a Million Dollars!



1. Listen and circle the right feeling according to the experiences.

His experience was...



a. scary / happy. / exciting.

Her experience was...



b. happy / sad. / scary.

His experience was...



c. exciting. / sad / happy.

Listening Strategy

Pay attention to the speakers' tone of voice to get more clues about their emotions.



2. Listen again and complete with the expressions in the box.

a. "When I opened my eyes, the boy wasn't there anymore. That boy gave me the creeps."

b. "Then, he took off his mask and guess what? It was Brian! I felt like a million dollars! I danced with him all night."

c. "It was so depressing for me. I believe I was down in the dumps for almost 6 months. My dog Spike is unforgettable."

- I was
- I felt
- that boy

3. Match the expressions with the meaning they refer to.

a. It gave me the creeps. 3

1. I was very sad.

b. I felt like a million dollars. 2

2. I was very happy.

c. I was down in the dumps. 1

3. I was very scared.

4. Complete the chart with information about your experiences. Then, discuss with a partner.



I felt like a million dollars!

It gave me the creeps!

I was down in the dumps.

What happened?

Answers may vary.

Where? /When?

Reflect on Values

	Always	Sometimes	Never
■ I treasure good moments in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I learn from difficult moments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I listen to other people's stories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gap Activity

Student A goes to page 90.
Student B goes to page 92.



Lesson 4

I Felt Like a Million Dollars!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to use idioms and colloquial expressions in informal conversations.	<ul style="list-style-type: none"> Uses informal language to describe people's emotions. 	Vocabulary <i>I was down in the dumps</i> <i>I felt like a million dollars</i> <i>It gave me the creeps</i>	<ul style="list-style-type: none"> Paying attention to speakers' tone of voice to understand their emotions better

▶ WARM UP (books closed) **L V I**

Before students show up, draw these two faces on the board: 😊 😬

Ask them to describe the faces by asking: *How do they look? Do you think they are happy/sad? Is there a scary face? What about you? Are you happy/sad today? Can you think about happy/sad/scary situations/occasions?* Write their ideas on the board.

▶ PRESENTATION 1 **L V I M** Track 65

1. Listen and circle the right feeling according to the experiences.

Invite students to take a look at the pictures and describe them. Ask: Picture a. *Is this house frightening / scary?* Picture b. *Are they friends / husband and wife / boyfriend and girlfriend? Are they a happy couple? Why are they happy?* Picture c. *What is the boy doing? Is he happy? Why is he sad?* Write all their contributions down on the board. Then, call on a volunteer to read the instructions and the words in the Word Bank. Encourage them to work in pairs and do the activity without listening to the recording. Next, draw students' attention to the Listening Strategy and inform them that the speaker's tone of voice can help them identify his/her emotions. If the person uses a low tone of voice, it indicates s/he is sad; on the contrary, if the person uses an exciting or high tone of voice, it shows s/he is happy; finally, if the person uses a worrying/strange tone of voice it suggest s/he is scared. Play the audio once for them to confirm their predictions or to choose the correct word. Ask them to cross-check answers with another pair of students before socializing them as a class.

▶ PRESENTATION 2 **L V I M** Track 66

2. Listen again and complete with the expressions in the box.

Highlight the importance of both images and context clues to infer the meaning of expressions. Challenge them to relate the idioms to the photographs in exercise 1 and write their predictions on the board. Ask a student to read the instructions and read the sentences a to c. Then, play the

audio once or twice for them to confirm their predictions or write the correct answer. Have the students associate the expressions to people's feelings in past experiences: if we were sad, we were *down in the dumps*; if we were happy, we *felt like a million dollars*, and if something was scary, it *gave us the creeps*. To help students internalize the expressions, have them do choral and individual drills of the expressions given. Congratulate them for their good guessing.

▶ PRACTICE **L V I** **I**

3. Match the expressions with the meaning they refer to.

Ask students to recall the associations they made in the previous exercise and to pay special attention to the context clues, in order to identify the meaning of the expressions. Now, invite them to work individually first, and then in pairs to cross-check answers before socializing them as a whole class. Praise them for their good interpretative skills.

4. Complete the chart with information about your experiences. Then, discuss with a partner.



Invite students to think about a happy, a sad or scary experience in their lives. Take the experience of one student and model how to complete the task. Now, invite students to first complete the table individually, and then to do the same with a classmate. Go around the classroom to check if they have any difficulty completing the task and provide help.

▶ Reflect on Values **L I**

Take advantage of this session to tell students that treasuring good moments in our lives helps us learn from our and other people's experiences.

Gap Activity **L V I**

Make students notice that both students have different information about Sara's trips last year: Student A has information about the first city Sara went to whereas Student B has information about the second city she visited.

Share Your Project

1. Discuss your experience.

Circle the option that applies to you.

Start this session by inviting students to reflect upon what they experienced while making their photo albums. Continue by making them realize the learning benefits of keeping memories. Make sure students understand the importance of photo albums by asking: *Are photo albums good tools to learn? Are they enjoyable to make? How many photographs / drawings did you include? Did you learn to describe past experiences? Did you use recycled materials to make your album? Did you use glue to stick the photographs? Did you use glitter to decorate?* and so on. Finish by stressing that photo albums are a learning tool that fosters emotional involvement, independent work, and a good number of intelligences like the visual-spatial, verbal-linguistic, naturalistic, as well as the intra and inter personal ones.

Now, have students check ✓ what they liked about the project. Pay special attention to those they say they didn't enjoy or like the experience and ask: *What did you dislike about choosing photographs? What was difficult about writing the descriptions? Did you ask for help? Why don't you like talking about your photos? Why don't you like listening to your classmates' descriptions?* Finish by giving students tips to overcome those learning barriers or negative feelings towards independent work by telling them that there are several ways of doing tasks: individually and collectively, and all of them have different requirements that we need to meet. Congratulate the students for their honesty when answering the questions with a sound *Fantastic! Wonderful!*

2. Read. Track 67

Prior to having students listen and read, challenge them to come up with their own definition of *photo album* and write them on the board. Get them to work in pairs and suggest that as they read and listen, they should underline or highlight the information related to the place, the occasion, the date, the speaker's age, the people involved, and the activities. Play the audio once for students to learn about

both the concept of a photo and some benefits of keeping them. Now, invite them to compare their definitions with the one they heard in the audio recording. Check those that are similar to the ones mentioned in the recording. Reward the whole class by having a round of applause for their contributions.

3. Go back to Joe's anecdote and complete the chart.

Call on a volunteer to read both the instructions and the information in the table. Encourage them to continue working in pairs and allow enough time for the completion of the task while you go around the classroom to provide help if needed. Then, invite them to cross-check answers with another pair of students before socializing them as a class.

4. Give your Presentation.

Refer the students to the Useful Expressions box. Ask them to read those individually. Then, do individual and choral drills to check pronunciation and intonation.

Encourage students to arrange a special setting to present the projects to the class, and to do it with confidence and enthusiasm. Continue by making students realize that there is a connection between the Give your Presentation box and the Useful Expressions box and have them relate these useful expressions to the stages of the presentation. Then, have them practice, with a partner, saying the steps of the presentation, followed by the corresponding expression. Advise students to make constructive comments about their classmates' photo albums and value their effort and creativity by using rewarding expressions such as *Congratulations! That's Great! Fantastic! Excellent! Superb!* and so forth. Likewise, encourage them to listen attentively to their partner's descriptions and to be ready to ask questions about their experiences. Finish by making them recall the benefits of remembering of our past experiences and listening to other people's anecdotes.

Share Your Project

1. Discuss your experience.

Circle the option that applies to you.

- a. I *liked / didn't like* choosing my photos.
- b. I *liked / didn't like* writing the description of my pictures.
- c. I *liked / didn't like* talking about my photos to my partners.
- d. I *liked / didn't like* listening to my partners' description.

Answers may vary.



2. Read.

Photo Albums

Photo albums are nice because they take us back to the past and help us remember great adventures, unforgettable moments and the emotions we felt when we lived different experiences in our lives. Photo albums are also an ideal way to record special events like birthdays, holidays, school plays and festivals. Show your nicest photos and share beautiful moments with your friends or family members like this kid:

Joe, 17 years old

Oh! How can I forget this great moment? This is when my brother and I played in the national soccer championship in high school 5 years ago. The final game was very hard but we won. We got a trophy and free tickets to see our favorite soccer team in the world: Barcelona! The experience was awesome!



3. Go back to Joe's anecdote and complete the chart.

Occasion	<i>The national soccer championship.</i>
When	<i>Five years ago.</i>
Place	<i>It was in high school.</i>
Age	<i>He was 12 years old.</i>
People involved	<i>Joe and his brother.</i>
Activities	<i>They played the finals in the national soccer championship.</i>

Give your Presentation

Show your photos one by one and talk about...

- the occasion.
- when the occasion happened.
- your age.
- what you did.
- the people that you were with.
- how the experience was.

Useful Expressions

- *This is my...* (celebration/anecdote/party)
- *It was...* (2 years ago) when I was (10 years old...)
- *That day I* (went/sang/ate/celebrated...)
- *I was with...* (people)
- *That experience was* (unforgettable/scary/awesome) *because...*



Game

Talk for a Minute About...

**START
here**

Instructions

1. Play with a partner. Put your counters on start.
2. Toss a coin. If you get tails, move 1 square. If you get heads, move 2 squares.
3. Talk for a minute about the topic you land on. If you can't talk for a minute, you lose a turn.
4. The winner is the one who finishes the game first.



1

Your favorite birthday



12

Your last vacation



13

An unforgettable experience you had



25

A fun experience at your school

2

A scary experience you had



11

A good moment you shared with your friends recently

14

How you met your best friend

24

Your favorite class last year

23

A nice teacher you remember in primary school

26

A nice celebration with your family

3

Your favorite games when you were a child



What you did on Halloween last year

10

Your first day in high school

22

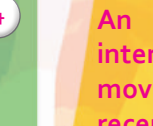
What you did last weekend

27

A beautiful place you visited

4

The best vacation you had



9

An interesting movie you saw recently

16

Food you tried that was delicious

21

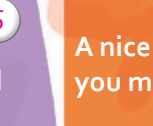
The first time you rode a bike

28

A nice present your parents gave you

5

A pet you had



8

A nice person you met recently

17

The last time you participated at a sporting event

20

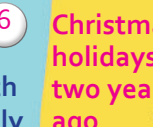
A fun party you went to

29

The New Year's eve celebration last year

6

The last occasion you celebrated with all your family



7

Christmas holidays two years ago

18

Food you tried that you didn't like

19

The first neighborhood you lived in

30

A competition that you won







You Won

CONGRATULATIONS

▶ Game

Talk for a Minute about...

Instructions

1. **Play with a partner. Put your counters on start.**
2. **Toss a coin. If you get tails, move 1 square. If you get heads, move 2 squares.**
3. **Talk for a minute about the topic you land on. If you can't talk for a minute you lose a turn.**
4. **The winner is the one who finishes the game first.**    

Begin by writing the name of the game on the board: *Talk for a Minute about*. Ask: *What can we talk about for a minute? Do you remember happy / sad / scary situations to talk about? Can you give examples of sad / happy / scary situations from your life?* To help students become familiar with the occasions and special celebrations they will talk about, do some picture exploitation by asking: *What is the picture in number 1/2/5/10 about?* Alternatively ask: *Can you find a picture about a fun birthday party? Can you find a picture about Christmas / delicious food / a sporting event / a New Year's celebration?* etc.

Call on a volunteer to read the instructions and make sure everyone understands them by asking: *Point at the counters. Show me how you toss a coin. Show me which side of a coin is tails. Show me which side is heads. Show me the starting square. Show me the finishing square.*

Encourage them to play and enjoy the game, and to take advantage of this wonderful opportunity to learn while having fun! Go around the classroom to see if they have any structure or vocabulary difficulties, and check pronunciation. As soon as they finish the game, encourage them to reward themselves with a round of applause!

▶ EXTRA IDEAS

Alternatively, divide the class into two big teams: Team A and Team B. Each team should decide on a catchy name for the group and select a representative. Every student in both groups will have the chance to be the representative when tossing the coin. To reduce the anxiety it may cause to the representative, let team members know that they can help him / her, but must raise their hands to contribute.

Alternatively, make several copies of the game board, cut out the squares and distribute the sets among all the pairs of students. Encourage them to put the sets of the cards (the cut out squares) face down, and then to take turns to choose a card and talk about the topic for a minute.

Quiz Time

Before the test

Highlight that the Quiz Time is a friendly review that gives them the opportunity to show what they have learned in the lesson and to overcome their difficulties in a comfortable and safe environment. Then, invite them to answer the quiz individually and then cross-check their answers with a partner before socializing them with the whole class.

1. Fill in the gaps with the right adjective. Use the Word Bank.

Encourage students to recall some examples of unforgettable, scary, fun, and awesome experiences from their lives or other people's. Have them read the instructions and the words in the Word Bank, and see if they any questions to clarify. Finally, invite them to work individually, and then compare their answers with their classmates. Go around the classroom to provide help when necessary.

2. Complete the sentences based on the chart.

Make students recall at least 10 activities people do on vacation, during special occasions, trips or celebrations, using the Simple Past tense. Then, call on a volunteer to read the instructions. Next, invite them to read the information in the table by looking at the checks and the crosses. Model by giving an extra example with another activity relevant to students' context (e.g. *watched TV / played videogames*). Ask if they have questions. Next, encourage them to complete the sentences, and then allow them some time to compare answers with a classmate.

3. Complete the conversation with the correct form of the verbs. Use the Simple Past tense.

Challenge students to recall the sentence structure for *wh-questions* in the Simple Past tense and their use. Call on some volunteers to read the instructions and invite them to

do the task individually. Recommend that they focus their attention on the word order for questions. Allow enough time for the completion of the task while you go around to provide any guidance needed. Finally, have them cross-check answers with their classmates.

4. Listen and answer the questions. Track 68

Write on the board: *decorations, volunteer, special meal, presents, children, Santa Claus*. Then, ask: *What are these words related to? Are these words related to any particular special occasion? Do you spend quality time with poor children / old people / sick people? Were you a volunteer with poor children / old people / sick people?* Encourage students to talk to each other about their last Christmas celebration for a couple of minutes. Then, call on a volunteer to read the instructions and the two questions, and see if they have any doubts to clarify. Play the audio as many times as necessary for them to complete the task individually. Encourage them to cross-check answers with their classmates.

5. Circle the correct word.

Briefly review the use of *also* to give additional information, and *so* to describe a result or consequence. Invite students to give a couple of examples using each connector. Have some students read the instructions and the passage, without choosing the correct word. Ask then to read individually and circle the corresponding word. Allow enough time for completion and ask them to cross-check answers with their classmates.

Self-Evaluation

Prior to having students complete the table individually, remind them to be as honest as possible about their ability to do each task (*Very well; OK; and A little*). Encourage them to complete the table individually and silently. Do not forget to praise them verbally for their honesty and learning effort to keep their motivation up.

Glossary

Have students read the Glossary. Tell them to pay attention to specific elements in each definition. For example, they need to pay attention to whether the word is a noun, a verb or an adjective. They also need to know if the words

have synonyms or antonyms. Once you have clarified some possible doubts about the words, students can solve the Glossary Activities on page 98. Please bear in mind that this page corresponds to page 84 in the Teacher's guide.

Quiz Time

1. Fill in the gaps with the right adjective. Use the Word Bank.

Word Bank

- unforgettable
- fun
- awesome
- scary

In this photo, I played the final basketball game with my school friends. We didn't win, but the game was a lot of fun (a). Oh! My old friends, I usually think about them. That time was unforgettable (b).

In this other photo, I jumped from a plane wearing a parachute. Looking down from the plane was very scary (c), I was nervous, but then flying in the air was so awesome (d)! The sensation was great.

2. Complete the sentences based on the chart.

Name	met a nice person	danced at a club	tried new food
Tania	✓	✗	✓
Gina	✓	✓	✗
John	✗	✓	✓

Last vacation...

- Tania met a nice person and tried new food but she didn't dance at a club.
- Gina met a nice person and danced at a club.
- John didn't meet anybody but he tried new food.
- Tania and John tried new food.
- Tania didn't dance at a club and Gina didn't try new food.

3. Complete the conversation with the correct form of the verbs. Use the Simple Past tense.

- A: What did you do (a. do) after your graduation?
 B: I traveled (b. travel) to Europe.
 A: Where did you go (c. go)?
 B: I went (d. go) to France, Spain and Germany.
 A: Did you go (e. go) with your family?
 B: Yes, I did. We visited (f. visit) some friends in England.
 A: Did you like (g. like) your trip?
 B: Yes, I did. I had (h. have) a great time. I saw (i. see) interesting places and met (j. meet) nice people.



4. Listen and answer the questions.

- What did Charles do on Christmas Day last year?
He spent time with poor children.
- Did he like his experience?
Yes, he did. The experience was awesome and unforgettable.

5. Circle the correct word.

When I was a teenager, I liked theater so/also (a) I joined the Theater group at school. We usually performed plays at school. We so/also (b) traveled to other places to perform our plays. There was a girl I liked very much. Her name was Katy. She was very pretty and nice. She was so/also (c) a very good actress. One summer, we performed a play at our school. It was a very important event so/also (d) we practiced many times. I remember that she was very beautiful on the day of our presentation. I felt very nervous so/also (e) I forgot my lines when I saw her. I so/also (f) fell on the floor and people laughed at me. It was very embarrassing!

Self-Evaluation

Now I can...

- talk about experiences in the past.
- ask and answer questions about the past.
- use *so/also* to express consequence or add information.

Very Well

OK

A Little

Glossary

A - F

ask: v. to request something. We *asked for candies on Halloween.*

awesome: adj. extremely good, excellent. (syn. spectacular, fantastic)

bear: n. animal with thick fur that eats flesh, fruit, and insects.

break: v. to cause something to separate into pieces. *I broke the window with the ball.*



break into: v. to enter a place without permission.

cook: v. to prepare food.

dangerous: adj. something that can cause harm. (ant. safe)

drive: v. to operate or control a vehicle.

enjoy: v. take pleasure in doing a particular activity. *I enjoy Christmastime with my family!*

exchange: v. to give something and receive something in return.

far: adj. at a great distance (ant. near)

firewood: n. pieces of trees used to light a fire.



fly: v. to travel by plane.

fun: adj. something that is entertaining. (ant. boring)

G - S

garbage: n. anything that isn't needed anymore. (syn. trash)

hang gliding: n. it is an air sport in which a person flies an object called "hang glider."



lake: n. an area of water surrounded by land.



meet: v. to encounter a person for the first time.

pay: v. to give money when you buy something.

see: v. to perceive with the eyes. (syn. look)

scary: adj. something that makes you feel nervous.

share: v. to participate in an activity and enjoy it with others.



stay: v. to be at a certain place.

T - Z

talk: v. to speak.

tent: n. a portable shelter supported by poles used for camping.



train: v. to practice a skill over a period of time.

travel: v. to go from one place to another by bus, car, plane. *I travel by car to Mexico.*



trip: n. a journey or excursion.

try: v. to taste food for the first time.

unforgettable: adj. something you will always remember.

win: v. to be successful or victorious in a competition. (ant. lose)

Colloquial Expressions

It gives you the creeps: It makes you very nervous.

Feel like a million dollars: to feel very happy.

Be down in the dumps: to feel very sad.

Fall in love: to begin to have feelings of love for someone.



Glossary Activities

1. Complete the chart.

Verb in base form	Verb in past form	Meaning
a. Cook	<u>cooked</u>	to prepare food
b. <u>Exchange</u>	<u>exchanged</u>	to give and receive something
c. <u>Break</u>	<u>broke</u>	to cause something to separate into pieces
d. <u>Travel</u>	<u>traveled</u>	to go from one place to another
e. <u>Meet</u>	<u>met</u>	to encounter a person for the first time
f. <u>See</u>	<u>saw</u>	to perceive with the eyes

2. Fill in the blanks with verbs from the previous exercise.

- Last Christmas we exchanged presents. I got a nice sweater.
- The first time I traveled by plane I was very nervous! I was 10 years old.
- My grandmother cooked my favorite food on my last birthday. It was delicious!
- Peter met his girlfriend in London. The first time he saw her, she was on a train.
- I broke the window with my soccer ball. My mom was very angry.

3. Circle the word that is closest in meaning.

- An entertaining moment is...
scary. / fun. / awesome.
- Something that makes you nervous is...
fun. / unforgettable. / scary.
- A moment you never forget is...
exciting. / awesome. / unforgettable.
- Another word for spectacular is...
fun. / unforgettable. / awesome.

4. Label the pictures.


 a. tent

 b. lake

 c. firewood

 d. bear

5. Complete the dialogs with the right colloquial expression.

- How was the graduation ceremony?
 - It was great. Everybody was really happy. I felt like a million dollars !
- You look down in the dumps . What's the problem?
 - My brother is in the hospital.
 - Oh, that's too bad. I'm sorry!
- This was my first girlfriend, Alice. I felt in love with her in high school.
 - She was very pretty!
- I loved the horror stories when we went camping last weekend!
 - Oh, I didn't. Those stories gave me the creeps !

Test Training C

Before the test

Remind students of the existence of the multiples intelligences studied in Unit 3. Highlight that everybody has the capability to learn, whatever the intelligences they have; the essence of the learning process is to achieve one's learning goals. Besides this, insist upon the need to have a positive attitude towards learning a language, to find the right place to study, and to discover at what times they feel more productive. Suggest that they can study individually or in groups. Finish this reflection by remarking on the importance of being aware of the learning strategies presented and applied in the English lessons, because they help students become more independent and successful learners.

During the test

▶ Listening Track 69

Listen to Tom talking about a vacation with his friends. What did he do?

For questions 1-5, check the correct answer in the answer box.

Listen to the conversation twice.

Remind students to read the instructions carefully and have them study the example. Make them notice that in this exercise they have two important clues to find the answers: the illustrations and the context given in the sentence fragments. Recommend that they use their previous knowledge to recognize years, countries, important tourist places and typical food while listening. Have students read the sentences fragments 1-5 to know what they should center their attention on. Play the audio twice for students to complete the task individually.

▶ Speaking **Candidates A and B**

Share information about two historical figures.

Call on a volunteer to read the instructions and make students aware of the task's two stages. Have them recall

the structure of *wh-* questions with the verb *to be* in the Simple Past tense, which can be used to ask for identity, origin, location, age, personality and important events in history. For the first stage, recommend that student A carefully read, unscramble and write the questions down to find out some information about Alexander the Great. For the second stage, tell Candidate A to carefully read the information about Miguel de Cervantes Saavedra and be ready to answer Candidate B's questions. Don't forget to give Student B enough time to prepare his/her questions.

▶ Writing

You're telling a friend about an unforgettable moment you had. First, complete the chart to organize your ideas. Then, write a short paragraph.

Have students read the instructions. To make them aware of the purpose of the writing task, refer them to the table and ask them to, very precisely, fill in the gaps with aspects like: the place, the date, the age, the people involved and the activities they did during their unforgettable experience. To facilitate the completion of the task and reduce students' anxiety, encourage them to quickly remember their last project and to recall the regular and irregular verbs they used to describe their past memories.

▶ Reading

Read the text about Stephen's trip.

Choose the best word A, B, C for each space.

For questions 6-14, mark the words in the answer sheet.

Invite students to read the instructions carefully. Then, have them overview the exercise by scanning (going through the text and thinking about the 9 spaces they are expected to fill in 6-14) and then choose the most appropriate word from the 3 alternatives given (A, B, C). Make them aware of the context clues to help them solve the reading task. Recommend that students pay special attention to activities people do on vacation. Once students have understood the purpose of the reading, encourage them to start doing the activity.

Test Training C

Listening

Listen to Tom talking about a vacation with his friends. What did he do? For questions 1-5, check the correct answer in the answer box. Listen to the conversation twice.

Example:

- o. Tom went on a trip with his friends in

0	A	B	C
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

Answer



A



B



C

- 1. Tom and his friends went to



A



B



C

- 2. In Germany, the place Tom liked the most was



A



B



C

- 3. In Paris, Tom didn't visit



A



B



C

- 4. Tom didn't like



A



B



C

- 5. For Tom, the experience in Pamplona was



A



B



C

Speaking Candidate A

Share information about two historical figures.

- First, find out some information about Alexander the Great. Unscramble the questions and ask candidate B for the information you need.
- Second, read the information you have about Miguel de Cervantes Saavedra and answer candidate B's questions.

Alexander the Great

- Alexander the Great/Who?
- When/where/born?
- Who/his tutor?
- How old/he/when he became the king of Macedon?
- What/he/like?

Miguel de Cervantes Saavedra

Miguel de Cervantes Saavedra (1547- 1616) was a famous novelist and poet. He was born in 1547 in Spain. In 1570 he went to Italy. There, he was a soldier for the Spanish Naval Force. In 1575, he was a prisoner in Algiers for some years. He finally escaped in 1580. In 1584, he married Catalina de Palacios. His greatest achievement was the novel Don Quixote. He published the book in 1613. This book is one of the most important novels in Spanish literature. He died in 1616.

Writing

You're telling a friend about an unforgettable moment you had. First, complete the chart to organize your ideas. Then, write a short paragraph.

My Unforgettable Moment	
Place	
When	
Age	Answers may vary.
People involved	
Activities	

Speaking

Share information about two historical figures.

- First, read the information you have about *Alexander the Great* and answer candidate A's questions.
- Second, find out some information about *Miguel de Cervantes Saavedra*. Unscramble the questions and ask candidate A for the information you need.

Alexander the Great

Alexander the Great was a military leader. He was the king of Macedon. He was born in Macedon, Greece in 356 BC. His tutor was the philosopher Aristotle when he was 13 years old. Alexander became king of Macedon when he was only 20 years old. He was a brave, passionate and brilliant king. His greatest achievement was the conquest of the Persian Empire. He died in 323 BC.

Miguel de Cervantes Saavedra

- Miguel de Cervantes/Who?
- When/where/born?
- What/occupation/in Italy?
- Who/hel/mary?
- What/his greatest achievement?
- When/publish Don Quixote/he/?

Reading

Read the text about Stephen's trip. Choose the best word A, B, C for each space. For questions 6-14, mark the words in the answer sheet.

Answer

6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C
11	A	B	C
12	A	B	C
13	A	B	C
14	A	B	C

One of my favorite memories is my trip to Margarita Island in Venezuela 2 years (6) ago. I (6) there with my parents, my brother and grandma. I remember grandma was very happy because it was the first time she saw the sea, but traveling by plane was a very (7) experience for her. She didn't like it. We (8) at a very luxurious hotel in front of the beach. It was awesome! I (9) the sea through my window. My grandma was delighted because the rooms were comfortable and the food at the hotel was delicious. The hotel was great but we (10) there all day. We walked around the city and visited a variety of beaches. We (11) a lot of interesting things. At "El Yaque" beach, I (12) a horse for the first time! It was fun. My parents' favorite beach was "Agua" beach. There, they had a relaxing time. They also (13) a lot of things in the shops because they were cheap. My grandma liked the beaches too, but she loved visiting the churches. I was so happy that my grandma had a great time with us. I'm glad that we (14) that great experience with her. Her smile is unforgettable.

- | | | | |
|-----|----------------|--------------|------------------|
| 6. | A. took | B. then | C. ago |
| 7. | A. exciting | B. had | C. went |
| 8. | A. liked | B. scary | C. unforgettable |
| 9. | A. did | B. stayed | C. asked |
| 10. | A. didn't jump | B. swam | C. saw |
| 11. | A. had | B. didn't go | C. didn't stay |
| 12. | A. swam | B. did | C. went |
| 13. | A. bought | B. rode | C. played |
| 14. | A. traveled | B. gave | C. made |
| | | B. shared | C. walked |

Gap Activity



Unit 1

STUDENT A

1. Complete the information about Josh Stanza. Use the clues below to ask appropriate questions.



- Where / from?
- How / old?
- What's / like?
- What / like to do / free time?
- What / do / on weekends?

Josh Stanza is from California, USA (a). He is 20 years (b) old and is an actor. Every day Jack gets up at 6:00 AM. He is a sporty (c) person. He goes to the gym and exercises for two hours. In the afternoon he works for 8 hours in the studio. In his free time he likes to play video games and play the piano (d). On weekends, he loves to sleep and read (e).

2. Read the text about Amanda Ricardi and answer your partner's questions.

Amanda Ricardi is from Buenos Aires, Argentina. She is 18 years old and is a student at the university. She gets up at 7:00 AM. She studies in the morning and does homework in the afternoon. She is an outgoing person. In her free time, she likes to talk on the phone and chat with her friends. On weekends, she loves to listen to music and hang out with her boyfriend.



Unit 2

STUDENT A

Use the clues below and ask questions to complete the chart.

- ▶ What is / are _____ doing right now? What _____ people usually _____?
- ▶ When _____ people celebrate _____?

	Activities people are doing right now	Celebration	Date	Activities people usually do
a. Alex and Julie	- <i>playing with snow</i>	Winter Carnival in Canada	- <i>January 26th</i>	- <i>people play in the snow</i> - <i>people watch the parade</i>
b. Tania	- watching the parade	Inti Raymi festival in Peru	June 24 th	- people pray for the new year - people watch the parade
c. Inna	- <i>giving chocolate to children</i>	Children's Day in Poland	- <i>June 1st</i>	- <i>schools prepare special activities for children</i> - <i>families give presents to their children</i>
d. Andres	- eating tacos	Independence Day in Mexico	September 15 th	- people decorate streets with white, green and red lights - people make traditional Mexican food

Gap Activity



Unit 3

STUDENT A

Ask your partner questions using the modal **can** to complete the chart.

Can Adam play...?



	speaK in public	play an instrument	dance tango	write stories	solve puzzles
Adam	✗	✓	✗	✓	✓
Charles	✗	✓	✓	✗	✗
Tim	✓	✓	✗	✓	✗
Jim	✓	✗	✓	✗	✓



Unit 4

STUDENT A

Take turns asking and answering questions to complete the recipes. Use the clues on the right.

Summer Fruit Salad



- a. Complete the list of ingredients.
- How much orange juice do I need?
 - How many...
- b. Complete the instructions to make the recipe.
- What's next / after that?

Ingredients:

- 2 cups of orange juice
- 1/2 cup of lemon juice
- 1 glass of water
- 1 cup of sugar
- 2 apples
- 2 cups of strawberries
- 3 kiwis
- 2 bananas
- 2 oranges
- 2 cups of blueberries

Directions

- First, put the orange juice, the lemon juice, the sugar and the water into a bowl and mix the ingredients.
- Next, cool this mixture in the fridge.
- After that, cut all the fruit into small pieces.
- Next, put all the fruit into a big bowl.
- Then, add the cool juice to the fruit and mix everything.
- Finally, serve the salad and enjoy!

Gap Activity



Unit 1

STUDENT B

1. Read the text about Josh Stanza and answer your partner's questions.

Josh Stanza is from California, USA. He is 20 years old and is an actor. Every day Jack gets up at 6:00 AM. He is a sporty person. He goes to the gym and exercises for two hours. In the afternoon he works for 8 hours in the studio. In his free time he likes to play video games and play the piano. On weekends, he loves to sleep and read.

2. Complete the information about Amanda Ricardi. Use the clues below to ask appropriate questions.



- a. Where / from?
- b. How / old?
- c. What's / like?
- d. What / like to do / free time?
- e. What / do / on weekends?

Amanda Ricardi is from Buenos Aires, Argentina (a). She is 18 years (b) old and is a student at the university. She gets up at 7:00 AM. She studies in the morning and does homework in the afternoon. She is an outgoing (c) person. In her free time, she likes to talk on the phone and chat with her friends (d). On weekends, she loves to listen to music and hang out with her boyfriend (e).



Unit 2

STUDENT B

Use the clues below and ask questions to complete the chart.

- ▶ What is / are _____ doing right now? What _____ people usually _____?
- ▶ When _____ people celebrate _____?

	Activities people are doing right now	Celebration	Date	Activities people usually do
a. Alex and Julie	- playing with snow	Winter Carnival in Canada	January 26 th	- people play in the snow - people watch the parade
b. Tania	- <i>watching the parade</i>	Inti Raymi festival in Peru	- <i>June 24th</i>	- <i>people pray for the new year</i> - <i>people watch the parade</i>
c. Inna	- giving chocolate to children	Children's Day in Poland	June 1 st	- schools prepare special activities for children - families give presents to their children
d. Andres	- <i>eating tacos</i>	Independence Day in Mexico	- <i>September 15th</i>	- <i>people decorate streets with white, green and red lights</i> - <i>people make traditional Mexican food</i>

Gap Activity



STUDENT A

- Unscramble the questions to complete Napoleon Bonaparte's timeline.
- Take turn asking and answering your partner's questions.



- 1769: He was born in Corsica, (was/where/born/he?)
- 1785: He was a graduate of the military school in **France**.
- March 1796: He was married to Josephine. (was/who/married to/he?)
- March 1796: He was in **Italy** in a battle against Austria.
- 1799: He was the First Consul of France. (his occupation/was/what/in 1799?)
- 1804: He was the **emperor of France**.
- 1805: He was in the battle of Austerlitz. He was successful. (was/he/successful in Austerlitz?)
- 1812: He was in Russia, but his campaign **wasn't successful**.
- 1814: He wasn't the emperor of France anymore. (he/was/the emperor of France/in 1814/?)
- 1821: He was in **Santa Elena**. He died there.



STUDENT A

Sarah went on a trip last year. She went to 2 cities.

Stage 1

- ▶ Discover the first place Sarah visited.
- ▶ Use the prompts to ask questions and discover the place.

- When / travel? Mexico
- What food/eat? Tacos
- Who / meet? A boy
- What souvenirs /buy? A hat and a poncho

Stage 2

- ▶ Look at the pictures of the second place Sarah visited.
- ▶ Answer your partner's questions. Don't tell him/her the name of the place.

a.



b.



sushi

c.



d.



kimono

Gap Activity



Unit 3

STUDENT B

Ask your partner questions using the modal *can* to complete the chart.

Can Charles play...?



	Speak in public	play an instrument	dance tango	write stories	solve puzzles
Adam	✗	✓	✗	✓	✓
Charles	✗	✓	✓	✗	✗
Tim	✓	✓	✗	✓	✗
Jim	✓	✗	✓	✗	✓



Unit 4

STUDENT B

Take turns asking and answering questions to complete the recipe. Use the clues on the right.

Summer Fruit Salad

- a. Complete the list of ingredients.
- *How much lemon juice* do I need?
 - *How many...*
- b. Complete the instructions to make the recipe.
- *What's next / first / after that?*



Ingredients:

- 2 cups of orange juice
- 1/2 cup of lemon juice
- 1 glass of water
- 1 cup of sugar
- 2 apples
- 2 cups of strawberries
- 3 kiwis
- 2 bananas
- 2 oranges
- 2 cups of blueberries

Directions

- First, put the orange, lemon, juice, and sugar into a bowl and mix the ingredients.
- Next, cool this mixture in the fridge.
- After that, cut all the fruit into small pieces.
- Next, put all the fruit into a big bowl.
- Then, add the cool juice to the fruit and mix everything.
- Finally, serve the salad and enjoy.

Gap Activity

STUDENT B

- Unscramble the questions to complete Napoleon Bonaparte's timeline.
- Take turns asking and answering your partner's questions.



- 1769: He was born in **Corsica**, a French island.
- 1785: He was a graduate of the military school in France.
(was/where/the military school/?)
- March 1796: He was married to **Josephine**.
- March 1796: He was in Italy in a battle against Austria.
(was/Napoleon/where/ in 1796/?)
- 1799: He was the **First Consul of France**.
- 1804: He was the Emperor of France.
(his occupation/was/what/in 1804/?)
- 1805: He was in the battle of Austerlitz. He **was** successful.
- 1812: He was in Russia, but his campaign wasn't successful.
(he/was/in Russia/successful/?)
- 1814: He **wasn't** the Emperor of France anymore.
- 1821: He was in Santa Elena. He died there. (was/he/in 1821/where/?)

STUDENT B

Sarah went on a trip last year. She went to 2 cities.

Stage 1

- ▶ Look at the pictures of the first place Sarah visited.
- ▶ Answer your partner's questions. Don't tell him/her the name of the place.



tacos



hat - poncho

Stage 2

- ▶ Discover the second place Sarah visited.
- ▶ Use the prompts to ask questions and discover the place.

- When / travel? Japan
- What food/eat? Sushi
- Who / meet? A girl
- What souvenirs /buy? A kimono



Audio Transcripts



Review Unit

Page 6

Exercise 3. Listen to three conversations and write the corresponding nationality.

Narrator: Conversation 1

Sarah: Hi, I'm Sarah. What's your name?

Peter: My name is Peter. Nice to meet you.

Sarah: Nice to meet you, too.

Peter: Welcome to our school Sarah. Where are you from?

Sarah: I'm from France. I guess you're American, right?

Peter: Well, yes, I am.

Narrator: Conversation 2

Sandra: Where are you girls from?

Andreza and Renata: We are from Brazil.

Sandra: Nice to meet you, I'm Sandra.

Andreza: Nice to meet you, too. I'm Andreza and this is my sister Renata.

Sandra: You know what? My father is from Brazil too, but I'm Peruvian.

Andreza: Oh, that's interesting. Where is your...

Narrator: Conversation 3

Tina: I'm happy to start this new year. I know that our new English teacher is Ms. Onishi. She's very nice. Martha, is she from Japan?

Martha: Yes, she is. Hey! Look at those new students. Who are they?

Tina: Myriam said they're the new students from Mexico. Their names are Pablo and Carlos.

Martha: They look nice.

Tina: Yes, they are. Ha, ha, ha...



Unit 1

My Family and Me

Lesson 1 What's Your Family Like?

Page 10

Exercise 2. Listen and complete the descriptions.

Narrator: Hello, everybody. I'm Jane. I'm 13 and this is my family. My mom's name is Emma. She's from France. It's a big country in Europe. She's sporty and relaxed. She has many friends because she's very outgoing. My dad's name is Pete. He isn't French. He's American. He's a chef. I love his food. He's serious but fun. He tells jokes all the time. He isn't a shy person.

Page 11

Exercise 3. Listen and check true or false. Then, write a sentence that describes the person. Use the Word Bank.

Teacher: Good morning, everybody! Are you ready to talk about your family?

Children: Yes.

Teacher: OK, let's start with Angie. Angie, what's your family like?

Angie: Hello! This is my family. This is my mom. Her name is Martha. She's a teacher. She's an outgoing person so she has many friends. Here is my Dad. His name is Jason. He loves to exercise. He goes to the gym and plays soccer in his free time. He is a sporty person. This is my brother Jonathan. He doesn't wake up early on Saturdays. He sleeps until 11:00 AM. He is very lazy on weekends. Finally, this is my sister Jennifer. I love her because she is a fun person. She tells jokes all the time. But she's shy when she's in front of boys. She gets nervous and her face turns red.

Lesson 2 Free Time Activities

Page 12

Exercise 2. Listen and complete with the words you hear.

Ted: Wow! You're pretty good. I see you like to play video games!

John: Ha, ha. But I like to do other things too. I like to hang out with my friends. We love to play soccer in the park.

Amy: Hey, guys!

John/Ted: Hi, Amy.

John: Amy doesn't like to talk much. She is very shy and serious.

Ted: Well, she prefers to listen to music in her bedroom.

John: Does she like to go to the movies? I can invite her out one day.

Ted: Yes, she does. Hmm, I see you like my sister.

John: Well, I'm an outgoing person. I think we can be good friends.

Lesson 4 What Kind of Person Are You?

Page 16

Exercise 1. Listen to the following descriptions. Write the activities you hear.

Boy 1: My brother Charles and I are different. I'm a sporty guy... exercise and keep active, but Charles is lazy. He sits all day on the sofa. He watches TV or plays videogames. He's a real couch potato. He usually eats big bags of

potato chips or chocolate bars. Well, I also like to watch TV but not all day!

Girl 1: I have a sister. Her name is Cynthia. She's definitely an early bird because she gets up at 6:00 AM every day! There's no way I'll get up that early. She has breakfast, then she exercises, and after that she does homework at 11:00 AM. That is the time when I wake up! After that she goes to work.

Girl 2: Let me tell you about my father. His name is Mathew. He's a real busy bee! In his office, he talks on the phone, works on the computer, chats with clients, writes reports. It's a lot!

Boy 2: My sister Kate is a night owl. She likes to do everything at night. For example, she does her homework, chats with her friends, watches late movies and even reads books. Sometimes she goes to bed really late, like around 1:00 AM. I think she needs to sleep more!

Quiz Time

Page 19

Exercise 3. Listen to the description and order the actions from 1 to 9 as you hear them.

Narrator: A typical day in my son's life

My son is a busy bee. He wakes up very early, like around 6:00 AM. He has breakfast and then goes to university. At noon he hangs out with his friends and has lunch. At 1:00 PM he goes to work. He works at a music store. He arrives home at 6:00 PM. He exercises for 1 hour. After that he has dinner. Finally, he does homework and goes to bed at 11:00 PM.



Unit 2

Cultures Around the World

Lesson 1 Diverse Customs

Page 22

Exercise 1. Complete the text with the corresponding country. Use the Word Bank. Then, listen and check.

Narrator: These are some customs around the World

- In Thailand people always greet with a bow to express respect.
- In China and Japan people usually use chopsticks to eat with.
- In Saudi Arabia women never wear skirts. They wear veils and long dresses.
- In Mexico people pray in churches. They often go to church on Sundays.
- In Spain people usually give Christmas presents on January 6th.
- In China people sometimes celebrate their New Year at the end of January.

Exercise 3. Complete the sentences with the verbs in exercise 2 and guess the nationality.

Narrator: Cultural Trivia Quiz

- Arabian women usually wear veils every day.
- Americans sometimes greet with a kiss, but only close family members.
- Canadians always celebrate Labor Day in September.
- Arabs are very religious. They often pray five times a day.

Lesson 2 Celebrating Diversity

Page 24

Exercise 1. Listen and fill in the blanks with the verbs you hear.

Reporter: Welcome to another *Globetrotters* show. Today we're in Sevilla, Spain. People are celebrating the Sevilla's fair and watching the parades. Some others are riding horses, singing flamenco songs or eating Spanish food. Let's ask the locals and learn more about this celebration. Hola! Excuse me, what are you wearing? It's a beautiful dress.

Woman: I'm wearing a traditional flamenco dress. I always wear it during the celebrations. Look! The flamenco dancers are dancing now. Sorry, I need to go.

Reporter: Hola! Excuse me, what are you eating?

Man: I'm eating tapas.

Reporter: Tapas?

Man: Yes, they are snacks. I love bread and ham tapas. They're so delicious. Here, try this one.

Reporter: Hmm, it's really good.

Page 25

Exercise 4. Circle the appropriate form of the verb. Then, listen and check.

Narrator: At the moment I am practicing a traditional dance for the *Virgen del Carmen* festival at my school. Peruvians celebrate this religious holiday event every year in July. These days many people are cleaning and decorating the streets for the procession of our Mother Mary. On this day, people usually dance, play Peruvian folk music and go to church.

Lesson 4 Out of this World!

Page 28

Exercise 1. Listen and complete the conversation with the idioms in the box.

Mother: Hi, darling! Oh, it's really noisy! Where are you?

Tina: I'm on the street. We are celebrating the Whites and Blacks Carnival. The place is packed. There are about 500 people around.

Mother: Really? How is it going?

Tina: This celebration is spectacular and incredible. It's out of this world. People usually paint their faces or wear masks. Ah, there are floats.

Mother: Floats? What are they?

Tina: They are special cars with big figures of people or animals. Right now, I'm feasting my eyes on a float that has a big parrot. It looks very real. Its colors are intense.

Mother: Wow. I see you're having a good time in Colombia. I'll call you later. Take care, I love you.

Tina: OK, mom. Talk to you soon. I love you, too.

Test Training A

Page 33

Listen to five conversations twice. For questions 1-5, check the correct answer in the answer box.

Narrator: Example: What is Mike like?

Boy 1: Look! What's the problem with Mike? Annie is talking to him, but he doesn't say anything. He doesn't talk.

Boy 2: That's OK. Mike is really shy.

Narrator: Conversation one. What's her sister like?

Girl 1: Is your sister a sporty or lazy person?

Girl 2: Well, she goes to the gym three times a week, and plays basketball on the weekends. She's a real sporty girl.

Narrator: Conversation two. What does her brother do on Saturday mornings?

Boy: Does your brother still go to the gym on Saturday mornings?

Girl: No, he doesn't. Now he works at a restaurant. He needs money to pay for his studies at the university.

Narrator: Conversation three. What's Dave's hobby?

Tom: Hey, Dave. What's up?

Dave: Hi!

Tom: Let's go play soccer at the park.

Dave: Hmm. I don't want to play soccer today. I prefer to play the guitar. It's my hobby now. I want to practice the new song from the *Kids of Rock*.

Tom: OK. See you later then.

Narrator: Conversation four. What's Jenny doing now?

Pete: Hey Jenny, are you watching TV? Check channel 5.

Jenny: No, I'm not. I'm listening to music. What's on TV?

Pete: It's the Music Day Parade on Main Street. People are watching the parade and singing. Let's go!

Jenny: I'm sorry. I'm listening to my favorite rock program right now.

Narrator: Conversation five. What are the boys celebrating?

Boy 1: Check this out! I have a lot of candies. I think people are giving me more candies this year.

Boy 2: You're right. Oh look! That's Diane! Oh, she's wearing an angel costume. She's so beautiful. Tomorrow is her birthday! I have a present for her.

Boy 1: Oh! You're so in love. But forget about Diane, we

need to get more candies. Let's go to that house. I know the family is giving away big chocolate bars.

Narrator: Now listen again.



Unit 3. Amazing Abilities

Lesson 1 Multiple Intelligences

Page 36

Exercise 1. Listen and complete with the verbs in the Word Bank.

Narrator:

Logical - Mathematical Intelligence

These people are good with numbers. They can do calculations quickly. They can solve problems using logic.

Interpersonal Intelligence

These people can interact with others easily. They can understand other people's emotions. They can speak in public.

Musical Intelligence

These people are good at music. They can sing and play musical instruments. They can learn using songs and melodies.

Visual-spatial Intelligence

These people are good with images. They can paint and draw impressive paintings. They can design useful objects.

Verbal Intelligence

These people are good with words. They can write beautiful poems. They can learn languages easily. They can tell funny stories.

Kinesthetic Intelligence

These people can move their bodies very well. They can act and dance. They can be good athletes.

Exercise 2. Listen and complete Katie's and Peter's abilities. Then, guess what their intelligences are.

Narrator: a

Teacher: Good morning Mrs. Logan. Sit down, please.

Mother: Good morning. Is my Katie doing well at school?

Teacher: Excellent! Here is her report. Katie is very good at math, she can count quickly. She can also paint and draw easily. This is one of her paintings.

Mother: Oh! This is beautiful. Well, I can draw well too. I'm an artist. I'm happy she has the same ability.

Narrator: b

Teacher: Good morning Mr. Perry. Take a seat, please.

Father: Good morning. Is my little Peter doing well at school?

Teacher: Yes. He's very active. He can play sports and dance very well.

Father: Yes, I know. He's the leader of the school dance

team. How about other subjects?

Teacher: Well, he has excellent grades in literature and languages. He can write beautiful poems.

Father: Wow! He writes very well.

Teacher: Yes, he's very sensitive. He can be a good poet in the future. But in math...

Page 37

Pronunciation

Listen and complete with *can* or *can't*.

- She can sing.
- We can't dance.
- They can play soccer.
- I can't jump high.

Lesson 2 Unique People

Page 38

Exercise 1. Complete the profiles with the numbers you hear.

Narrator: These are the profiles of the fastest men on earth according to the latest report of the International Association of Athletics.

- Ussain Bolt. This young man is 24 years old. He is 1.95 meters tall and weighs 93.9 kilograms. He can run 100 meters in only 9.58 seconds. It's the best record so far.
- American athlete Tyson Gay takes the second place. He is 29 years old and is 1.80 meters tall. He weighs 75 kilograms and can run 100 meters in 9.69 seconds. It's the second best record.
- The third fastest man on earth is Asafa Powell. He is 29 years old and is 1.90 meters tall. He weighs 85 kilograms and can run 100 meters in 9.72 seconds.

Exercise 3. Listen and circle the word you hear.

Jack: You're always faster than me.

Mark: Well, I want to be the fastest runner in the world like Asafa Powell.

Jack: No, wait a minute! I think that Tyson Gay is faster than Asafa Powell.

Mark: Let's check. Mr. Parker, who is faster, Tyson Gay or Asafa Powell?

Coach: Well, Asafa Powell can run 100 meters in 9.72 seconds, but Tyson Gay does it in 9.69 seconds.

Jack: You see? Tyson Gay is faster than Asafa Powell.

Coach: But Ussain Bolt is the fastest man of the three. He can run 100 meters in 9.58 seconds.

Page 39

Exercise 5. Listen and fill in the blanks using the Word Bank. Then, listen again and check the person who says the statements.

Kate: Sarah, what are you reading?

Sarah: Hi, Kate. I'm reading this magazine about famous artists.

Kate: Who are the most famous artists at the moment?

Sarah: Justin Bieber, Selena Gomez, and the actors Dakota Fanning and Rob Pattinson.

Kate: I love Justin Bieber's songs.

Sarah: He's number 1. He is the most popular artist at the moment.

Kate: I think Justin is more attractive than Rob Pattinson. Look, Justin is very handsome.

Sarah: Hmm... Well, I prefer Rob Pattinson. To my mind, Rob's more interesting than Justin. He's a serious actor.

Kate: Who is this?

Sarah: This is Dakota Fanning. She is a famous actress. She is really beautiful.

Kate: Well, I think Selena is more beautiful than Dakota.

Sarah: Selena is pretty, but to my mind Dakota is more talented than Selena. She has appeared in many movies.

Kate: But Selena is not famous only for her music. According to the magazine, she's the most generous teen star. She donates a lot of money to organizations like UNICEF.

Lesson 3 Outstanding People

Page 41

Exercise 5. Read and match the correct statements.

Narrator: 15-year-old Kishan Shrikanth is an exceptional kid because he is the youngest movie director at the moment. He can act, write and direct movies because he has verbal and kinesthetic intelligences. People like his movies because they present inspirational stories about love and courage. He's studying computer design now because he is interested in 3D movies. He is also working hard and writing new movies because he wants to be the best director of the world.

Lesson 4 It's a Piece of Cake!

Page 42

Exercise 2. Listen to the conversations and complete the chart. Use the idioms in the Word Bank.

Narrator: Conversation 1

Mark: One, two, three.

Emily: What are you guys doing?

Ian: We're competing to see who can hold their breath the longest. Can you count the time for us?

Emily: Ha, ha, ha, OK. Wait a second. Ready, in 3 seconds. 3, 2, 1. Go! Wow guys! You're doing pretty well! Come on Mark, you can do it! OK! Mark... 20 seconds...

Pretty good. Wow! Ian is really taking long... Wow! 30 seconds...

Ian: Ahh! How long?

Emily: No way! 38 seconds... Get out of here!... I don't believe it. I can't do that.

Ian: Hah, I'm the best.

Narrator: Conversation 2

Mary: Check this out! Janeth Fisher can see numbers and letters in color. For example letter "a" is orange and number 4 is green.

Cecile: That's pretty amazing.

Mary: According to this article, people love her paintings because she tells stories with colorful illustrations. Look at this. Wow! It is really mind-blowing. It's absolutely beautiful.

Cecile: Amazing! She's a great painter.

Narrator: Conversation 3

Anne: Oh, Kate! I can't do it. This dragon is too difficult for me. I think I'll do the horse. It's easier.

Kate: Don't worry. Just try again. Look, you take this corner, then you take this other corner, do this again... Take this and here is your dragon. It's a piece of cake! It's not difficult at all.

Anne: Oh! You can do it so easily. You're the best. Teach me again how to do it.

Kate: Sure! Look, you do this...

Quiz Time

Page 45

Exercise 3. Listen to the two conversations. Check what Alex and Sussie can do.

Narrator: Conversation 1

Mrs. Hyke: Good morning Sussie. Thank you for your interest in this job. The students of our summer camp are very active. What abilities do you have? What can you teach them?

Sussie: I can swim and paint. I can teach students how to make beautiful paintings. I can do origami figures, too.

Mrs. Hyke: Wow, that's very nice. Now, our children take music lessons. Can you play the guitar?

Sussie: No, I can't. I'm sorry.

Mrs. Hyke: Well, that's OK. Thank you for your time. We...

Narrator: Conversation 2

Mrs. Hyke: Good morning Alex. Thank you for your interest in this job. The students of our summer camp are very active. What abilities do you have? What can you teach them?

Alex: Let's see, I can play the guitar and I can swim.

Mrs. Hyke: That's really good because students take music classes. What else can you do? Can you do origami figures?

Alex: No, I'm sorry. I can't. I have no idea.

Mrs. Hyke: Hmm, what about painting, can you paint?

Alex: No, I can't. Sorry.

Mrs. Hyke: Don't worry. Well, thank you for your time. We'll call you back. Have a good day!



Unit 4 Healthy Food

Lesson 1 The Food Pyramid

Page 48

Exercise 1. Label the food. Then, listen to the presentation and confirm.

Narrator: Good morning. Today we'll talk about kids' nutrition. It's important to eat different kinds of food based on this pyramid. You can see that there are different groups. First, look at the orange stripe or the grains group. This includes rice, pasta, oatmeal and bread. Then, we find the vegetables group. It's the green stripe. You can find vegetables such as lettuce, potatoes, tomatoes, spinach and carrots. After that, there is the fruit group colored red. You find apples, bananas, oranges, pears and all the fruit you can imagine. Next, look at the yellow line that represents the oil group. You don't need to consume a lot of oil. Then, there is the dairy group colored blue. It includes milk, cheese, yogurt and butter. Finally, we find the meat and beans group in purple. You can find fish, beef, chicken, eggs and also beans. You need to eat appropriate food for your health, but don't forget that you also need to exercise.

Lesson 2 Healthy Recipes

Page 50

Exercise 1. Listen and write down the quantities.

Narrator:

Delicious Oatmeal Bars

Oatmeal is good for our health because it helps reduce cholesterol in our body. It is also an important source of fiber. Check out a delicious recipe for a dozen oatmeal bars.

Ingredients:

-1 cup of sugar, 2 eggs, 1 carton of yogurt, 1 glass of water, 2 teaspoons of oil, 1 teaspoon of cinnamon, 2 cups of flour, 1 pinch of salt, 3 cups of oats, 1 serving of cranberries.

Page 51

Exercise 4. How to make oatmeal bars. Listen and number the instructions in the right order.

Narrator:

- First, in a bowl put a glass of water and mix the sugar, yogurt, eggs, and oil.
- Next, in a smaller bowl mix the flour, salt and cinnamon. Then, add this to the yogurt mixture.
- After that, add the oats and the cranberries to the mixture.
- Next, bake the mixture for 30 minutes. Don't burn yourself!

- Then, cool completely on a wire rack for 20 minutes.
- Finally, cut into bars. Be careful! Don't cut yourself. Ask for help.

Lesson 3 Eating Well

Page 53

Exercise 4. Listen and complete the recipe.

Narrator: Top Yummy Healthy Recipes.

Orange Blueberry Muffins.

Benefits:

This recipe is good for you because it gives you energy, it's low in calories, the vitamin C in oranges stimulates your immune system, and blueberries are a good source of fiber.

Ingredients:

½ cup of oil, 3 glasses of orange juice, 1 cup of sugar, 1 serving of blueberries, 1 egg, 1/2 cup of flour, 1 orange cut into pieces, 1 teaspoon of salt

Preparation:

First, blend the orange pieces, orange juice, egg, and oil. Next, put the flour, sugar, and salt in a bowl and mix. After that, add the orange mixture into the bowl and mix all the ingredients. Next, stir in the blueberries. Then, pour the mixture into the muffin tins and bake it in the oven for 25 minutes. Finally, cool the muffins and enjoy them warm or toasted.

Lesson 4 It's Finger-Licking Good!

Page 54

Exercise 2. Listen and fill in the blanks with food from above. Then, decide if the speakers like or dislike the food.

Narrator: a

Girl: I'm thirsty, do you have any juice?

Boy: There is some papaya juice in the fridge if you want.

Girl: Yuck! No, thank you. Papaya isn't my cup of tea. It's yucky...

Narrator: b

Boy: Do you want to try my strawberry cake? It's fresh.

Girl: Of course.

Boy: So, what do you think?

Girl: Mmmm. Oh my God. It's so finger-licking good. You can cook really well. Can I have some more?

Narrator: c

Girl: Mmm... That milkshake makes my mouth water. It looks very delicious. What's in it?

Man: Well, it has some milk, ice cream and some strawberry juice.

Girl: Please give me two. I want to try it now.

Quiz Time

Page 57

Exercise 4. Listen and complete the ingredients.

Narrator: Banana and nut cereal

A cup of water, a cup of milk, a small banana, 2 tablespoons of oats, a pinch of salt, a serving of nuts, a teaspoon of brown sugar

Exercise 5. Listen and complete the recipe. Use the Word Bank.

Narrator: Instructions:

1. Put the water, milk, and oats in a receptacle on the stove. Cook for 5 minutes.
2. Cut the banana into small pieces.
3. Add the banana, the salt and the cinnamon into the milk and oats mixture. Mix everything.
4. Stir frequently for 5 to 10 minutes.
5. Cool the mixture.
6. Finally, add the nuts and the brown sugar. Enjoy!

Test Training B

Page 59

Listen to Jimmy talking about his family. Listen to the conversation twice. For questions 1-5 mark A, B or C in the answer box.

Narrator: Example: Kate can...

Sarah: Wow Jimmy, thanks for your invitation to this concert. The band is great.

Jimmy: You know? The singer is actually my sister, Kate.

Sarah: Wow, she sings really well.

Narrator: One. Jimmy can...

Sarah: Hey Jimmy, can you sing too?

Jimmy: No, I can't. I can play the piano. Sometimes I play with them.

Sarah: Get out of here! Really?

Narrator: Two. Mike can...

Jimmy: The boy in the band wearing the red shirt is my brother Mike.

Sarah: Wow! He can play the drums really well. Can he play the piano, too?

Jimmy: No, he can't. He's better at the drums.

Sarah: Yeah! He's a really good drummer!

Narrator: Three. Tanya can...

Sarah: Is there any other member of your family in the band?

Jimmy: No, that's all. But we're a family of artists. My younger sister, Tanya, can paint really well. Painting is her thing, really. Do you see that poster? She painted it!

Sarah: Nice! It's a really beautiful poster.

Narrator: Four. Mom can...

Sarah: Are your parents artists too?

Jimmy: Yes, they are. My mother can't play any instrument, but she can act. She's a great actress.

Sarah: Is she acting in a theater now?

Jimmy: No, she's not. She has a lot of work at the office now.

Narrator: Five. Dad can...

Sarah: How about your father. Can he sing, act or play any instrument?

Jimmy: No, he can't. You know? My mom can't cook, but my father can. He's the chef at home and I think cooking is a kind of art too!

Sarah: Sure!

Narrator: Now listen again.



Unit 5 They Were Successful!

Lesson 1 Famous Characters

Page 63

Pronunciation

Narrator: The pronunciation of years is divided into two segments. 1986; 1799; 1800; 1492.

Listen and circle the year you hear.

- a. 1889 b. 1500 c. 1963

Exercise 4. Listen and check true or false.

Narrator: Joan of Arc is a national hero in France. She was born in France in 1412. She was a soldier and a leader of the French army when she was only 19 years old. She was a brave and passionate woman. She helped to defend her country from an English invasion. She died in 1431.

Exercise 5. Complete the following text with *was/wasn't/were/weren't*. Then listen and check.

Narrator: Socrates (470-399 BC) He was one of the greatest philosophers in history. He was more intelligent than other children, but his education wasn't different from any other Athenian. His main subjects at school were arithmetic, geometry, astronomy and Greek poetry. His favorite activities were speaking in public and asking questions, but his questions weren't always easy. Sometimes they were confusing. For this reason, some people considered that his ideas weren't appropriate for young people.

Lesson 2 World History

Page 65

Exercise 4. Listen and confirm the questionnaire answers.

Narrator:

- Tupac Amaru was born in Peru.
- Simon Bolivar was born in 1783.
- Cuauhtemoc was the last Aztec governor.
- Polo was the last name of a famous navigator named Marco.
- Julius Caesar and Caesar Augustus were Roman emperors.
- Jose de San Martin was the leader of the independence of Chile.

Lesson 4 Success Against All Odds!

Page 68

Exercise 1. Listen and complete with the expressions in the box.

Narrator:

- I look up to Jose de San Martin. He was the leader of the Independence of Chile. His campaign across the Andean Mountains was really difficult. Soldiers were hungry, cold, and the weather conditions were hard, but the Chilean army was victorious against all odds.
- I admire Helen Keller. Apparently, communicating was a losing battle because seeing and listening were impossible for her. She was blind and deaf. But in the end, she was a successful writer and leader.
- I look up to Leonardo da Vinci. He was a real genius. He was an architect, a painter, an engineer and a poet. For him, the sky was the limit! He was very creative and his works were advanced for his time.

Exercise 3. Complete the text using two of the expressions above. Then, listen and check.

Narrator: Thomas Alva Edison was a famous American inventor. He was the creator of the light bulb, the phonograph and the kinetoscope (the first video camera). The sky was the limit for him. At the beginning, the creation of the light bulb was difficult. People say that about 1000 experiments were necessary to make it work. It was apparently a losing battle. But in the end Edison was very persistent. Finally, his invention was successful.

Quiz Time

Page 71

Exercise 1. Listen and complete the life facts. Use the Word Bank.

Narrator:

- Isaac Newton was a famous mathematician, physicist and astronomer. He was born on December 25th, 1642, in England. He was a curious and very hardworking person. He was passionate about mathematics. His famous principles in the field of physics were his most important achievement.
- Martin Luther King was born in the United States on January 15th, 1929. He was compassionate to people who suffered discrimination. He was a brave lawyer and political leader. He worked for the rights of black people. He was the winner of a Nobel Prize for his work against racial discrimination.

Exercise 3. Listen and complete the timeline.

Narrator:

In 1783: Simon Bolivar was born.

In 1799: He was in Europe to complete his studies.

In 1802: He was married to Maria Teresa del Toro. She died a year later.

In 1819: He was the liberator of Colombia.

In 1821: He was the first president of La Gran Colombia.

From 1821-1824: He was the liberator of Venezuela, Peru and Ecuador.

In April, 1830: He wasn't the president of La Gran Colombia anymore.

In December, 1830: He died in Santa Marta, Colombia.



Unit 6

Unforgettable Moments

Lesson 1 Memories of the Past

Page 74

Exercise 2. Listen to the complete versions of the texts in exercise 1. Fill in the blanks using the Word Bank.

Narrator:

- This is a photo of Christmas two years ago. We didn't travel but we celebrated at our grandparents' home. We spent great moments with our family. We exchanged presents and my grandma cooked delicious cookies. That Christmas with my grandparents was unforgettable! It's a day I will always remember!
- I love this Halloween photo! Six months ago my brother dressed up as a pirate. I was a princess. He looked great! We asked for candies from house to house all

night. I remember we collected like 200 candies! That Halloween was a lot of fun! We played with friends, enjoyed our candies and laughed. All a kid needs!

- Oh! A photo of me and my best friend at her sweet 16 party! She invited all our school friends. Her present was a concert given by our favorite band! They played all our favorite songs. We danced all night. We didn't stop! When the band arrived, I was in shock. I'm serious! That party was awesome! Everybody liked it!
- I remember this photo! This is when I tried hang-gliding last year. When I started, I was afraid because I didn't want to fly high. But I trained hard for two months. Then, it was great! I really liked this experience! I was nervous the first time. Flying higher and higher was scary. You know, this sport is a little dangerous.

Lesson 2 I Had Fun on My Trip

Page 77

Exercise 5. Listen to Karl's and Patty's trip narrations and answer the questions.

Narrator: a

Karl: 2 years ago, I went with my best friend on an excursion to the Amazon! The trip was awesome because we did lots of interesting things. We walked in the forest; we swam in the Amazon river and met nice indigenous people. We also tried a fruit called *guarana* and a kind of bread called *casabe*. We took a lot of photos of this amazing place. I loved it!

Narrator: b

Patty: Oh, I remember this trip to a small village in the United States. I went with my family to visit an uncle. I stayed there for a week but I didn't like it because the village was so boring! It was a very, very quiet place. I didn't find any cinemas or malls or anything, so I stayed all day at my uncle's house. I only watched TV and talked on the phone with my friends. I ate a lot of good food that my uncle made, but then I got fat when I returned home.

Lesson 4 I Felt Like a Million Dollars!

Page 80

Exercise 1. Listen and circle the right feeling according to the experiences.

- Scott:** When I was 10 years old, I went to Germany for vacation with my family. We stayed at a very old hotel. I always heard a lot of strange noises at night. I remember that one cold night, I got up to check if someone was there. Suddenly I saw a little kid wearing black clothes smiling at me. I closed my eyes because I was so afraid. Then, when I opened my eyes, the boy wasn't there anymore. That boy gave me the creeps! It was so scary.

- b. **Jessica:** I remember I was in love for the first time when I was 15 years old. I liked my neighbor Brian. He was so nice, but I was so shy. I had never talked to him. One day, I went to a Halloween party. There was good music. Then, someone with a zorro costume invited me to dance but I didn't see his face because he had a mask. As we danced, he said I was pretty and nice. Then, he took off his mask and guess what? It was Brian! I felt like a million dollars! I danced with him all night.
- c. **Richard:** I remember my little dog. His name was Spike. My parents gave me Spike on my 10th birthday. It was very friendly. We always spent time together. I took him to the park and we played. It was a very good dog. All people liked him. Unfortunately, he got very sick and died when I was 14. It was so depressing for me. I believe I was down in the dumps for almost 6 months. My dog Spike is unforgettable.

Quiz Time

Page 83

Exercise 4. Listen and answer the questions.

Narrator:

Last year I had a very special Christmas Day because I spent time with poor children. I was a volunteer at a center for street children. I made Christmas decorations. I cooked a delicious Christmas meal. I dressed up as Santa Claus and gave presents to poor children. This experience was awesome, the children were very happy with the food and presents. The children's smiles on that Christmas Day are unforgettable.

Test Training C

Page 85

Listen to Tom talking about a vacation with his friends. What did he do? For questions 1-5, check the correct answer in the answer box. Listen to the conversation twice.

Narrator: Example:

- Tom went on a trip with his friends in...

Tina: Wow! You look very young in this photo! Where was this?

Tom: Ha, ha, ha, this is a nice photo. This was a trip with some school friends back in 1998 more or less. It's a long time ago now.

Narrator: One

- Tom and his friends went to....

Tina: Where did you go?

Tom: We went to Germany, France, and Spain. We wanted to go to Italy, but we didn't go because we didn't have enough money in the end.

Narrator: Two

- In Germany, the place Tom liked the most was...

Tina: I think you took this photo in Germany. It's a very typical German house.

Tom: You're right. In Germany, we went to the countryside. There are many houses like this. But you know what? The best were the old castles. They were awesome. Look at this photo... This is the most beautiful castle I saw on my trip.

Narrator: Three

- In Paris, Tom didn't visit...

Tina: Oh! Paris! I want to go there. The city is amazing.

Tom: I know! There's a lot to see and do there. I went to the Eiffel tower and the Louvre Museum. The museum is very big and takes a long time to see, so in the end we didn't have time to visit other places. Unfortunately, I didn't go to the Notre Dame Cathedral.

Narrator: Four

- Tom didn't like...

Tina: I see you ate a lot in Spain. You're eating in a lot of photos.

Tom: You can't imagine. The food was awesome! I ate the famous paella, which is rice and seafood. I also tried tapas. They're a little small, but they were good. I also tried a cold tomato soup called *gazpacho*, but I didn't like it, yuck!

Tina: Ha,ha,ha...

Narrator: Five

- For Tom, the experience in Pamplona was...

Tina: Where is this photo? Why are you guys running?

Tom: Ah, I took this photo in Pamplona, a small city in Spain. People are running because there are bulls behind them. It's a very interesting tradition!

Tina: Interesting? It's very scary to me! That's dangerous!

Tom: For me it was really exciting. I ran with my friends. We had a lot of fun!

Educación General Básica - Subnivel Superior

ENGLISH



Level

A1.2 (Teenagers)

WORKBOOK - NOVENO GRADO - EGB

Norma



Ministerio
de Educación

Transformar la educación
MISIÓN DE TODOS

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**English A1.2,
Workbook**

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ADVERTENCIA

Un objetivo manifiesto del Ministerio de Educación es combatir el sexismo y la discriminación de género en la sociedad ecuatoriana y promover, a través del sistema educativo, la equidad entre mujeres y hombres. Para alcanzar este objetivo, promovemos el uso de un lenguaje que no reproduzca esquemas sexistas, y de conformidad con esta práctica preferimos emplear en nuestros documentos oficiales palabras neutras, tales como las personas (en lugar de los hombres) o el profesorado (en lugar de los profesores), etc. Sólo en los casos en que tales expresiones no existan, se usará la forma masculina como genérica tanto para hacer referencia a las personas del sexo femenino como masculino. Esta práctica comunicativa, que es recomendada por la Real Academia Española en su *Diccionario Panhispánico de Dudas*, obedece a dos razones: (a) en español es posible <referirse a colectivos mixtos a través del género gramatical masculino>, y (b) es preferible aplicar <la ley lingüística de la economía expresiva> para así evitar el abultamiento gráfico y la consiguiente ilegibilidad que ocurriría en caso de utilizar expresiones como las y los, os/as y otras fórmulas que buscan visibilizar la presencia de ambos sexos.

To Our Students

The textbook that you have in your hands is a very important tool that will help you learn in the best way possible. A textbook should not be your only source of study and discovery; however, it will always be a good friend that will allow you to discover for yourself the wonder of learning.

The Ministry of Education has made a curricular adjustment with the goal of providing better opportunities for all students in the country as part of a project that promotes full personal development and integration into a society that is guided by the principles of Good Living, democratic participation and harmonious coexistence.

To accompany the launching of this educational initiative, we have prepared several resources according to age and years of schooling. Children in first grade will receive a textbook that integrates stories and activities appropriate for their age and that will help to develop the holistic curriculum designed for this Subnivel de Educación General Básica. Teachers will receive a CD with songs in order to use music to familiarize students with their first words in English as a complementary material. From then on, until they complete the Bachillerato General Unificado, students will receive textbooks, audio CDs and extra resources that will contribute to the development of their learning in the areas of Science, Social Sciences, Language and Literature, Mathematics and Foreign Language-English.

It is also important to know that teachers will receive teaching guides (teacher's books) that will enhance the teaching-learning approach of the student book, thereby allowing teachers to develop students' research and learning outside the classroom.

This resource should be considered a support for the teaching-learning approach that must be guided by teachers and carried out by students in order to achieve its goal.

We hope that this adventure of knowledge will be the path to achieving Good Living.

Ministry of Education
2016



UNIT 1



UNIT 2



UNIT 3



CLIL

- Personal Information
- Routines
- Free Time Activities
- Family Life

- Greetings
- Food
- Clothing
- Celebrations, Traditions and Holidays

- Multiple Intelligences
- Talented People

Goals

You will learn how to

- describe people's personality.
- write about lifestyles and free time activities.
- express likes and dislikes.

You will learn how to

- describe customs of other cultures.
- give account of celebrations in other countries.

You will learn how to

- write about abilities and multiple intelligences.
- compare people's attributes and abilities.
- express opinions.

Grammar

- Simple Present tense with the verbs *To Be, Love, Like* and *Prefer*

- Simple Present tense with Adverbs of Frequency
- Present Progressive tense with Adverbs of Time

- Modal verb *Can*
- Comparative and Superlative Adjectives
- Adverbs of Manner

Skills and Strategies

Vocabulary:

- making lists of antonyms to remember words
- organizing words into categories

Grammar:

- enriching descriptions by using adjectives
- paying attention to context clues to do *fill in the blank* exercises

Reading:

- scanning a text to find specific information
- predicting information

Writing:

- using **and** to give additional information and **but** to introduce an opposite idea
- using punctuation with conjunctions correctly

Vocabulary: using verbs in new contexts to understand their meaning

Grammar: paying attention to time expressions to choose the right form of the verb

Reading:

- using pictures to predict the content of a text
- activating background knowledge

Writing:

- using fixed expressions to write a text
- identifying the layout of an email
- organizing the ideas to write an effective informal email

Vocabulary: writing sentences in which you can apply the grammar rules you learn

Reading:

- reading a text several times to look for details
- identifying reasons in a text

Writing:

- using **because** to give reasons and answer the question **why?**
- using **also** to add information

UNIT 4



UNIT 5



UNIT 6



CLIL	<ul style="list-style-type: none"> • The Food Pyramid • Healthy Recipes • Kitchen Safety Tips 	<ul style="list-style-type: none"> • Famous Characters of The Past • Inspirational Lives 	<ul style="list-style-type: none"> • Experiences and Anecdotes • Vacations • Memories
Goals	<p>You will learn how to</p> <ul style="list-style-type: none"> • give account of food preferences. • express agreement. • ask and answer questions about food quantities. 	<p>You will learn how to</p> <ul style="list-style-type: none"> • describe people’s personalities and values. • write about people’s lives in the past. • give account of important events in history. 	<p>You will learn how to</p> <ul style="list-style-type: none"> • write about events in the past. • ask and answer questions about the past. • describe emotions.
Grammar	<ul style="list-style-type: none"> • Countable and Uncountable Nouns • Some and Any • How Much and How Many • Imperatives 	<ul style="list-style-type: none"> • Simple Past tense with verb <i>To Be</i> • Adjectives derived from Nouns 	<ul style="list-style-type: none"> • The Simple Past tense • Regular and Irregular Verbs • Time Expressions used with the Simple Past tense
Skills and Strategies	<p>Vocabulary:</p> <ul style="list-style-type: none"> • creating meaningful lists • matching words and pictures <p>Grammar: choosing the appropriate quantifiers or measurement words by identifying countable and uncountable nouns</p> <p>Reading:</p> <ul style="list-style-type: none"> • using general culture to activate previous knowledge • using diagrams to summarize texts <p>Writing: using <i>first, next, after that, then</i> and <i>finally</i> to sequence actions</p>	<p>Vocabulary: using suffixes to form adjectives</p> <p>Grammar: using context clues to choose the right form of the verb</p> <p>Reading:</p> <ul style="list-style-type: none"> • identifying text clues to make interpretations • using a timeline to organize the sequence of events • using graphic organizers to brainstorm ideas before writing <p>Writing: using time-related expressions to organize events</p>	<p>Vocabulary: using new words in different contexts</p> <p>Grammar:</p> <ul style="list-style-type: none"> • following the spelling rules to write the <i>-ed</i> endings of regular verbs in the Simple Past tense • correcting spelling and verb tense mistakes to become aware of language structure and to practice basic proofreading skills <p>Reading:</p> <ul style="list-style-type: none"> • identifying referents to understand detailed information • looking for new words in the dictionary before reading a text • reading aloud and stopping periodically to ask yourself questions <p>Writing:</p> <ul style="list-style-type: none"> • using <i>also</i> to give additional information • using <i>so</i> to describe a result or consequence

Review

1. Read the clues and solve the crossword by guessing the right nationality.

1. j a p a n e s e
 2. e r e k
 3. g r e e k
 4. a m e r i c a n
 5. f r a n c i s c a n
 6. m e x i c a n
 7. f r e n c h
 8. b r a z i l i a n
 9. p a n a m a n

Across

- His Imperial Majesty Emperor Akihito has this nationality, as well as some of the most famous video game companies such as Nintendo, Sony Computer Entertainment, and Sega, among others.
- Famous western philosophers who have this nationality are from a country also known as the "Hellenic Republic." Its capital is Athens.
- People who have this nationality are from the largest country in Latin America and the fifth largest country in the world.
- To guess this nationality, think of a country that has the name of a traditional Ecuadorian hat. Also, this country has a Canal that connects the Pacific and the Atlantic oceans.

Down

- People who have this nationality live in a country which is famous for a very old city in the Andes Mountains called Machu Picchu.
- LeBron James and Tiger Woods, both of them well-known professional sports men, have this nationality.
- This is the nationality of people native to a country where you find landmarks such as Stonehenge, St Paul's Cathedral, Westminster Abbey, among many others.
- This word describes the culture of a country where people celebrate the Day of the Dead, Guadalupe Day, and where they make *piñatas* to celebrate children's birthdays.
- Many big names in fashion design such as Coco Chanel, Yves Saint Laurent, and Christian Dior have this nationality.

2. Complete the text with the appropriate possessive adjectives.

Are you tired of listening to the same kind of music? If so, then we are your choice! Our (a) name is Secret Voices. I'm the lead singer. My (b) name is Gregory. The guitarist and the bass player are sisters. Their (c) names are Mischa and Danika. Mischa is short and has big blue eyes. Her (d) hair is blond and short. Danika is tall. Her (e) hair is long. Sometimes my cousin plays the drums with us. His (f) name is Matthew. He has his own band. Its (g) name is Folk Friends. They don't play rock; instead, they play jazz and folklore.

3. According to the picture, match each description with a person.

a. Peter is tall and thin. He has a goatee and his eyes are black. His hair is short and straight.
 b. Marcy is short. Her eyes are big and green and her hair is light brown, long and straight.
 c. Bryan has small black eyes and a big nose. He's short. His hair is not very short, curly and black.
 d. Diane is tall. Her hair is long, straight and brown. Her nose and her brown eyes are small.
 e. Omar is really tall. His hair is very short and curly. His nose is big.

4. Read the text and choose the most appropriate form of the verb; Simple Present or Present Progressive.

- Angie is the first girl on the left. She plays / is playing (a) the guitar. She is smiling / smiles. (b) Jane is talking / talks (c) on her cell phone. She has / is having (d) long hair. Mina is playing / plays (e) the synthesizer. She wears / is wearing (f) pants. Tony is / is being (g) bald. He wears / is wearing (h) a hat. He is not playing / does not play (i) the synthesizer at the moment. Joe is at the back of the group. He is not looking / does not look (j) at the camera. He is wearing / wears (k) a scarf.



5. Answer these questions.

- Where are you from? _____
- What's your nationality? _____
- Who is a famous singer from your country? _____
- What's the typical dish in your country? _____
- What colors does your country's flag have? _____
- Why do you love your country? Because _____
- What does your mother look like? _____
- What's your best friend doing at the moment? _____
- Where do your grandparents live? _____

Alis' wife's aunt, why?

What's Your Family Like?

1. Organize the adjectives in the chart.

Vocabulary Strategy

Make a list of antonyms to increase your vocabulary.

Word Bank

- serious
- quiet
- relaxed
- noisy
- eagering
- lazy
- sparty
- fun

Antonyms
shy
serious
quiet
relaxed
lazy
outgoing
fun
noisy
nervous
sparty

2. Make affirmative and negative the sentences using the verb *to be* plus the adjectives above to describe the people in the pictures.

Grandma Carol
She isn't serious.

Aunt Patty
She is outgoing.

Paul
Paul is noisy. He isn't quiet.

Grandma Joe
Grandma Joe is sparty. He isn't lazy.

Uncle Frank
Uncle Frank is relaxed. He isn't nervous.

Vocabulary Strategy
Grandma is a fun person—I have a good time when I am with her.
Grandma is a funny person—She makes me laugh.

3. Choose two members of your family and complete the chart.

Family member	Personality	Place of birth	Occupation	Activities he/she does	Activities he/she doesn't do

Answers may vary.

4. Make questions about one of the people in the chart above. Then answer them.

- What does your mom do? She is a/an _____.
 - What does he/she like? _____
 - Does he/she play any sports? _____
 - How old is he/she? _____
 - Where does he/she come from? _____
 - What does he/she do on weekends? _____
- Answers may vary.*

5. Describe two members of your family. Use the information from the previous chart.

Grammar Strategy

To enrich descriptions, use verb to be + adjectives to refer to someone's qualities. Use other verbs in the Simple Present tense to talk about actions.

- My _____ is a very special person.
She / He _____
Answers may vary.
- My _____ is a very special person too.
She / He _____



6. Complete the following text about your grandparents. *Answers may vary.*

My grandma's name is (a. be) _____ (b. name). She _____ (c. come) from _____ (d. country's name). It _____ (e. be) a big country in _____ (f. continent's name). She's like my _____ (g. mention one of your relatives) because she _____ (h. similarities between your grandma and the relative you mentioned before). She takes care of _____ (i. a person, an animal). She likes to _____ (j. activities). On Sundays, she _____ (k. wake up) at _____ (l. time). My grandpa's name _____ (m. be) _____ (n. name). He doesn't like to _____ (o. activity). From Mondays to Fridays, he _____ (p. activities) _____ and _____.

7. Describe yourself. Use negative and affirmative sentences with the verb *to be* and other verbs in the Simple Present tense.

Hello! Let me tell you about myself. I'm a _____ person and I'm _____ too. I'm not _____.

Answers may vary.



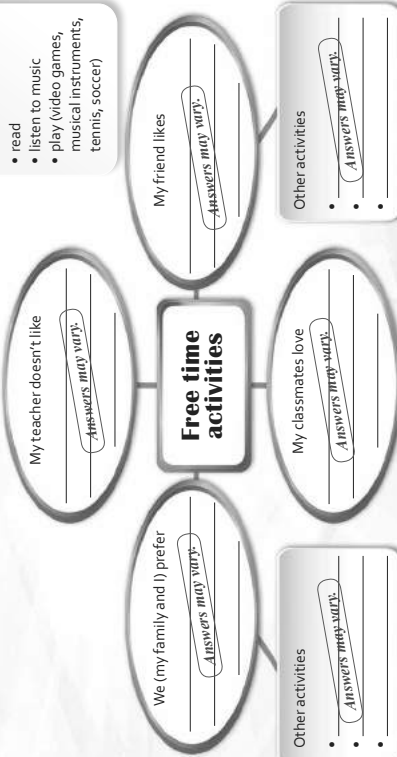
Lesson 2

Free Time Activities

1. Use the Word Bank to complete the diagram. Write complete sentences.

Word Bank

- chat with friends
- hang out
- go to the movies
- invite out
- read
- listen to music
- play video games, musical instruments, tennis, soccer



2. Use the clues given to write about yourself. Use the verbs *like*, *love* and *prefer*.

😊 = Affirmative sentence: I like to watch _____ = Negative sentence: I don't like to watch movies.

- 😊 On Sunday afternoons, _____
- 😊 When I arrive home, _____
- 😊 At night, _____
- 😊 When I go on vacation, _____
- 😊 On Friday nights, _____

3. Select the right adjective to complete the sentences.

- My brother loves to play in the park. He plays sports for hours! He's a very **(quiet / energetic / relaxed)** person.
- When I go to the cinema, I prefer to be **(quiet / outgoing / fun)** so that I can concentrate on the film.
- Mr. Smith doesn't teach mathematics. He teaches dancing and his choreographies are great. He's a very **(serious / nervous / artistic)** teacher.



4. Complete the dialog using affirmative and negative statements, and questions.

Grammar Strategy
Identify the type of sentence and the verb tense to complete an exercise.

Richard: Listen, I have a message for Diane. Is she here with you?

Naomi: No, she's not. Maybe she's at the library.
(affirmative / love / read)

Richard: At the library? What books _____ (a.)?
(question / like / read)

Naomi: I think she _____ (b.) romantic novels.
(affirmative / love / read)

Richard: I like romantic stories too, but... at the cinema!

Naomi: I like to read _____ (c.) books because I _____ (d.)
(negative / like / read) (affirmative / prefer / go to the movies)

Richard: In my case, I _____ (e.) my guitar in my free time. I
(affirmative / prefer / play)

Naomi: I like to watch _____ (f.) movies.
(negative / like / watch)

Richard: _____ (g.) video games? I have a new game at home and it's great! _____ (h.) with me?
(question / like / play) (affirmative / prefer / play) (went to play)

Naomi: Yeah, I _____ (i.) car racing video games. I accept your invitation. And Diane? Is the message important?
(affirmative / love / play) (like / play)

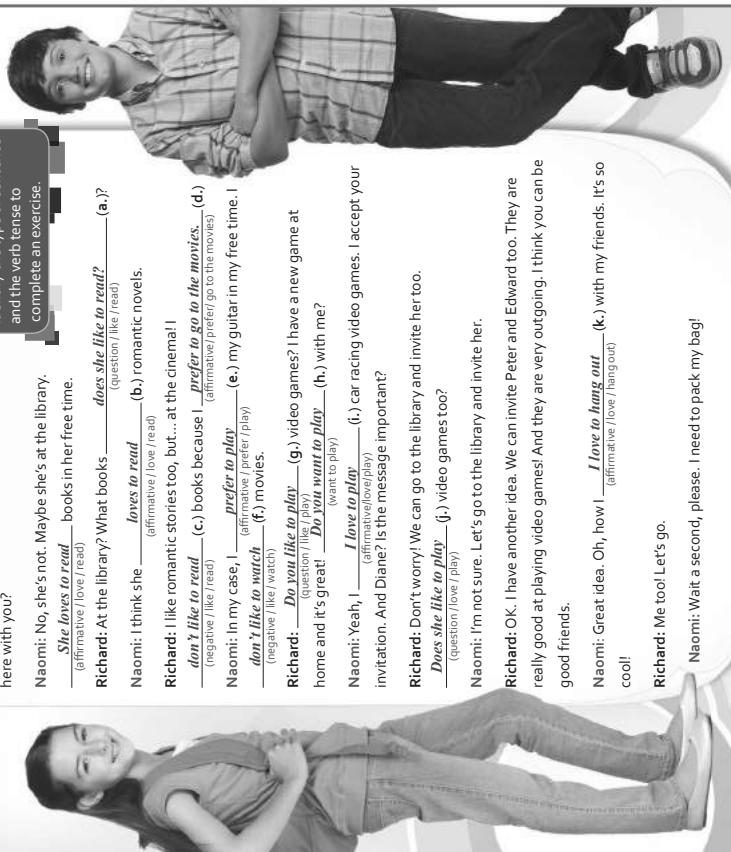
Richard: Don't worry! We can go to the library and invite her too.

Naomi: I'm not sure. Let's go to the library and invite her.
(question / love / play)

Richard: OK. I have another idea. We can invite Peter and Edward too. They are really good at playing video games! And they are very outgoing. I think you can be good friends.

Naomi: Great idea. Oh, how I _____ (k.) with my friends. It's so cool!
(affirmative / love / hang out)

Richard: Me too! Let's go.
Naomi: Wait a second, please. I need to pack my bag!



5. Choose the best option to make the following text true about you.

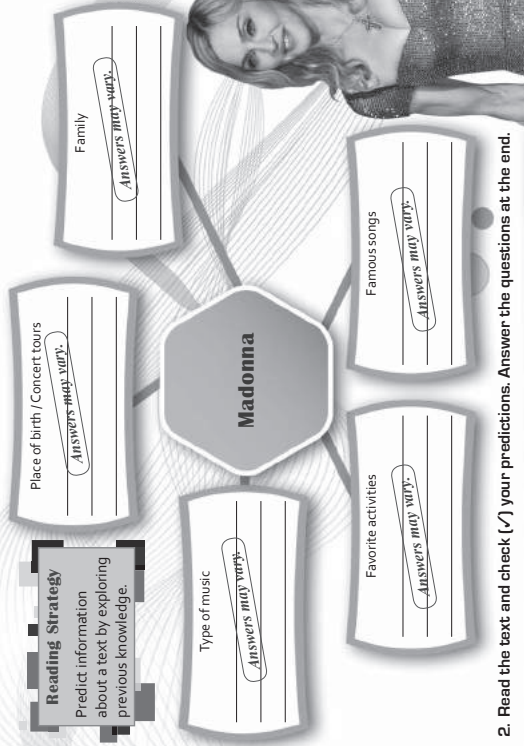
Answers may vary.

I am very nervous / relaxed (a). I often feel stressed / take it easy (b). On weekends, I like to sleep late / to play soccer (c). On Saturday afternoons, I love to hang out with friends / to relax at home (d). I like / don't really like karaoke clubs. I think they are fun / boring (e). In the afternoons, after I do homework, I prefer to write poems / to watch a movie / to play video games (f). I think I am a / an quiet / energetic / artistic (g). hobbyist.

Lesson 3

Meet Celebrity Families

1. Complete the diagram by predicting information about Madonna.



Reading Strategy
Predict information about a text by exploring previous knowledge.

Place of birth / Concert tours
Answers may vary.

Family
Answers may vary.

Favorite activities
Answers may vary.

Famous songs
Answers may vary.

Type of music
Answers may vary.

MADONNA'S FAMILY

Madonna Louise Ciccone is one of the most famous American singers in history. She is from Michigan, USA. She's extremely famous for her pop and rock style **and** her successful concert tours around the world. She loves to create new sounds **and** to turn them into popular songs; for example, *La Isla Bonita*, *Express Yourself*, *Music*, and *American Life* are some of her famous hits. Madonna is an outgoing **and** serious person. She's not lazy or quiet. She likes to work hard, **but** she likes to spend time with her family too. She has two biological children, Lourdes and Rocco, and two adopted children; David and Mercy. She prefers to have a healthy balance between her professional and personal life. Also, she dedicates some of her free time to humanitarian work, **and** she loves to participate in programs to help children from Africa and Asia. As you can see, her life is very busy but balanced!



Reading



Madonna's oldest daughter, Lourdes Maria, likes to be part of a famous family, **but** she prefers to have a normal life. She likes to go to school **and** to do her homework as a regular teenager. Her favorite subjects are arts, math and design! She doesn't like to work out, **but** she likes to go with her mother to the studio **and** participate in her videos. Lourdes is very shy and quiet, so she doesn't like to be photographed by reporters.



Rocco is totally different from Lourdes. He's very outgoing and sporty. He likes to work out, practice different sports and participate in competitions. He loves to go to concerts with his mother **and** he's very fond of her music. He doesn't like to stay at home, but he likes to watch TV, especially music videos. He likes animals, **but** he doesn't have a pet. In Madonna's house, animals are prohibited. She loves to watch animals, **but** only in the zoo. Rocco is a very famous boy, **and** he really enjoys being with other people. He loves to dance because he is really energetic!

Reading Strategy
Scan (move your eyes quickly) to find specific information in the text.

- What does Madonna like to do in her free time? She loves to participate in programs to help children from Africa and Asia.
- What are Lourdes and Rocco like? Lourdes is shy and quiet. She likes to go to school. Rocco is outgoing and sporty. He loves to go to concerts with his mother.
- Do Lourdes and Rocco like to be with Madonna? Why? Yes, they do. They like to be with her because they enjoy participating in her activities.
- Why don't they have pets? They don't have any pets because they are prohibited in Madonna's house.
- What do you admire about Madonna's family? Answers may vary.

3. Answer T (true), F (false) or NM (not mentioned). Support your answers.

Statement	T	F	NM	Why?
a. Madonna prefers to work all day.		X		She prefers to have a healthy balance between her professional and her personal life.
b. Rocco is a very active boy.	X			He likes to work out, practice different sports and participate in competitions.
c. Lourdes is outgoing.		X		She's shy and quiet. She doesn't like to be photographed by reporters.
d. Madonna doesn't do any humanitarian work.		X		She loves to participate in programs to help children from Africa and Asia.
e. David and Mercy are shy.			X	The text does not mention any of their characteristics.
f. Lourdes doesn't like math.		X		Her favorite subjects are arts, math and design.

1. Complete the following paragraph with **and** or **but**.

This is a famous Colombian family. The father's full name is Juan Pablo Montoya Roldán, but (a.) he's usually called Montoya. He's married to Connie Freydel, and (b.) they have three children named Sebastián, Paulina, and Mariana. Sebastián and Paulina go to school, but (c.) Mariana stays at home because she is a little baby. Sebastián is like his father, so he is interested in cars and mechanics, but (d.) Paulina and Mariana prefer to play with their dolls. Their mother, Connie, loves to go shopping and (e.) read novels. Juan Pablo prefers to go to the gym and (f.) watch TV. Both of them like to help poor children and (g.) coordinate charity events.

2. Describe your family. Use **and** or **but** to connect the sentences.

Answers may vary.

Writing Strategy

Use a comma before **but**.
Use a comma before **and** if it joins two independent clauses.
Do not use a comma before **and** when it joins short clauses.

Word Bank

- Ideas to include
- age
 - favorite activities
 - occupation
 - family
 - likes and dislikes
 - hobbies
 - personality

3. Write a paragraph about a famous person you admire. Use the ideas in the box.

_____ (name)

This is _____ . She / He is _____ years old.

Answers may vary.

Lesson 4

What Kind of Person Are You?

1. Match each person with the correct expression.

a. It's a new beautiful day!

b. Uff! It's a lot, but I can finish it all today.

c. I am more productive at this time.

d. What's the next show?

Vocabulary Strategy
Organize vocabulary into categories to remember more words.

- A a busy bee
- B a couch potato
- C a night owl
- D an early bird

2. Write verbs and adjectives to describe the expressions below.

Couch potato
lazy
fat
watch TV

Busy bee
hard-working
dedicated
work

Early bird
energetic
active
wake up early

Night owl
energetic (at night)
tired (in the morning)
stay up late

3. Describe yourself and a member of your family using the expressions above. Support your ideas.

I'm a / an _____ because _____.

Answers may vary.

My _____ is a / an _____ because he/she _____.

Answers may vary.

Diverse Customs

1. Unscramble the letters to make verbs.

- a. RYAP pray d. RETEG greet
 b. BRECALETE celebrate e. WARE wear
 c. VIGE give f. SEU use

2. Select the appropriate verb to complete the sentences.

- a. Asian people traditionally (wear / use / give) chopsticks to eat. I can't. It's too difficult!
 b. Labor day is an international holiday many countries (celebrate / pray / use) to honor the workers' achievements.
 c. In Japan, it's very common to (give / greet / wear) a kimono on special occasions. They're really colorful, beautiful and expensive.
 d. In Russia, people never (use / celebrate / give) knives or scissors as gifts because they can cause bad luck.
 e. In some Mediterranean countries, men and women (greet / wear / pray) each other with two kisses on the cheek. I always (celebrate / give / use) just one kiss to my mother when I say 'Hello' to her!
 f. In Muslim countries, people go to a temple called a Mosque to (use / pray / greet). In some of these countries it is obligatory to (celebrate / greet / pray) at least five times a day!

Vocabulary Strategy

Use verbs in context to understand their meaning.

3. Use the words in the boxes to complete each text.

- a. I'm from Calcutta, India. We always celebrate Diwali, the festival of lights, at the end of September or the start of October. Diwali represents the beginning of the Indian New Year, so we usually wear new clothes and give thanks for the good things we have. We often give presents and eat dried fruit.
 b. I come from Lhasa, the capital of Tibet, which is a very spiritual region. We pray in a special way: we say mantras to create good vibrations. We celebrate New Year's Eve in February. On that day, people prepare special food. We often use chopsticks, but sometimes we use our hands to eat too.
 c. In Indonesia, we always greet each other with a bow. Sometimes we greet with a handshake too. We never greet with a kiss. When we give presents, we offer them with our right hand.
 d. In Sweden, people celebrate Saint Lucy's Day on December 13th. Girls always wear white clothes to represent the purity of their hearts. At schools, teachers usually give candies or chocolate to students and they sing together.
 wear give celebrate
 use (2) say pray celebrate

4. Check (✓) your answer in the chart. Write complete sentences below.

Do you...	Frequency	always	usually	often	sometimes	never
greet your friends with a handshake?						
eat with chopsticks?						
wear traditional costumes?						
pray in a temple?						
kiss your friends on the cheek?						

a. I _____ greet my friends with a handshake because _____
 b. I _____ because _____
 c. I _____ because _____
 d. _____
 e. _____

5. Replace the words in bold with other expressions of frequency to write about some Japanese traditions and customs.

a. Japanese families eat out **one day per week**. We love **sushi** because it's delicious!

b. Karaoke is a Japanese invention. We go to karaoke bars on **Fridays and Saturdays**.

c. Kimonos, Japan's traditional garment, are very expensive. So, we wear them **only on special occasions**: weddings and tea ceremonies.

d. Every neighborhood has a public bath house, **senjo**, where people go to relax **day after day**.

e. Japan's national sport is called **sumo**. There are six sumo tournaments **during the year**.

f. **Every day**, we use chopsticks to eat everything; from salad to pasta!

- a. *Japanese families eat out once a week. They usually eat sushi because it's delicious.*
 b. *Japanese people go to karaoke bars twice a week.*
 c. *In Japan, people enjoy sumo tournaments six times a year.*
 d. *Japanese people go to the senjo every day.*
 e. *Japanese people rarely wear kimonos.*
 f. *In Japan, people always use chopsticks to eat.*
6. Answer these questions with personal information.
- a. How often do you eat with chopsticks?

 b. How do you celebrate Christmas?

 c. Do you celebrate birthdays? How do you celebrate them?

 d. How do you greet girls? How about boys?

Lesson 2

Celebrating Diversity

1. Find the differences between picture A and B. Write affirmative and negative sentences.



In picture A, Flavia is dancing samba, but in picture B she isn't in Brazil. She's walking on stilts and holding lanterns in China. In picture B, Jane is eating with chopsticks, but in picture A she is watching a samba troupe at Rio carnival. In picture A, Sam, Tom and Jim are playing in an orchestra, but in picture B they are dancing the lion dance in China. In picture A, Jules is clapping his hands, but in picture B he is eating some Chinese food. In picture A, Paul is taking pictures, but in picture B he's buying some lanterns.

2. Answer some questions about the pictures above.

- What's Jim doing in picture A?
He is playing the trombone at Rio Carnival in Brazil.
- Is Paul buying lanterns in picture A?
No, he's not. He's buying lanterns in picture B. In picture A, he's taking photographs.
- What are Sam, Tom, and Jim doing in picture B?
They are dancing the lion dance.
- Where are Jules and Jane in picture B? What are they celebrating?
They are in China. They are celebrating the Lantern Festival.

3. Complete the conversations using the Present Progressive form of the verbs in parentheses.

- Kim: Hi, Olong! How are you? What are you dating (do)?
Olong: I'm reading (read) a Korean history book. I love it!
Kim: I don't understand. Why are you studying (study)? It's Friday! We are going (go) to the movies. Join us!
Olong: Sorry, I can't. I am reviewing (review) some lessons for the history exam on Monday.
- Sara: Oh no, Julian! What are you eating (eat)? It looks terrible!
Julian: They're chapulines. Try one, they're delicious!
Sara: No, thanks. I'm not hungry now. Why are you eating (eat) chapulines?
Julian: Because they are a traditional snack in my country, Mexico. Are you sure you don't want some?
Sara: OK, I'll try just one.... Hmm, it's really good! Can I have some more?
Julian: Here, finish the packet. I can't finish it. I have to go now because I am meeting (meet) my cousin to go to the cinema.

4. Use the Word Bank to complete the sentences below.

Word Bank

- everyday
- today
- right now
- at the moment
- usually
- never
- nowadays
- twice a day

Grammar Strategy

Adverbs of frequency answer the question *How often*.
Adverbs of time answer the question *When*.

- Mr. Smith teaches mathematics every day, but today is Easter. He's hiding some Easter eggs in his garden at the moment.
- Even though Nicolas is drinking tea right now, he doesn't really like it. He's Greek, so he usually drinks frappé, a type of Greek iced coffee.
- Chinese students do exercise at school twice a day. However, today they aren't because they are acting in a theater play at a cultural event.
- Hindu people never eat pork. However, nowadays times are changing and some families are including meat in their meals.

5. Select the correct form of the verb.

We're Maori people and we're from New Zealand, an island in the Southwestern Pacific Ocean. In New Zealand we usually are **playing** (play) (a) rugby, a sport that car (be) being (b) aggressive sometimes. We always (do) are doing (c) the Haka dance before starting a match. This traditional war dance makes us feel powerful before playing. When we dance the Haka, we usually (hit) are hitting (d) the floor with our feet, are singing (sing) (e) verses of ancient Maori chants and are painting (paint) (f) our faces to represent the strength of our men. Today we rehearse (are) (re)hearsing (g) for a show, so we have to repeat the steps many times. Other New Zealand teams also (perform) are performing (h) the Haka. Our ancestors' dance is quite popular nowadays!

Grammar Strategy

When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

Reporter: Good morning everybody. Today I am visiting visit (a) Pasto, a city in the Southwest of Colombia. I'm with Manuela, an expert in Colombian traditions. Hello Manuela. What is the Black and White Carnival?

Manuela: It's a cultural event that always takes place take place (b) from January 2nd to 7th.

Reporter: What are you doing do (c) today?
Manuela: Today is January 5th, so we are celebrating celebrate (d) the freedom of the African slaves.

Reporter: What do do people usually do do (e) on this day?
Manuela: We always dance dance (f) and watch watch (g) parades.

Reporter: Wow! A very good orchestra is playing play (h) at the moment. I feel feel (i) like dancing! Let's join the party, Manuela!



Lesson 3

Enjoying a New Culture

Reading Strategy

Use pictures to predict the content of a text and activate background knowledge.

1. Look at the pictures and write what you associate them with.

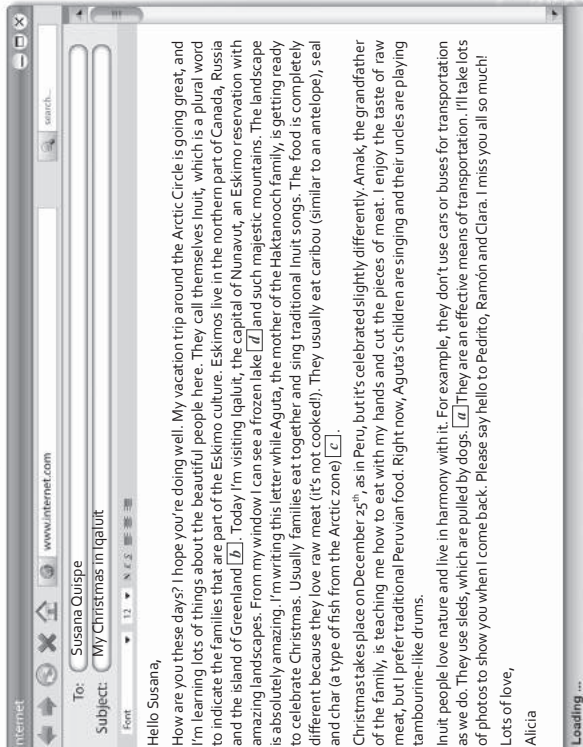
a.  *Answers may vary.*

b.  *Answers may vary.*

c.  *Answers may vary.*

d.  *Answers may vary.*

2. Read the text and write the corresponding letter from the pictures above.

Internet 

To: Susana Quispe
Subject: My Christmas in Iqaluit

Hello Susana,
How are you these days? I hope you're doing well. My vacation trip around the Arctic Circle is going great, and I'm learning lots of things about the beautiful people here. They call themselves Inuit, which is a plural word to indicate the families that are part of the Eskimo culture. Eskimos live in the northern part of Canada, Russia and the island of Greenland [a]. Today I'm visiting Iqaluit, the capital of Nunavut, an Eskimo reservation with amazing landscapes. From my window I can see a frozen lake [c] and such majestic mountains. The landscape is absolutely amazing. I'm writing this letter while Aguta, the mother of the Haktanooch family, is getting ready to celebrate Christmas. Usually families eat together and sing traditional Inuit songs. The food is completely different because they love raw meat (it's not cooked!). They usually eat caribou (similar to an antelope), seal and char (a type of fish from the Arctic zone) [e].

Christmas takes place on December 25th, as in Peru, but it's celebrated slightly differently. Amak, the grandfather of the family, is teaching me how to eat with my hands and cut the pieces of meat. I enjoy the taste of raw meat, but I prefer traditional Peruvian food. Right now, Aguta's children are singing and their uncles are playing tambourine-like drums.

Inuit people love nature and live in harmony with it. For example, they don't use cars or buses for transportation as we do. They use sleds, which are pulled by dogs [d]. They are an effective means of transportation. I'll take lots of photos to show you when I come back. Please say hello to Pedrito, Ramón and Clara. I miss you all so much!

Lots of love,
Alicia

Loading ...

3. Answer the questions based on the text.

- What type of text is it?
It's an informal email.
- Where is Alicia while she's writing the letter?
She is in Iqaluit, the capital of Nunavut.
- What's Aguta doing?
Aguta is getting ready to celebrate Christmas.
- Is the family getting ready to celebrate New Year's Eve? What are they doing?
No, they are not. They are getting ready to celebrate Christmas. They are singing and playing tambourine-like drums.
- Do you think sleds are an effective means of transportation?
Answers may vary.

4. Choose the correct answer based on the text.

- a. Nunavut is a place where
- I) people sing and dance.
 - II) Inuit communities live.
 - III) Alicia lives.

- b. Christmas for Inuit people
- I) always takes place on December 25th.
 - II) is not important.
 - III) takes place only in Canada.

- c. The word *char* means
- I) raw meat.
 - II) antelope.
 - III) a type of fish.

- d. Inuit people
- I) celebrate Christmas in January.
 - II) love to eat raw meat.
 - III) like tambourines.

- e. The word *sled* means
- I) a vehicle used for transportation.
 - II) a traditional Inuit celebration.
 - III) a type of dog.

- f. The Inuit live in harmony with
- I) tourists.
 - II) nature.
 - III) dogs.

5. Compare Christmas in Nunavut to Christmas in your country.

Answers may vary.

Answers may vary.



1. Match the parts of an email with their description.

Parts of an email	Description
a. From	<input type="checkbox"/> b a word or a phrase that summarizes the content of the email
b. Subject	<input type="checkbox"/> c day, month, and year
c. Date	<input type="checkbox"/> d the development of the information in an email
d. To	<input type="checkbox"/> e the one who writes the email (the sender)
e. Signature	<input type="checkbox"/> f the name of the person who writes the email
f. Message body	<input type="checkbox"/> g the expression to say hello and start an email
g. Greeting	<input type="checkbox"/> h the one who receives the email (the recipient)

2. Complete the table with the appropriate expressions.

Parts of the message	Common Expressions
Introduction	<ul style="list-style-type: none"> <i>I hope you're doing well.</i> <i>How are you these days?</i> <i>My vacation trip around... is going great!</i>
Body	<ul style="list-style-type: none"> <i>Today I'm visiting...</i> <i>I'm writing this letter while...</i> <i>Right now...</i> <i>Please say hello to...</i> <i>I miss you so much...</i> <i>Lots of love...</i>
Ending	

Writing Strategy

Pay attention to the organization of a text to use the correct expressions.

3. Organize the email.

- a. I'm having a wonderful time in Scotland. It's 11:30 pm and today we're celebrating Hogmanay, that is, New Year's Eve. Everybody is on the streets watching fireworks and singing 'Auld Lang Syne', a traditional Scottish song whose lyrics are a little difficult. I'm still practicing! People visit friends and give them fruit cake or chocolates.
- b. Sorry mom, but I have to go and celebrate the last minutes of this year. Please say hello to dad and Mary. I love you! See you soon.
- c. Hi mom! How are you doing? I hope you're fine.

4. Write an email about a typical celebration in your country.

Header	To: _____ From: _____ Subject: _____ Hello _____ How are you? I hope you're _____
Introduction	I want to tell you about a special celebration in my country.
Body	_____
Ending	Sorry, but I have to go. _____

Lesson 4

Out of this World!

1. Match each situation with the appropriate expression.

- a You're watching the Chinese dragon dance. There is a group of dancers under an amazing dragon costume dancing to live traditional music. Cymbals, gongs and drums create an emotional atmosphere. The coordination of acrobatic moves is simply perfect. You are speechless!
- b You're in a carnival. There are people riding horses, a large orchestra is playing cheerful music, a big group of children and some groups of adults are dancing. You have to stop and try to find a way to move through the crowd of people.
- c There is a gigantic carnival float. It carries luxurious paper mache statues made by famous artists, living sculptures, a brass orchestra and a dozen gorgeous Brazilian samba dancers who are wearing beautiful and colorful costumes. You are delighted with the view.

2. Complete the notes with information about your country.

Holidays in my country	Special celebrations, traditions or customs	Places where people celebrate
Answers may vary.	Answers may vary.	Answers may vary.

3. Describe a traditional celebration in your country. Use the idioms studied in this unit.

A traditional celebration in _____ (your country) is _____ . People usually _____ .

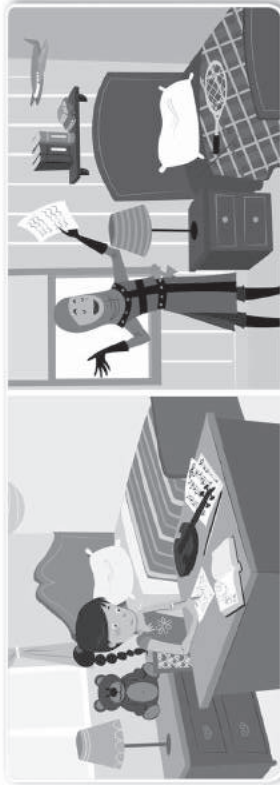
I'm watching the show on TV this year, so _____ (idiom) the spectacular costumes and decorations people use to celebrate. There are lots of people, so definitely _____ (idiom). Tourists love all our cultural traditions. For example, _____ .

They say it is amazing; simply _____ (idiom). I think one of the most beautiful aspects about this celebration is _____ because _____ .

Answers may vary.

Multiple Intelligences

1. According to the pictures, complete the texts below. Use **can** plus the verbs given. Then, deduce the kind of intelligences they have.



write - draw - solve - play

Teresa can solve sudoku quickly. She can play (a) the violin very well. She can write (b) stories and draw (c) beautiful pictures easily.

Teresa has logical-mathematical, musical, verbal and visual-spatial intelligences.

design - act - play

Felipe can act (a) very well. He can design (b) aircraft replicas easily. He can play (c) tennis too.

Felipe has kinesthetic and visual-spatial intelligences.

2. Write negative sentences based on the questionnaire below. Use **easily, very well and quickly**.

Grammar Strategy Use adverbs of manner such as **very well, quickly and easily** to say how actions happen.

Name: Arturo Diaz	
Can you...	Yes No
Speak German?	X
Solve polynomial equations?	X
Dance samba?	X
Memorize phone numbers?	X

3. In your notebook, write affirmative and negative sentences using **can** and the Present Simple tense. Follow the examples given below.

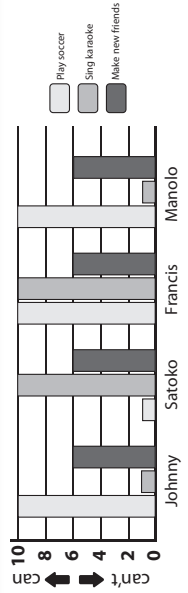
- a. My sister has verbal intelligence because she can speak two languages easily.
- b. My aunt doesn't have kinesthetic intelligence because she can't dance to any music easily.

Grammar Strategy

Follow models to make correct sentences.

Answers may vary.

4. Use the graph to make questions with **can**. Use **quickly, easily and very well** in the answers.



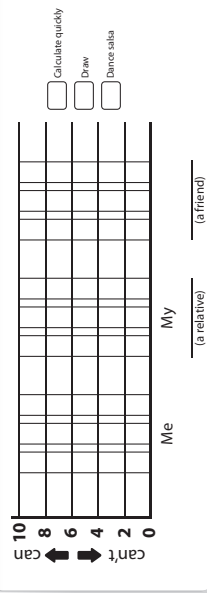
- a. Can Satoko sing karaoke? Yes, she can sing karaoke very well.
- b. ? Answers may vary.
- c. ? Answers may vary.
- d. ? Answers may vary.
- e. ? Answers may vary.
- f. ? Answers may vary.

5. Answer the following questions.



- a. Can you play a musical instrument? Yes, I can. I can do it very well.
- b. Can your father dance rock? Answers may vary.
- c. Can your friends solve problems quickly? Answers may vary.
- d. Can your teacher act? Answers may vary.

6. Complete the graph with real information about you, a relative and a friend. Then, report the results in the space below. Use **quickly, easily, and very well**.



I can make new friends easily, but Sergio can't. He can solve math problems quickly and so can I.

Answers may vary.

Vocabulary Strategy

Use **and** to add ideas. Use **but** to introduce opposite ideas.

Lesson 2

Unique People

1. Complete the chart with the comparative and superlative form of the adjectives.

Adjective	Comparative	Superlative
a. slow	<i>slower than...</i>	<i>the slowest</i>
b. fat	<i>fatter than...</i>	<i>the fattest</i>
c. strong	<i>stronger than...</i>	<i>the strongest</i>
d. funny	<i>funnier than...</i>	<i>the funniest</i>
e. heavy	<i>heavier than...</i>	<i>the heaviest</i>
f. talented	<i>more talented than...</i>	<i>the most talented</i>
g. popular	<i>more popular than...</i>	<i>the most popular</i>
h. attractive	<i>more attractive than...</i>	<i>the most attractive</i>
i. bad	<i>worse than...</i>	<i>the worst</i>
j. good	<i>better than...</i>	<i>the best</i>

Vocabulary Strategy

Write sentences in which you apply the grammar rules you learn.

2. Write comparative sentences using some of the adjectives above.

Choose two...	Comparative sentence
a. wild animals	<i>Tigers are stronger than lions.</i>
b. songs	
c. relatives	
d. celebrities	
e. TV programs	

3. Based on the information below, compare the different characters. Use comparative and superlative adjectives.



Usher
 *37 years old
 *1.73 meters tall
 *87 kilos
 *Singer, songwriter, and dancer
 *Divorced with 2 children
 *39 albums and movies



Yelena Isinbayeva
 *33 years old
 *1.74 meters tall
 *70 kilos
 *Olympic pole vaulting champion
 *Single with no children
 *5x gold medals in competitions



Tony Hawk
 *47 years old
 *1.91 meters tall
 *81 kilos
 *Professional skateboarder and actor
 *Divorced with 3 children
 *9 gold medals in competitions



Evgenia Kanaeva
 *6 years old
 *1.70 meters tall
 *23 kilos
 *Olympic rhythmic gymnastics
 *Single with no children
 *8 gold medals in competitions

a. *Usher is heavier than Tony Hawk, and Evgenia Kanaeva is the lightest of them all.*

- b. _____
 c. _____
 d. _____
 e. _____
 f. _____

Answers may vary.

4. Answer the questions with real information.

- a. Who do you think is the most talented sportswoman in your country?
 b. Are you taller than your mother? How tall are you?
 c. What do you think is the most boring sport to watch on TV?
 d. Is your _____ more talented than you at manual activities?
 e. Who's the youngest member of your family? How old is he/she?

Grammar Strategy

Personalize sentences to reinforce grammar models.

5. Complete the conversation with the comparative or superlative form of the adjectives in parentheses.

Irina: What are you reading, Vasilii? Who's that guy? He looks very athletic and handsome!
 Vasilii: It's an article about **the most extraordinary** (extraordinary) athletes in the Olympic Games. And this 'guy' is Michael Phelps; one of **the most recognized** (a. recognized) swimmers in the world.
 Irina: Michael who? I don't know him. Is he **more famous than** (b. famous) my Portuguese idol, Cristiano Ronaldo?
 Vasilii: Yes, he is. Michael Phelps is considered **the best** (c. good) swimmer in history. He has won twenty-two medals in the modern Olympic Games. Isn't that great?
 Irina: Gogh! That's a lot! Definitely, he is **more talented than** (d. talented) many other swimmers.
 Vasilii: Well, on average, he is **1.25 seconds faster than** (e. fast) his competitors and time is **the most important** (f. important) aspect in sports like swimming.
 Irina: You're right. I love watching those competitions in which a few seconds make the difference between winning and losing. I think swimming and athletics are two of **the most interesting** (g. interesting) sports in the Olympics.
 Vasilii: I agree! And I really admire Michael Phelps!

6. Compare yourself with some members of your family. Use the Word Bank.

In my family, I'm taller than my _____ . However, the tallest person is my _____ .

Answers may vary.

Word Bank

- thin
- tall
- good
- talented
- generous
- fast
- short
- talkative
- fat
- young



Lesson 3

Outstanding People

1. Complete the survey with real information about you.

	Sure, I can.	It depends on the situation.	Never! I can't do that!
I can tolerate the presence of insects and bugs around me.			
I can solve mathematical problems and calculate quickly.			
I can solve puzzles easily.			
I can resist extremely hot or cold temperatures.			
I can run fast.			
I can write poems easily.			

Answers may vary.

2. Scan the texts and select the best answer to complete the following sentences.



Feliks Zemdegs is not an ordinary teenager. He is quite famous in Australia because he's the youngest Rubik's cube champion in the world. The average person takes longer than a minute to solve it, but Zemdegs does it faster because he knows all the moves by heart. But his amazing abilities don't stop there. He's also famous for solving Rubik's cubes blindfolded and for solving cubes bigger than the standard one (e. g. the one that has nine squares on each face). According to him, breaking records is more exciting than watching TV or playing video games because he loves challenges.



Christina Ripp is a North American paralympian. The amazing wheelchair basketball star also likes road racing because it requires discipline and self-control. However, she prefers basketball because it makes you stronger, quicker and more coordinated. Among her accomplishments, we can mention winning two gold medals in wheelchair basketball at the 2004 and 2008 Paralympics, and a bronze medal in wheelchair racing at the 2006 World Championships. Besides all this, Christina co-founded the first women's wheelchair basketball team in Denver. She is certainly an outstanding woman whose physical disability has not prevented her from being successful and enjoying life!



Dario Hernando Gutiérrez is a Colombian biologist who loves spiders. He lives with more than 120 spiders in his house. He feeds them and takes care of them. Dario wants to teach people to respect spiders because they need to be preserved. They can protect humans from diseases such as malaria and chagas (both tropical diseases). Some people are afraid of spiders because they think they are dangerous, but they ignore an important fact: among the 45,000 spider species that exist, only four can cause death. In fact, he can let a tarantula walk all over his face and arms. He's definitely the real... Spider-Man!

Reading

- a. Feliks Zemdegs is a famous teenager in Australia.
 a very famous engineer the most famous athlete a famous teenager
- b. In the text about Christina Ripp, the word *paralympian* means: an athlete with a disability.
 a category in the Olympics a competitor in a world marathon an athlete with a disability
- c. Dario Hernando Gutiérrez considers spiders to be more beneficial than dangerous.
 more beneficial than dangerous more dangerous than beneficial the most dangerous animals
- d. A good title for this text would be Real, unique and outstanding people!.
 Spiders, sports and people! Real, unique and outstanding people! Science and sports
- e. In the text about Feliks Zemdegs, the word *blindfolded* means: with his eyes covered.
 without thinking with his eyes covered with the sun in his eyes

3. Answer the questions based on the text.

Reading Strategy

Understand reasons in a text by identifying the because... sentences. Use them to answer why questions.

- a. Why does Dario Hernando Gutiérrez like spiders?
Because they can protect humans from diseases such as malaria and chagas.
- b. Why is Christina Ripp an outstanding woman?
Because her physical disability does not prevent her from enjoying life.
- c. Why can Feliks Zemdegs solve a Rubik's cube faster than an average person?
Because he knows all the moves by heart.
- d. Why does Christina Ripp prefer basketball to road racing?
Because it is a sport that makes you stronger and quicker.
- e. Why doesn't Feliks Zemdegs like to play video games or watch TV like other teenagers?
Because he thinks breaking records is more exciting than watching TV or playing video games.
- f. Why are people usually afraid of spiders?
Because they think they are dangerous.

4. Express your opinions based on the information in the text.

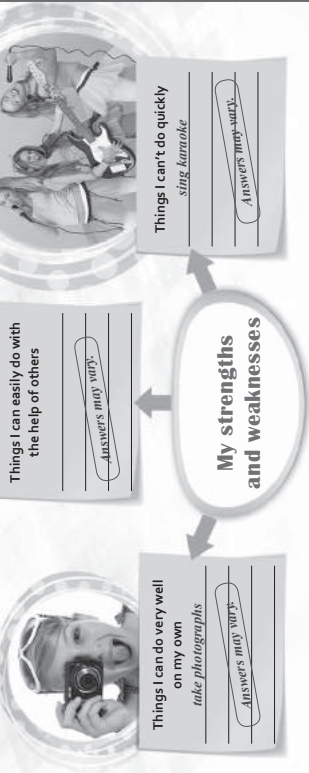
- a. Dario Hernando Gutiérrez can be described as a _____ and _____ person because _____.
- b. Christina Ripp can be described as a _____ and _____ person because _____.
- c. Feliks Zemdegs can be considered a _____ and _____ person because _____.

5. Compare some of your personal aspects to those of the people in the text.

I'm famous in my school, but Feliks Zemdegs is more famous than I am.

Answers may vary.

1. Use personal information to fill in the diagram.



2. Complete and answer the questions based on exercise 1.

- Why can you take photographs very well?
Because I practice every day and I really enjoy taking pictures!
- Why can't you sing karaoke very well?
Because _____
- Why do you take photographs very well?
Because Answers may vary.
- Why can't you _____ easily?

- Why can't you _____ quickly?

3. Write a text describing the abilities that make you a unique and outstanding person.

I'm a unique and outstanding person because _____

Also, _____

Finally, I can _____

Writing Strategy
Use also at the beginning of a sentence to add information about the previous clause.

LESSON 4
Lesson 4

It's a Piece of Cake

1. Use an appropriate expression from the Word Bank to answer to the following statements.

Word Bank

mind-blowing get out of here a piece of cake

- Joe: My Uncle George can speak and read in Russian, French and Spanish very well.
You: That's mind-blowing! I hope I will be able to do that someday. I love languages.
- Chris: Ava plays chess very well! What about you?
You: Chess is a piece of cake! I find the game really interesting and I'm good at it. I love to participate in chess tournaments, and I usually win.
- Alan: I taught myself how to do magic tricks. Tonight I'm performing a show at my cousin's party.
You: Get out of here! I can't believe it! You know you're really special, don't you?
- Lucy: Can you draw manga characters? I want to learn.
You: Sure! It's a piece of cake! Whenever you want, I can teach you!

2. Complete the conversation using the expressions in the Word Bank above.

- Maria: Look at this! Alina! I can draw a manga character in only 10 seconds.
Alina: Get out of here! That's not possible. You need more than 10 second to do it well. Prove it!
- Maria: Ok. Here goes... You see?
Alina: Wow! Congratulations! You are very talented.
Maria: Thanks. Hey, do you like rhythmic gymnastics? I love it.
Alina: So do it! It's amazing how flexible and beautiful those girls are.
Maria: I know! I think that rhythmic gymnastics is definitely mind-blowing.
Alina: Yes, it is simply wonderful.
Maria: Hey, can you make origami figures?
Alina: Yes, I can. In fact, it's pretty easy! I think origami is a piece of cake.
What about you?
Maria: No, I can't. I find it really difficult. I can't even understand the instructions. Can you teach me? I want to learn too.

3. Answer the questions.

- What's something you consider mind-blowing? Why?
Answers may vary.
- Is swimming a piece of cake for you? What's a piece of cake for you?
Answers may vary.
- Think of a situation in which you can use the expression get out of here, and describe it.
Answers may vary.

The Food Pyramid

1. Use the conventions in the box to indicate how often you consume the food items in the list below. Then write six sentences, one with each frequency expression.

Answers may vary.

- | | | | | | | | |
|-----------|--------------------------|-----------|--------------------------|---------|--------------------------|----------|--------------------------|
| bananas | <input type="checkbox"/> | oranges | <input type="checkbox"/> | cheese | <input type="checkbox"/> | yogurt | <input type="checkbox"/> |
| ice cream | <input type="checkbox"/> | milkshake | <input type="checkbox"/> | spinach | <input type="checkbox"/> | tomatoes | <input type="checkbox"/> |
| juice | <input type="checkbox"/> | water | <input type="checkbox"/> | chicken | <input type="checkbox"/> | rice | <input type="checkbox"/> |
| cake | <input type="checkbox"/> | eggs | <input type="checkbox"/> | fish | <input type="checkbox"/> | sushi | <input type="checkbox"/> |

- a. I drink water once a day. d. _____
 b. Answers may vary. e. _____
 c. _____ f. _____

Conventions

Once a day	✓
Twice a day	✓/
Three times a week	✓/✓
Once a month	~
Rarely	≈
Never	x

Vocabulary Strategy

Create meaningful lists to remember vocabulary more easily.

2. Write the appropriate nouns in the following chart.

Countable Nouns	Uncountable Nouns
an apple	Beverages: water, <u>soda</u> , <u>juice</u>
a tomato	Kinds of meat: beef, <u>chicken</u> , <u>fish</u>
a potato	Dairy products: milk, <u>cheese</u> , <u>yogurt</u>
a carrot	Grains: rice, <u>oatmeal</u> , <u>pasta</u> , <u>bread</u>
an egg	Fats: butter, <u>oil</u> , <u>margarine</u>

3. Complete the sentences below. Use a, an or (-) if no article is necessary.

- a. My sister's only 2 years old and her breakfast is really simple: she usually has a milk, an avocado, a carrot, and an apple.
 b. My mom always prepares salad for lunch; she puts a tomato, an onion, an avocado, a carrot, and a lettuce in it.
 c. For breakfast, dad usually eats a oatmeal, a banana and an orange.
 d. Grandpa usually eats a chicken and a spinach for lunch. Then, he has a pear or a piece of cheese.
 4. Unscramble the following sentences.
 a. like / I / to / veggies / eat / rice / beef / for / and / lunch.
I like to eat veggies, rice, and beef for lunch.
 b. doesn't / My / like / and / eat / spinach / aunt / to / carrots.
My aunt doesn't like to eat spinach and carrots.
 c. breakfast / like / to / eat / butter / bread / with / don't / for / I.
I don't like to eat bread with butter for breakfast.

5. Correct the sentences according to the pictures.



- a. Do we need any oranges? Yes; we do. There aren't any. No, we don't. There are some.
 b. Is there any pasta? Yes. Think there is some. No, there isn't any.
 c. There is some butter, but there isn't any cheese. There isn't any butter, but there is some cheese.
 d. There is some rice, so we don't need any. There isn't any rice, so we need some.
 e. Do we need any tomatoes? No, we don't. There are some. Yes, we do. There aren't any.
 f. Is there any oil? Yes; there is some. No, there isn't any.

6. Based on the pictures above, fill in the blanks with some or any. Then, organize the conversation.

- 9 Jim: Sounds like music to my ears!
 I Jim: I want to bake a salty cake. Are there any eggs?
 4 Pam: No, there isn't any (a), but there is some (b) chicken.
 8 Pam: Me too! Talking about food makes me feel hungry! Let's do this: I'll go to the supermarket to buy some (c) oil, and you can start cutting the veggies, OK?
 6 Pam: Yes, we have some (d) carrots and some (e) spinach, but there aren't any (f) tomatoes.
 7 Jim: No tomatoes... well, let's use some cheese instead. I love cheese!
 3 Jim: Never mind. I'll buy some oil at the supermarket. And is there any beef?
 5 Jim: Let's have chicken instead of beef then. And let's add some veggies! I love them! Are there any veggies?
 2 Pam: Yes, there are some, but there isn't any oil left.

7. Write a, any, or some. Then, answer these questions with personal information.

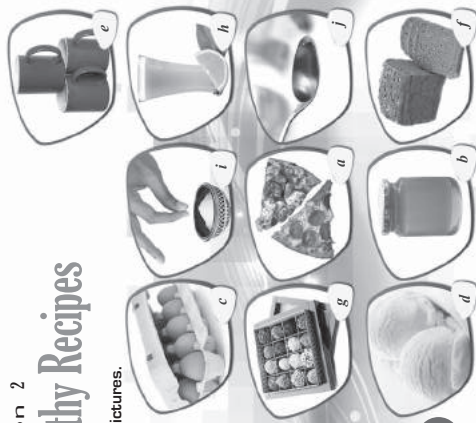
- a. Are there any carrots in your fridge?
 b. Describe a traditional Sunday lunch with your family:
 c. If you need to buy some meat, where do you usually go? Answers may vary.
 d. Fruit is a healthy snack. Which is your favorite fruit?
 e. Is there any kind of soda that you don't like? Which one? _____

Lesson 2

Healthy Recipes

1. Match both columns and then label the pictures.

Containers and measurement words	Food
Two servings of	a. pizza
A glass of	b. honey
A pinch of	c. eggs
A jar of	d. ice cream
Two slices of	e. tea
A box of	f. bread
A tablespoon of	g. candles
Three cups of	h. juice
A loaf of	i. salt
A carton of	j. olive oil



Vocabulary Strategy

Match words and pictures to retain concepts.

2. Fill in the blanks using the expressions in the Word Bank.

- Lucia: I'm making a vegetable pie. Do you want to help me?
 Gino: Sure, I want to learn. What do we need?
 Lucia: First of all, we need butter and milk.
 Gino: How much butter do we need? And how much milk?
 Lucia: We need a tablespoon of butter, two cups of flour and a cup of milk.
 Gino: Here you are. What else do we need?
 Lucia: We also need some tomatoes and carrots.
 Gino: How many tomatoes?
 Lucia: Hold on a second... I think three tomatoes are enough.
 Gino: How many carrots?
 Lucia: We only need a few.
 Gino: Do we need any salt?
 Lucia: Yes, we do. We need two tablespoons of salt and we also need a little cheese.
 Gino: And to drink?
 Lucia: There are two cartons of juice in the refrigerator.
 Gino: OK. Do we need anything else?
 Lucia: Yes, we do. We need a pinch of baking powder.
 We can start now. First...

Word Bank

- tablespoons of
- cup
- how much (xz)
- some
- two cartons of
- pinch
- a few
- three
- tablespoon
- how many (xz)
- a little

Grammar Strategy

Identify countable and uncountable nouns in order to choose the appropriate quantifier or measurement word.

3. Complete the questions with **How much** or **How many**. Then, answer them.

- a. How much salt do you put on your eggs at breakfast? *Answers may vary.*
 b. How many slices of pizza can you eat for lunch? *Answers may vary.*
 c. How much bread do you eat on Sundays? *Answers may vary.*
 d. How many servings of fruit do you eat during the week? *Answers may vary.*
 e. How many cartons of milk do you drink per week? *Answers may vary.*
 f. How many cups of coffee does your teacher drink per day? *Answers may vary.*
 g. How many tablespoons of sugar do you put to your lemonade? *Answers may vary.*
 h. How many loaves of bread does your mom buy per week? *Answers may vary.*

4. Read the following tips and use imperatives to make affirmative and negative sentences.

Kitchen Safety Tips

- Follow** these simple rules to make cooking a safe and enjoyable experience.
 • **Don't start** cooking before you wash your hands. Use (a) antibacterial liquid soap. **Don't wear** (b) any jewelry such as rings or bracelets.
 • **Avoid** (c) accidents with knives. Keep (d) them in a safe drawer and away from children. **Don't put** (e) hot pots near you. **Wait** (f) until they are cold enough to touch them.
 • **Don't cook** (g) with your hair down. **Put** (h) your hair up or wear (i) a hat.
 • **Don't forget** (j) to have all the ingredients on hand.

Word Bank

- not put
- wear
- keep
- not cook
- follow
- use
- avoid
- not start
- not wear
- wait
- not forget
- put

5. Write the appropriate connectors in the recipe below.

Word Bank

- after
- next
- after that
- finally
- first
- then
- second

Grammar Strategy

Use connectors of sequence to indicate the order of actions in a process.

Ingredients

- 2 fresh eggs
- fine herbs
- 2 slices of mozzarella cheese
- 2 tablespoons of oil
- a pinch of salt

First (a), mix the eggs and add a pinch of salt. **Second** (b), cut the cheese into very small pieces. **Then** (c), put the oil in a pan and heat it. **Next** (d), add the cheese to the egg mixture. **After** (e), cook the mixture for 30 seconds. **After that** (f), add some fine herbs and cook for other 30 seconds. **Finally** (g), fold the omelet into a semicircle and serve hot. Accompany it with some bread.

6. Write your favorite recipe. Use imperatives, quantifiers and connectors of sequence.

Ingredients

First, _____

Answers may vary.

Lesson 3
Eating Well

1. Circle the right answers.

- a. Which one is not a Mediterranean country?
Greece Italy (Dakar)
- b. The Mediterranean sea is between the continents of:
(Africa, Asia and Europe) Africa, Antarctica and Australia Africa, America and Oceania
- c. Mediterranean means:
Mare Nostrum (Between lands) In the earth
- d. One of the following ancient civilizations is not related to the Mediterranean sea:
Mesopotamian (Indian) Roman

2. Match the pictures with their descriptions.



Reading Strategy
Use general culture and images to activate your prior knowledge.

- Nuts, seeds
Cheese
Olives
Herbs, spices
- a. They are sources of protein and fiber. They add flavor to the dishes.
- b. It is a source of calcium which is good for your bones.
- c. They are essential to the Mediterranean diet. Their oil is the main source of dietary fat.
- d. They are rich in antioxidants. They add aroma to the dishes.

3. Choose from the list (a-g) the most appropriate sentence for each gap in the text. There is one extra sentence that you do not need to use.

Med Diet: Healthy and Delicious!

The Mediterranean (or Med) diet is very famous, not only because it is an intangible cultural heritage from countries such as Morocco and Italy, but also because of its positive health benefits. It reduces the risk of heart diseases and helps prevent certain kinds of cancer. What makes this diet so special and effective for people's health?

First, **b** since Mediterranean people like to buy fresh natural products at local markets. They select a variety of fruits like apples, peaches, melons, and watermelons. Similarly, **g**. They also include grains and dairy products, but everything in moderation. Second, they use olive oil for baking and **d**, you can contact our health center: <http://www.livehealthygomed.com>

Reading

- a. You do not have to travel far to eat a Med diet
b. it includes a lot of vegetables, fruits, and grains
c. if you feel satisfied, stop eating
d. For more information

- e. It is low in fat and high in fiber.
f. they drink a lot of water
g. they eat vegetables- such as eggplants, tomatoes and lettuce- regularly.

4. Use your own words to complete the diagram.

Arguments to support the main idea

Answers may vary.

The main idea of the text is:

Examples of Med food

Answers may vary.

Conclusion

Answers may vary.

Reading Strategy

Use diagrams to summarize texts.

5. Answer T (true), F (false) or NM (not mentioned). Support your answers.

Statement	T	F	NM	Why?
a. The Mediterranean diet is famous only because of its historical tradition.		X		It's also famous for its positive health benefits.
b. Mediterranean people's "rule of thumb" is: "Eat all you can and as much as you can."		X		Their rule of thumb is "Eat all you want but in a moderate way."
c. The Mediterranean diet is based on dairy products.		X		The Med diet is based on fresh natural products, grains, dairy products and olive oil.
d. Although the Med diet includes wine, Muslims in North Africa avoid it.			X	The text doesn't mention anything about the Muslims.
e. Mediterranean people consume large amounts of canola oil.		X		Mediterranean people consume large amounts of olive oil.
f. In Mediterranean countries, eating is a social activity.	X			In Mediterranean countries, people enjoy each other's company while they eat.

Reading Strategy

Use relevant examples and explanations to support your ideas.

6. Answer with your own personal information.

Do you want to go Med? Why? _____

Answers may vary.

Writing

1. Use the text and your own ideas to complete the graphic organizer.

Mediterranean dietary habits and food <i>Answers may vary.</i>	Common aspects between both of them <i>Answers may vary.</i>	Dietary habits and food in my country <i>Answers may vary.</i>
-------------------------------------------------------------------	-----------------------------------------------------------------	-------------------------------------------------------------------

2. Complete the recipes with connectors of sequence and imperatives.

Fruit Salad with Yogurt

To make a delicious Med fruit salad, follow these steps:

- ❖ First, cut some tangerines, strawberries, blueberries and oranges.
- ❖ Then, put the fruits in a bowl.
- ❖ Next, add a pinch of honey.
- ❖ After that, cut some mint leaves in very little pieces. Mix all the fruits, the honey and the mint.
- ❖ Finally, add a small cup of yogurt.



Colombian Milky Rice

To make a traditional Colombian dessert, follow these steps:

- ❖ First, put 3 cups of rice in hot water. Cook for 20 minutes.
- ❖ Second, heat 3 cups of milk.
- ❖ Then, add 5 spoonfuls of sugar to the milk. Be careful.
- ❖ After that, mix the rice and the milk.
- ❖ Finally, cook the mixture in a baking dish for 20 minutes. Add some cinnamon.



3. Compare the recipes above. Use the vocabulary studied in the unit and the Word Bank.

Healthier or Sweeter? What do you prefer?

If I have to choose between _____ and _____, I prefer _____ because it is definitely _____.

First, _____

Answers may vary.

Word Bank

- healthy
- balanced
- fresh
- yummy
- calories
- nutrients
- antioxidant-rich
- source of calcium

Writing Strategy

Use **first**, **second**, **also**, **additionally**, and **finally** to present reasons or explanations.

Real Communication

Lesson 4

It's Finger-Licking Good!

1. Tick (✓) the reaction you identify most with.

	Mmm... Yummy, I love it!	Hmm... It's OK.	Yuck! I don't like it.
Pasta with oregano, garlic and parmesan cheese			
Strawberry milkshake		<i>Answers may vary.</i>	
Black coffee without sugar			
Green salad (lettuce, cucumber and spinach)			
Fried eggs			

2. Replace the pictures with words to discover the idioms.

a. It's + + + ING + = *It's finger-licking good.*

b. It's + NOT + MY + + OF + = *It's not my cup of tea.*

c. It makes my + + = *It makes my mouth water.*

3. Complete the conversation with the correct idiom.

Yuck! Linda... You're eating spinach pie! I can't stand it. Honestly speaking, it's definitely "green" for me. So, it's not my cup of tea.

What's the problem Danny? Spinach is natural, delicious and nutritious. It's definitely finger-licking good.

Linda is right, Danny. And the combination of spinach pie and iced tea, makes my mouth water.

4. Answer the questions. Use the interjections in the Word Bank and the previous idioms.

Do you like...?

lasagna?

chili beans?

blue cheese?

Word Bank

- Yummy!
- Yuck!
- Hmm!

Answers may vary.

Answers may vary.

Answers may vary.

Famous Characters

1. Use the nouns in parentheses to form the right adjective in the following sentences.

- Florence Nightingale was a compassionate (compassion) nurse. She was exceptionally courageous (courage) during the Crimean War.
- Charles Darwin's research was secret until he was brave (bravery) enough to publish it.
- Enrico Caruso was a successful (success) 21st century opera singer. He was a really passionate (passion) performer on stage.
- Michael Jackson, the king of pop, was quite popular (popularity) not only because of his music, but also because he was a generous (generosity) man.

2. Circle the correct adjective or noun to make each sentence coherent.

- León de Greiff, a Colombian poet, always worked with (passionate / passion) (compassion). He achieved literary (successful / succeed / success) at the end of his life.
- Vlad Tepes, the Voivode of Wallachia, wasn't (humanitarian) (human / humanity) with his enemies at all. His cruel methods gained him (popular / anti-popular) (popularity).
- Rosa Parks was a (courageous / courage / uncourageous) Afro American woman in the 1950s. She was famous for her (revolution / (revolutionary) / anti- revolutionary) ideas of equality and peace.

3. Complete the text using was / were / wasn't / weren't.

Anne, Emily and Charlotte Brontë were (a.) three 19th century famous sisters and writers from England. They weren't (b.) afraid of social prejudices; on the contrary, they were (c.) brave enough to make their own decisions. Their literary works weren't (d.) equally popular. For example, *Jane Eyre* was (e.) an immediate best-seller, but *Wuthering Heights* wasn't (f.) very successful when it was published the first time.

4. Choose the correct form of the verb to be in the Simple Past tense.

- At the beginning of her career, Eva Perón wasn't / was / wasn't / were (a.) a political activist; she wasn't / were / was (b.) an actress. She and her husband, military Colonel Domingo Perón, was / were / weren't / weren't (c.) both respected by many people. Workers were / was / weren't / weren't (d.) in favor of them, but the high society weren't / was / wasn't / wasn't (e.).
- Thomas Alva Edison wasn't / was / wasn't (a.) only a prolific inventor; he wasn't / was / were (b.) also a scientist and a businessman. He were / wasn't / was (c.) friends with other important American men such as Henry Ford and Alexander Graham Bell. He worked 24 hours a day, so he was / wasn't / were (d.) a lazy person. One of his most relevant creations was / were / wasn't (e.) the electric light bulb. Before its creation, people used gas or oil lamps but they were / weren't / was / wasn't (f.) very safe.

Grammar Strategy

Use context clues to choose the right form of the verb.

5. Find the wrong facts and correct them. Use the information in parentheses plus the negative and affirmative form of the verb to be in the Simple Past tense.

- Indira Gandhi was born in 1930. She was the British Prime Minister, and she was a Protestant. She was a hard-working leader. (1937 / Indian / Hindu / hard-working)
Indira Gandhi was not born in 1930. She was born in 1917. She was not the British Prime Minister. She was the Indian Prime Minister. She wasn't a Protestant. She was Hindu. She wasn't a lazy leader. She was a hard-working leader.
- Moctezuma and Atahualpa were the rulers of the Maya and Egyptian empires. They were afraid in the battlefield. Hernando and Francisco Pizarro were French conquerors. They were only interested in the American culture. In fact, Moctezuma and Atahualpa were executed by them. (Aztec / Inca / brave / Spanish / gold)
Moctezuma and Atahualpa weren't the rulers of the Maya and Egyptian empires. They were the rulers of the Aztec and Inca empires. They weren't afraid in the battlefield. They were brave. Hernando and Francisco Pizarro weren't French conquerors. They were Spanish. They weren't interested in the American culture. They were only interested in the American gold.

6. Unscramble the words to make sentences; then add personal information.

- born / in / 1990 / December / wasn't / / on / 24th /
I wasn't born on December 24th, 1990. I was born on 1971.12.24
- father / on / born / my / June / wasn't / in /
My father wasn't born on June 12th in 1977.
- popular / weren't / / The Beatles / when / was / child / a /
The Beatles weren't popular when I was a child.
- wasn't / / a / soccer / when / child / / was / player / successful / a /
I wasn't a successful soccer player when I was a child.

Answers may vary.



Vocabulary Strategy

Some adjectives are derived from nouns (revolution- / revolutionary). Use suffixes (-ous, -ary, -ate, -ian, -ar-ful) to form adjectives.



Lesson 2 World History

Guess Who!


1. Underline the correct form of the verb. Then, circle the right answer according to the clues.

Molly: Was/Wasn't he a successful Roman politician?
 Judge: No, he (a. was/wasn't).
Molly: Were/Was he a philosopher?
 Judge: No, he (b. werent/wasn't).
Molly: (c. Was/Wasn't) he courageous?
 Judge: Yes, he (d. were/was).
Molly: (e. Was/Were) he famous for his conquests?
 Judge: Yes, he (f. wasn't/was).
Molly: I know! He (g. were/was)
 a. Julius Caesar.
 b. Alexander Magnus.
 c. Pythagoras.

2. Complete the conversation with was/were/wasn't/weren't.

Teacher: How important were women in ancient history? Who was a woman that changed the world?
Pierre: I know a very special one: Hatshepsut.
Claire: Wow, Pierre. Was she Greek?
Pierre: No, she wasn't. She was a female pharaoh from Ancient Egypt.
Teacher: You're right. When was she born?
Pierre: I'm not sure, but I think in 1508 BC. She wasn't a common woman for her time!
Teacher: That's correct. Most of the pharaohs were men.
Claire: I want to mention a more recent example, Rosa Parks. She was one of the first women who fought for the rights of the AfroAmerican people in the US.


3. Based on the information below, write and answer questions about these characters.



Queen Victoria

Full name: Alexandrina Victoria.
Date/Place of birth: May 24th, 1819, London, England.
Father: Prince Edward, Duke of Kent and Strathearn.
Historic role: Queen of England for 63 years and seven months.


Q: What was her father?
 A: It was Alexandrina Victoria.
 Q: Who was (c) her father?
 A: Her father was Prince Edward, Duke of Kent and Strathearn.
 Q: Why was she (e) important?
 A: Because under her long reign, the British Empire became stronger.
 Q: How long was she (g) on the Throne?
 A: She was on the Throne for 63 years and seven months.



Johan Strauss I and Johan Strauss II

Date/Place of birth: March 14th, 1804, Vienna, Austria.
October 25th, 1825, Vienna, Austria.
Historic role: They made waltz music popular. Both composed famous waltzes like *The Blue Danube*, *Queen Victoria Waltz*, and *The Bat*, among others.

Q: When was (a) Johan Strauss I born?
 A: He was born (b) on March 14, 1804.
 Q: When was (c) Johan Strauss II born?
 A: He was born (d) on October 25, 1825.
 Q: Where were (e) they born?
 A: They were born (f) in Vienna.
 Q: What was (g) their historic role?
 A: They made waltz, music popular and composed famous waltzes. (h).



Miguel Hidalgo

Date/Place of birth: May 8th, 1753, Guanajuato, Mexico.
Mexican priest and military statesman.
Historic role: Leader of the Mexican War of Independence. Author of the famous speech *Cry of Dolores* — an open invitation to revolt against the Spanish rule.

Q: Who was (a) Miguel Hidalgo?
 A: He was a priest and a statesman. (b).
 Q: Where was (c) he born?
 A: He was born (d) in Guanajuato, Mexico.
 Q: Was he (e) the author of a famous song?
 A: No, he wasn't. He was the author of a famous speech. (f).
 Q: Why was he (g) important for the Mexican independence?
 A: Because he was the leader of the Mexican War of Independence. (h).

4. Describe an important person in your country.

An important person in my country was _____ . He/She _____ born in _____ . He/She was important because _____ .
Answers vary.

Lesson 3
Inspirational Lives

1. Based on the pictures, choose the correct answer.

a. The suffragettes were




- women who played sports.
- nurses during the World War.
- women who voted in elections.

b. They were originally from



- Spain.
- England.
- Argentina.

c. They were famous for



- making women's vote a reality.
- making cars for women.
- wearing elegant dresses.

2. Read the text, check your answers in exercise 1 and answer the questions.

The *suffragettes* were a group of women who devoted their lives to defending their right to vote in political elections. The original movement was born in England in the 19th century, but the philosophy and beliefs of the group were rapidly spread across other European, American and Asian countries. The word 'suffrage' was associated with the women's movement to have the right to vote.

At that time, voting rights were exclusively for men. Women were not considered smart enough to make important decisions, so they were relegated to more 'appropriate' roles for them: taking care of children, cleaning the house, cooking, and so on. However, a group of women started to fight for their right to participate as equal citizens.

a. Why is the word *appropriate* in quotation marks in line 7?

Answers may vary.

10 The most remarkable member of the Suffrage Movement was Emmeline Pankhurst. She was born on July 15th, 1858 in Moss Side, Manchester, England. Her maiden name was Emmeline Goulden. The Gouldens were social activists and supported the women's suffrage, but they 13 wanted her to marry young because she was 'only' a woman. However, Emmeline attended the *École Normale de Neuilly* in Paris.

b. Why is the word *only* in quotation marks in line 13?

Answers may vary.

In 1878, when she was 20 years old, she married Richard Pankhurst who supported her political activities. In the many years to come, she was involved in political campaigns that looked to change the rigid and extremely conservative Victorian society. In 1913, she was arrested

Reading Strategy

Identify text clues (bold face / italicized words, "quotation marks", etc.) because authors use them to emphasize certain ideas in the text.

Reading

several times, so she and the other suffragettes stopped eating to protest. As a result, the government passed the 'Cat and Mouse' Act; prisoners were released until they recovered from health problems, and then, they were re-arrested.

c. Why was the 'Cat and Mouse' Act called as such?

Answers may vary.

Emmeline Pankhurst died on June 14, 1928 shortly after women had the right to vote. Two years later, a statue in her honor was inaugurated in the Victorian Tower Gardens. Now, more than a hundred years later, we still remember the suffragettes for having

3. Organize the events into the correct order according to the text. Then, complete the spaces with expressions from the Word Bank.

Word Bank

- in the 19th century
- two years later...
- At that time,
- after more than a hundred years...
- voting was only possible for men.
- In 1928,
- Emmeline Pankhurst died.
- After more than a hundred years,
- The Suffrage Movement was born
- Two years later,
- a statue was made on her honor.

(2) _____, voting was only possible for men.

(3) _____, Emmeline Pankhurst died.

(5) _____, the Suffragettes are still a symbol of how brave, hard-working and passionate women can be.

(1) _____ The Suffrage Movement was born _____ in the 19th century _____.

(4) _____, a statue was made on her honor.

Reading Strategy

Focus on the time expressions and use a timeline to organize the sequence of events in a text.



4. Choose the right answer using the information in the text.

- a. In paragraph 2, the expression "At that time" refers to:
- The time Emmeline died
 - The Victorian Era
- b. In paragraph 4, the expression "in the many years to come" refers to:
- When Emmeline was a child
 - The time after the Victorian Era
 - 1928
- c. In paragraph 5, the expression "Two years later" refers to:
- 1930
 - 1929
- d. In paragraph 5, the expression "More than a hundred years later" refers to:
- The 19th century
 - The 20th century
 - The 21st century

Writing

1. Complete the chart with information about a historical character you admire.

He / She was born	• (date) on _____ • (place) in _____ <i>Answers may vary.</i>
That epoch was...	• (name of the epoch) _____ • (adjectives to describe the epoch) _____ <i>Answers may vary.</i>
He / She was	• (describe his/her personality and values) _____ <i>Answers may vary.</i>
Achievements	• (important actions) _____ <i>Answers may vary.</i>
He / She died	• (date) on _____ • (place) in _____ <i>Answers may vary.</i>

Writing Strategy

Use key words and a graphic organizer to brainstorm your ideas before writing.



2. Use the expressions in the Word Bank to write a short biography about the character you chose.

Word Bank

- At that time
- _____ years later
- After _____ years in the many
- A year later
- Finally

Writing Strategy

When you begin a sentence with a time expression, use a comma after it.

_____ born on _____ in _____.

At that time, _____.

He / She was _____.

He / She was famous for _____.

_____ died in _____ on _____.

I admire him / her because _____.

Answers may vary.

Real Communication

Lesson 4

Success Against All Odds!

1. Read each description and match it with the corresponding picture. Then, complete the sentences with the expressions in the box below.



- Hypatia of Alexandria was a Greek mathematician who contributed greatly to astronomy and science. She was a rebel, not a typical girl from her time; she liked to wear a philosopher's cloak, not dresses, and she had a chariot. She demonstrated that women were equally able to study and teach.
- Vincent Van Gogh, the Dutch painter, was not afraid of failure. He was a passionate hard-working artist, but he was poor and only sold one painting, *The Red Vineyard*, during his lifetime. Because he was not successful, many people considered he was fighting a losing battle. However, he was convinced that art was his only means to be happy.
- Robert Peary was the first man to conquer the geographic North Pole in 1909. At that time, radars and GPS did not exist. However, Peary was very creative and he was well-prepared to explore the pole. He was an expert at building igloos, driving dog sleds, and making clothing out of animal skins.

- the sky was the limit
- a losing battle
- against all odds

- For many people, Van Gogh was fighting _____ a *losing battle* _____. However, his passion was strong and he was not afraid of poverty.
- For Robert Peary, _____ the sky was the limit _____. He was not afraid of exploring places that were a mystery to the rest of the world.
- _____ Against all odds, _____ Hypatia was a successful philosopher, astronomer and mathematician.

2. Answer the questions. Support your ideas.

- Do you think Hypatia fought a losing battle? _____
Answers may vary.
- Was Van Gogh a successful painter against all odds? _____
- Can you mention another explorer for whom the sky was the limit? Why? _____



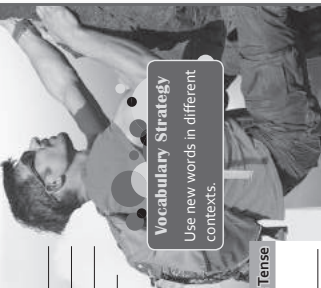
3. Complete with personal information.

Describe a situation in which "the sky was the limit" for you.	Describe something you did "against all odds."	Describe a situation in which you fought a losing battle. "Were you successful in the end?"
<i>Answers may vary.</i>	<i>Answers may vary.</i>	<i>Answers may vary.</i>

Memories of the Past

1. Choose the right definition for the underlined word in the statements below.

- a. My first day at school was scary. Fortunately, I met Sam who was really kind to me!
 frightening calm safe chilly
- b. Going to my grandparents' farm was fun because we played with all the animals there!
 ridiculous boring amusing comical
- c. The first time I traveled by plane was unforgettable! My sister and I were nervous and excited!
 redundant inevitable essential memorable
- d. Sharon invited us to an awesome pajama party at her place. We watched films and talked a lot!
 powerful spectacular confusing fearful



Vocabulary Strategy
Use new words in different contexts.

Grammar Strategy
The Simple Past tense of regular verbs is the same for all persons, but you have to follow the spelling rules to write the *-ed* endings.

2. Complete with personal information.
- a. Last vacation I visited _____ which was awesome because _____
 - b. My friend _____ is *unforgettable* because _____
 - c. I think *the scariest* extreme sport is _____ because _____
 - d. Costume parties are *fun* because _____

3. Read the rules and fill in the chart below.

Rule	Base form	Simple Past Tense
Add "ed" to the simple form of the verb.	play enjoy dress	played enjoyed dressed
Add "d" if the verb ends in "e."	dance invite celebrate	danced invited celebrated
When there is a "y" after a consonant, change it to an "i" and add "ed."	try cry copy	tried cried copied
For one-syllable verbs ending in consonant + vowel + consonant, double the final consonant.	stop hop rub	stopped hopped rubbed
If the verb ends in "c," add a "k" before adding "ed."	mimic panic picnic	mimicked panicked picnicked



4. Read the sentences and write the verbs in the Simple Past tense.

- a. An awesome experience for me was when I tried (try) paragliding. It was so cool!
- b. Last Christmas, we exchanged (exchange) presents at midnight.
- c. Pat planned (plan) the Halloween party three months in advance!
- d. I almost panicked (panic) in the Monster Roller Coaster.
- e. Janis cried (cry) when she watched WALL-E because some scenes are very sad.
- f. Yesterday my sister helped (help) an old person to cross the street. It was very nice of her!



5. Make the affirmative statements negative.

Jane **danced** with a nice guy last Friday. She **talked** to him because she **wanted** to get to know him better. They **shared** their opinions about music. At the end, they **exchanged** cell phone numbers. It was an unforgettable party!

*Jane didn't dance with a nice guy last Friday.
She didn't talk to him because she didn't want to get to know him better. They didn't share their opinions. At the end, they didn't exchange cell phone numbers. It wasn't an unforgettable party.*

6. Complete the text with the correct form of the verbs in parentheses.

Yesterday, we visited (a. visit) a fairground, and we enjoyed (b. enjoy) it very much. When we entered (c. enter) the horror castle, my sister was (d. be) really nervous, but I wasn't (e. not/be). Actually, I didn't like (f. not/like) it very much because it was too artificial. Later, I played (g. play) soccer with other boys. I didn't score (h. not/score) a goal, so I didn't celebrate (i. not/celebrate) any victory. My sister participated (j. participate) in a dance competition, and she dressed (k. dress) up as a clown. Finally, we played darts, but we didn't collect (l. not/collect) any prize! When we arrived (m. arrive) home, we were (n. be) so tired that we didn't watch (o. not/watch) TV. We didn't want (p. not want) to eat anything either!

7. Write about yourself. 😊 = affirmative sentence 😞 = negative sentence

- a. 😊 (travel) Last year, I traveled to a village on the coast.
- b. 😞 (like) When I was 5, _____
- c. 😊 (visit) The last time I _____
- d. 😞 (cook) Last night, I _____
- e. 😊 (try) A month ago, I _____

Answers may vary.

Lesson 2
I Had Fun on My Trip

1. Use the prompts to complete the story in the Simple Past tense.

A year ago, my cousin and I **go** to Hawaii. We **met** (a) 6 hours, but it was a comfortable trip. When we arrived there, we **met** (b) with the landscape and the spectacular beaches. We **met** (c) a Brazilian guy, Denis, and we spoke with him because my cousin knew a little Portuguese. He **made** (d) two lovely bracelets and gave them to us. Some days later, he **wrote** (e) me an email and invited me to visit him in Brazil. What a lovely guy!

2. Circle the spelling and verb tense mistakes and correct them.

My Trip to Russia

The metro station was really crowded, and we **take** the wrong train! **took**

My father **broken** a vase in the hotel with his bags. What an embarrassing moment!
a. broke

We **wined** tickets to go to the Bolshoi Theater to see a ballet performance.
b. won't

My cousins **swimmed** in thermal waters. It was amazing because the waters were hot and relaxing.
c. swam

When I **forgot** my wallet at the hotel, my sister **get** really mad at me.
d. forgot, got

We **ride** in snow mobiles. The speed in the snow was incredible. What an amazing experience!
e. rode

3. Answer the survey with complete sentences.

The last time you went on vacation,

you fly or drive to your destination?	NO
you eat exotic food?	YES
your mother travel with you?	Answers may vary.
your father pay for everything?	
your grandparents take care of your pet?	

did

4. Read the letter and write appropriate questions for the answers.

Dear mom and dad,
The trip was quite long, but comfortable. First, I flew to Paris and then to Cairo. On the first day, I swam for 3 hours and enjoyed Ain Sukhna beach, but I forgot my sunscreen, so I got sunburnt! The next day, I made reservations to visit the pyramids, which are simply out of this world! Yesterday, I met Hefra, a tourist guide, and she drove me through the old part of the city. I got to know the old bazaars and bought some souvenirs for you and my friends. Unfortunately, I didn't go up the Cairo Tower because I chose to go to Al Azhar Park, but it also has a great view of the city! What an unforgettable trip!
Love,
David.

- How did David travel to Egypt?
- Who did he meet?
- Why did he get sunburnt?
- Where did he stay on the first day?
- How long did he stay in Cairo?
- Why didn't he go up the Cairo Tower?
- Did he make reservations to visit the pyramids? Yes, he did. He had to make reservations.

5. Complete the conversation with the correct form of the verbs in the Simple Past tense.

Rose: Where did you go (a. Where/ go) on vacation last year?
Bart: My family and I went to Shikoku Island in the south of Japan.
Rose: What did you do (b. what/ do) there?
Bart: We visited (c. visit) Takamatsu castle, walked (d. walk) around the Ritsurin-Koen Garden, and we drove (e. drive) to a nearby town called Uwajima! The local people were (f. be) great! I felt (g. feel) at home.
Rose: Sounds awesome! Did you find (h. find) nice restaurants?
Bart: Sure! For example, there was one where they served (i. serve) colorful noodles with octopus balls, and another one where we ate (l. eat) huge Japanese omelets. My sister didn't like (k. not like) them because of the spices.
Rose: What about the beaches? Did you go (l. go) to the beach?
Bart: No, we didn't go (m. not go) to the beach because it was winter and the water was freezing. So, we didn't swim (n. not swim) either.
Rose: How did you get (o. how/ get) there?
Bart: Well, first we flew (p. fly) from Osaka to Takamatsu. Then, we (q. take) a train from Takamatsu to Matsuyama. It was (r. be) a very long trip.
Rose: I'm sure it was! When did you come back (s. when/ come back)?
Bart: We came back (t. come back) at the end of January.

Grammar Strategy
Use did and the base form of the verb to ask questions in the Simple Past tense—except for or a Modal Auxiliary verb.

6. Describe what you did on your last vacation.

On my last vacation, I _____ because _____.
Answers may vary.

Also, I didn't _____.
I didn't _____.
What a special time!

Lesson 3

My Favorite Anecdote

1. Look for the following words in a dictionary and fill in the chart below.

Type of word	Image	Word	Part of speech	Definition
stain		spill	Verb	Flow, run, or fall out
bucket		mop	Noun	A thing for washing floors
embarrassed		trip over	Verb	
Nervous and uncomfortable		Stumble		

2. Read the diary entry and answer the questions.

My unforgettable first day at work!

May 22nd

Today started badly, but it got better as the day continued. I went through an embarrassing situation. I started my new job as a waiter in a fancy restaurant. I was very happy because the job was a piece of cake and well-paid. I had to serve coffee and take the food to the tables. My boss trained me in restaurant service. I tried to do my best. At lunch time, a very beautiful girl entered the restaurant and sat down at a table alone. I wanted to be polite, so I offered her some coffee; she accepted, but then, unintentionally, I spilled the coffee on her jacket and the floor! I almost broke into tears! I asked her to give me her jacket so that I could take out the stain. However, she kept calm and told me not to worry.

a. Why did the incident happen? Because he accidentally spilled the coffee on her jacket.

Then, I brought a bucket and a mop to clean the floor. At that moment, another person entered the restaurant and said hello to the girl. When

Reading Strategy

Read a text aloud and stop periodically to ask yourself questions and clarify meaning.

she stood up, she tripped over the mop's stick, which I had forgotten, and fell over. I was so embarrassed that I didn't realize that the other person was my boss, Mrs Bell! She kindly asked me to find a stain-remover to clean her daughter's jacket. I told her I would give it back to her as soon as possible.

b. How did his boss react? She reacted kindly and in a calm way.

I made a big effort to remove the stain, but when I finished, I saw it was even bigger. So, I went back to the table and told them how worried I felt. They told me, "Take it easy, it also happened to us on our first day at work!" Their words cheered me up! I learned a lesson about patience and tolerance.

c. What happened when he told them how he felt? They told him to take it easy and cheered him up.

Reading

3. Based on the text, complete the sentences with the words the pronouns refer to.

- On line 1, it refers to today.
- On line 11, her refers to the beautiful girl.
- On line 23, she refers to Mrs Bell.
- On line 28, it refers to the stain.
- On line 29, them refers to Mrs Bell and her daughter.
- On line 30, us refers to Mrs Bell and her laughter.

Reading Strategy

Pay attention to context clues to identify referents (subject and object pronouns).

4. Underline the correct answer.



a. At the beginning of the anecdote, the waiter felt relaxed.

- nervous
- embarrassed
- relaxed

b. After he spilled the coffee, he felt embarrassed and stressed.

- sad and horrified
- embarrassed and stressed
- tolerant and forgiving

c. The boss and her daughter's reaction was forgiving.

- intolerant
- forgiving
- embarrassing

d. At the end of the story, the waiter felt tranquil. He felt his boss and her daughter were understanding.

- embarrassed / scary
- mad / forgiving
- tranquil / understanding

5. Read the diary entry and complete it with Subject and Object pronouns.

May 23rd

Today, I bought a box of candles for Mrs. Bell and Ally, her daughter. I gave it to them when I arrived at the restaurant. Later, Ally had lunch with her mother and me. She put her hair up in a bun and looked awesome! I apologized once more about the situation, but she said it was OK. However, she had some bruises on her arm from the fall, so we advised her to put some ointment on them. Ally told us (her mother and me) about her theater classes, and gave us tickets to attend a play after work. We accepted her invitation, and I asked them if they wanted me to drive them to the venue. She thanked me and said it wasn't necessary because her boyfriend had a car. "Oh, are you going with him?" I asked. "Of course, I invited him this morning," she said. "Well, at least I've got a job, a nice boss, and a new friend," I thought.

6. Use your own words to write about the lesson you learned from the anecdote above.

The lesson I learned from this anecdote

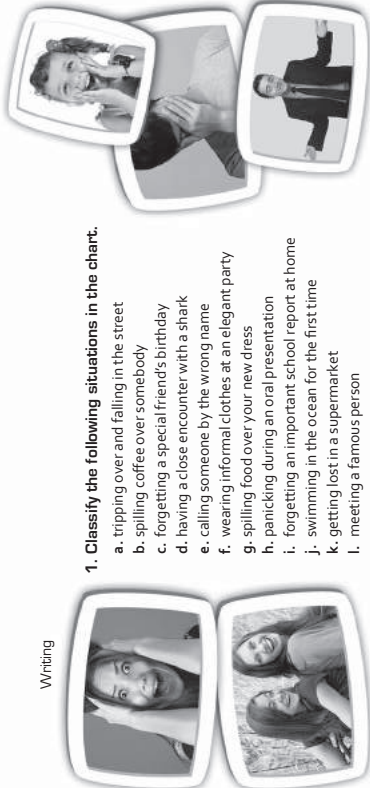
Answers may vary.

Reading Strategy

Read the text more than once to help form an opinion about it.



Writing



1. Classify the following situations in the chart.

- a. tripping over and falling in the street
- b. spilling coffee over somebody
- c. forgetting a special friend's birthday
- d. having a close encounter with a shark
- e. calling someone by the wrong name
- f. wearing informal clothes at an elegant party
- g. spilling food over your new dress
- h. panicking during an oral presentation
- i. forgetting an important school report at home
- j. swimming in the ocean for the first time
- k. getting lost in a supermarket
- l. meeting a famous person

Funny	Embarrassing	Terrifying	Unimportant	Unforgettable

Answers may vary.

2. Complete the sentences with *also* or *so*.

- a. I saw a shark in the sea and also lots of dolphins.
- b. Not only did I send my boss the wrong email, but I also sent it full of spelling mistakes.
- c. I had too many things in my hands, so I spilled the soda on my bed.
- d. Peter was extremely nervous and distracted during the presentation, so he didn't give it very well.
- e. I forgot my homework at home, so I returned to pick it up.
- f. I didn't see the chair in front of me, so I fell over it when I entered the office.

Writing Strategy

Use a comma after *also* when it starts a sentence.
Use a comma before *so* when it separates independent clauses.

3. Choose one of the situations from exercise 1 to write an anecdote about. Use Simple Past tense, *also* and *so*.

I want to tell you an unforgettable anecdote. It happened _____ (when)
I remember I was with _____ in / on / at _____ (where)
(who)

I learned that _____
Answers may vary.



Real Communication

Lesson 4

I Felt Like a Million Dollars!

1. Unscramble the letters to make sentences according to the pictures.

a. Poor Alex! He looks so sarritil _____ (d a s e r t)

b. Ana looks pretty sad. I guess she is depressed _____ (p e s r d e e d)

c. Wow! Laurie and William look great. It's evident they're happy _____ (p y h p a)

2. Organize the words and complete the sentences about the previous pictures.

- a. Alex saw something that (creeps / gave / him / the) _____ gave him the creeps.
- b. Ana is really (dumps / down / the / in) _____ down in the dumps.
- c. Laurie and William feel (a / dollars / like / million) _____ like a million dollars.

3. Read the texts and write the appropriate idiom.

After many months of applying for different jobs, Andrea got her dream job as a tour guide in Hawaii.

I had a cat for almost 10 years. Last year, he went wandering on the roof, but he didn't return. In fact, he never came back! Now I don't have any pets because that cat was unique.

My father was driving at night when he saw a shadow in front of the car. He stopped and got out, but there was nothing there. However, there was blood on the street. He didn't know what happened.

- a. Andrea felt like a million dollars!
- b. After that, I was down in the dumps.
- c. My father returned home, but that situation gave him the creeps!

4. Describe briefly each of the situations below.

The last time I felt like a million dollars was when _____
The last time I was down in the dumps was when _____
The last time a situation gave me the creeps was when _____

Answers may vary.

Answers may vary.

Answers may vary.



Test Training Sections – Rubrics and Grading

English A1.2

In *English A1.2*, three Test Training sections have been prepared to promote continuous evaluation and to have a more accurate picture of students' progress throughout the book. The format of the tests resembles the one used in diverse international examinations. This decision is based on different reasons. First, it has been widely recognized that international tests measure the levels of the CEF performance descriptors appropriately; second, by providing an international examination format and linking it to the CEF standards, both teachers and students will have a consistent point of reference concerning foreign language achievement; finally, by using this format students will have the opportunity to become familiar with and develop the strategies needed to take an international exam for evaluating foreign or second language proficiency.

These tests can serve two purposes: a) as an opportunity for teachers to work on ongoing assessment practices; b) as summative or cumulative evaluations to get a sense of the CEF standards consolidated through the program and what areas need further practice.

The editors

For grading the speaking and writing tasks, the following rubrics should be used. Each rubric corresponds to a different aspect of the tasks and to a score that has been specified on top of each column. The sum of the corresponding scores per rubric, including all aspects, should yield the final score.

Test Training A (Units 1 and 2) - Rubrics

Qualitative Aspects of Spoken Language: Interaction (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Range	Has an insufficient repertoire of words and simple phrases to exchange ideas about a celebration or especial event. His / Her low vocabulary range impedes communication.	Has a limited repertoire of words and simple phrases to exchange ideas about a celebration or especial event. Confuses or lacks the appropriate words most of the time, obscuring the message.	Has an average repertoire of words and simple phrases to exchange ideas about a celebration or especial event. Although confuses or lacks some of the vocabulary, this does not greatly affect communication.	Has a good and functional repertoire of basic words and simple phrases to exchange ideas about a celebration or especial event. His / Her vocabulary control facilitates communication.
Accuracy	Shows insufficient control of simple grammatical structures and patterns to talk about a celebration or especial event (the Simple Present tense – adverbs of frequency). Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, simple grammatical structures and patterns to talk about a celebration or especial event (the Simple Present tense – adverbs of frequency). Confuses these structures and patterns systematically, which causes communication breakdown.	Uses accurately, most of the time, a basic repertoire of simple grammatical structures and patterns to talk about a celebration or especial event (the Simple Present tense – adverbs of frequency). Some confusion may be present, but this does not greatly affect communication.	Uses simple grammatical structures and patterns to talk about a celebration or especial event (the Simple Present tense - adverbs of frequency). The appropriate use of simple structures and patterns facilitates communication.

<p>Fluency</p>	<p>Manages only very short, mainly pre-packaged utterances to talk about a celebration or especial event. Pausing to search for expressions or to articulate less familiar words is too long and truncates the flow of the interaction. No communication repair is present and false starts are continuous, impeding communication.</p>	<p>Shows difficulty to manage very short, mainly pre-packaged utterances to talk a celebration or especial event. Repeated false starts, long pauses, and too much hesitation are present and make interaction difficult. No communication repair is present.</p>	<p>Talks about a celebration or especial event. False starts, short pauses to search for expressions, and communication repair are present but do not greatly affect the flow of his / her interaction.</p>	<p>Talks about a celebration or especial event successfully. Normal false starts and pauses are present and integrated into the flow of the interaction.</p>
<p>Interaction</p>	<p>Fails to ask and answer short questions necessary to exchange ideas about a celebration or especial event. Finds it too difficult to initiate, maintain and / or close the conversation. Communication is unsuccessful.</p>	<p>Can, with a lot of effort, ask and answer short questions necessary to exchange ideas about a celebration or especial event. Although he / she can initiate the conversation, very rarely keeps the conversation going of his / her own accord and needs constant repetition, rephrasing and repair.</p>	<p>Can ask and answer short questions necessary to exchange ideas about a celebration or especial event. Can initiate the conversation and keep it going, although some repair, rephrasing and repetition are still needed.</p>	<p>Can successfully answer short questions necessary to exchange ideas about a celebration or especial event. Repair, rephrasing and repetition are scarce but still present, and are integrated into the flow of the interaction.</p>
<p>Coherence</p>	<p>Fails to ask and answer questions related to the content of the interaction. His / Her utterances are too short, unconnected and confusing. Meaning is not conveyed and interaction is not achieved.</p>	<p>Finds it difficult to ask and answer questions according to the content of the interaction. Sometimes neither words nor expressions are properly arranged. Connectors such as and, but or so are seldom present or are used inappropriately.</p>	<p>Can, with some effort, ask and answer questions according to the content of the interaction. Sometimes confuses the use of and, but or so. Meaning is conveyed despite the few organizational mistakes which are present.</p>	<p>Asks and answers questions according to the content of the interaction. Is able to organize sentences successfully and link them with basic connectors such as and, but or so. The message is clear and concrete. There is a clear match between form and meaning that facilitates communication.</p>

Test Training A (Units 1 and 2) - Rubrics

Qualitative Aspects of Writing (5 points)

Grading Scale	0.25	0.50	0.75	1.0
Content	The text largely lacks data or it is hardly related to the information required by the task (words that describe personality traits). Reduced writing.	The information included in the text is sometimes unclear and confusing. At least half of the information required by the task (words that describe personality traits) is missing.	The text presents most of the information required (words that describe personality traits). Task input is used. Some parts of the text may be confusing, but the required message is conveyed overall.	The text clearly presents the information required (words that describe personality traits). Task input is fully used and ideas are kept short and simple.
Accuracy	Fails to identify and use adjectives related to personality traits. Little or no understanding of their use. Too many spelling mistakes.	Shows difficulty to identify and use adjectives related to personality traits correctly. Many spelling mistakes are present, which makes the message confusing at times.	Is able to identify and use adjectives related to personality traits. A few spelling mistakes may be present, but they do not impede addressing a clear message.	Identifies and uses adjectives related to personality traits successfully making the message very clear. Spelling is accurate.
Vocabulary range	Very poor control of basic vocabulary and adjectives related to personality traits. Frequent confusion of words makes the intended message mostly incomprehensible.	Limited control of basic vocabulary and adjectives related to personality traits. Confusion or misuse of words may obscure the message of the text.	Shows average control of basic vocabulary and adjectives related to personality traits. Some errors may be present, but they don't impede communication.	Sufficient control of basic vocabulary and adjectives related to personality traits.

Organization and cohesion	The word count is considerably lower than required by the task.	The message is much shorter than suggested in the task.	The text covers at least two-thirds of the words asked for in the task.	The message is clear, precise and within the number of words required.
Appropriateness of register and format	The words and the layout used make the text's register and format mostly inappropriate for or inconsistent with the task and its audience.	The words and the layout used make the text's register and format somewhat inappropriate for or inconsistent with the task and its audience.	The words and the layout used make the text's register and format usually appropriate for the task and its audience.	The words and the layout used make the text's register and format consistently appropriate for the task and its audience. Communication is achieved easily.

Test Training A (Units 1 and 2) – How to Grade

Section	CEF Standard	Performance	Descriptor
Listening (5 points)	Can understand phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated.	Excellent (5)	Easily recognizes words and very basic phrases about habitual and temporary activities in a short, clear and slow conversation.
		Good (3-4)	Recognizes words and very basic phrases about habitual and temporary activities in a short, clear and slow conversation. However, shows some misunderstandings at times.
		Needs practice (0-2)	Shows difficulty to recognize words and very basic phrases about habitual and temporary activities in a short, clear and slow conversation. Confusion and information loss occur.
Reading (5 points)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language.	Excellent (5)	Successfully identifies the main idea of short, simple texts that describe people's habitual and temporary actions using everyday language.
		Good (3-4)	Identifies the main idea of short, simple texts that describe people's habitual and temporary actions using everyday language. Though some misunderstanding might be present, generally it does not affect comprehension.
		Needs practice (0-2)	Fails to identify the main idea of short, simple texts that describe people's habitual and temporary actions. Despite the everyday language used in the texts, comprehension is not achieved.
Writing (5 points)	Can write simple isolated phrases and sentences.	Excellent (5)	Accurately writes simple isolated words related to people's personalities.
		Good (3-4)	Is able to write a series of simple isolated words related to people's personalities. A few mistakes may be present (misspelling), but the message is still clear.
		Needs practice (0-2)	Has difficulty to write a series of simple isolated words related to people's personalities. Too many spelling mistakes.
Speaking (10 points)	Can give short, basic descriptions of events and activities.	Excellent (10)	Successfully describes people, actions and places in basic terms.
		Good (6-9)	Describes people, actions and places in basic terms. Some lexical and grammatical mistakes and hesitations may be present, but these do not greatly affect communication.
		Needs practice (0-5)	Shows difficulty to describe people, actions and places in basic terms. Very often uses inappropriate vocabulary and patterns to express ideas, which may cause communication failure.

Test Training B (Units 3 and 4) - Rubrics

Qualitative Aspects of Spoken Language: Interaction (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Range	Insufficient command of words and simple phrases to talk about food and to describe a recipe. His / Her low vocabulary range impedes communication.	Limited command of words and simple phrases to talk about food and to describe a recipe. Confuses or lacks the appropriate words most of the time so the message is obscured.	Has an average repertoire of words and simple phrases to talk about food and to describe a recipe. Although confuses or lacks some of the vocabulary, this does not affect communication.	Has a good and functional basic repertoire of words and simple phrases to talk about food and to describe a recipe. His / Her vocabulary control facilitates communication.
Accuracy	Shows insufficient control of simple grammatical structures and patterns to describe a recipe (imperative form of verbs). Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, simple grammatical structures and patterns to describe a recipe (imperative form of verbs). Confuses these structures and patterns systematically, which causes communication breakdowns.	Uses a basic repertoire of simple grammatical structures and patterns to describe a recipe (imperative form of verbs) accurately most of the time. Some confusion may be present, but this does not impede communication.	Uses simple grammatical structures and patterns to describe a recipe (imperative form of verbs) successfully. The appropriate use of these structures and patterns facilitates communication.
Fluency	Manages only short, mainly pre-packaged utterances to describe a recipe. Pauses are too long and hinder the flow of the conversation. No communication repair is present and false starts are continuous, impeding communication.	Shows difficulty to describe a recipe. Repeated false starts, long pauses and too much hesitation are present and make the conversation difficult to follow. No communication repair is present.	Talks about activities he / she can or can't do and describes a recipe. False starts, short pauses to search for expressions, and communication repair are present, but do not affect the flow of his / her conversation.	Talks about activities he / she can or can't do and describes a recipe fluently. Normal false starts, pauses and reformulation are present but integrated into the flow of the conversation.

Interaction	Fails to exchange information when describing a recipe. Finds it too difficult to initiate, maintain and / or close the conversation. Communication is unsuccessful.	Can, with a lot of effort, exchange information and state his / her opinions when describing a recipe. Although can initiate the conversation, fails at keeping it going of his / her own accord and needs constant repetition, rephrasing and repair.	Can exchange information when describing a recipe. Can initiate the conversation and keep it going, although some repair, rephrasing and repetition are still needed.	Can successfully exchange information and state his / her opinions when describing a recipe. Repair, rephrasing and repetition are scarce but still present, and are integrated into the flow of the interaction.
Coherence	His / Her ideas and opinions are not linked correctly. Basic connectors and connectors of sequence such as <i>first, next, after that, then, or finally</i> are not used or used inappropriately. The message is too short and confusing. Meaning is not conveyed.	His / Her ideas and opinions are unorganized and lack coherence most of the time. Sometimes, neither words nor expressions are properly arranged and meaning is not conveyed. Basic connectors and connectors of sequence such as <i>first, next, after that, then, or finally</i> are used inappropriately.	His / Her ideas and opinions convey the information required most of the time. They are organized although sometimes confuses the use of basic connectors and connectors of sequence such as <i>first, next, after that, then, or finally</i> to link them. There are a few organization mistakes present, but the message is conveyed.	His / Her ideas and opinions are appropriate. Is able to organize sentences successfully and link them with basic connectors and connector of sequence such as <i>first, next, after that, then, or finally</i> appropriately. The message is clear and concrete.

Test Training B (Units 3 and 4) - Rubrics

Qualitative Aspects of Writing (5 points)

Grading Scale	0.25	0.50	0.75	1.0
Content	The text largely lacks data or it is hardly related to the information required by the task (food related information). Reduced writing.	The information included in the text is sometimes unclear and confusing. At least half of the information required by the task (food related information) is missing.	The text presents most of the information required (food related information). Task input is used. Some parts of the text may be confusing, but the required message is conveyed overall.	The text clearly presents the information required (food related information). Task input is fully used and ideas are kept short and simple.
Accuracy	Inappropriate use of nouns (countable / uncountable). Little or no understanding of their use. Too many spelling mistakes.	Attempts to use nouns (countable / uncountable) correctly. Many spelling mistakes are present, which makes the message confusing at times.	Appropriate use of nouns (countable / uncountable). A few spelling mistakes may be present, but they do not impede addressing a clear message.	Nouns (countable / uncountable) are used correctly and consistently, making the message very clear. Spelling is accurate.
Vocabulary range	Very poor control of basic vocabulary and expressions related to food and recipes. Frequent confusion of words makes the intended message mostly incomprehensible.	Limited control of basic vocabulary and expressions related to food and recipes. Confusion or misuse of words may obscure the message of the text.	Shows average control of basic vocabulary and expressions related to food and recipes. Some errors may be present, but they don't impede communication.	Sufficient control of basic vocabulary and expressions related to food and recipes.

<p>Organization and cohesion</p>	<p>The text lacks punctuation (commas). The word count is considerably lower than required by the task.</p>	<p>The text shows some attempts use punctuation (commas) but most of the time this is done incorrectly. Spelling mistakes are still present. Shows some attempts at connecting words with and, but this is not done consistently or is incorrect most of the times. The message is much shorter than suggested in the task.</p>	<p>Punctuation (commas) is used appropriately most of the time. Words are generally connected appropriately using and. The text covers at least two-thirds of the words asked for in the task.</p>	<p>Commas are used when necessary. Words are linked appropriately using and, and are organized appropriately according to their topic. The message is clear, precise and within the number of words required.</p>
<p>Appropriateness of register and format</p>	<p>The words and the layout used make the text's register and format mostly inappropriate for or inconsistent with the task and its audience.</p>	<p>The words and the layout used make the text's register and format somewhat inappropriate for or inconsistent with the task and its audience. The text shows some inaccuracies in register such as confusion of formal / informal expressions and / or forms of address.</p>	<p>The words and the layout used make the text's register and format usually appropriate for the task and its audience. Some register mistakes may be present, but these do not impede communication.</p>	<p>The words and the layout used make the text's register and format consistently appropriate for the task and its audience. Communication is achieved easily.</p>

Test Training B (Units 3 and 4) – How to Grade

Section	CEF Standard	Performance	Descriptor
Listening (5 points)	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	Excellent (5)	Easily understands the general topic and extracts the essential information from simple recorded passages.
		Good (3-4)	Understands the general topic and extracts the essential information from simple recording passages, but shows some misunderstanding at times.
		Needs practice (0-2)	Has difficulty to understand the general topic and extract the essential information from simple recording passages. Confusion and information loss occur.
Reading (5 points)	Can recognize familiar names, words, and very basic phrases on simple signs in the most common everyday situations.	Excellent (5)	Easily recognizes explicit and implied information on simple everyday signs.
		Good (3-4)	Recognizes explicit and implied information on simple everyday signs. Though some misunderstanding might be present, comprehension is not greatly affected.
		Needs practice (0-2)	Shows difficulty to recognize explicit and implied information on simple everyday signs.
Writing (5 points)	Can write simple isolated phrases and sentences linked with the connector "and."	Excellent (5)	Accurately writes simple phrases and sentences to fill in a short fact file of a recipe.
		Good (3-4)	Is able to write simple phrases and sentences to fill in a short fact file of a recipe. A few mistakes may be present (misspelling), but the message is still clear.
		Needs practice (0-2)	Has difficulty to write simple isolated phrases and sentences to fill in a fact file of a recipe. Too many spelling mistakes.
Speaking (10 points)	Can interact with reasonable ease in structured situations and short conversations.	Excellent (10)	Interacts with reasonable ease in structured situations and short conversations about food.
		Good (6-9)	Interacts, with effort, in short conversations about food. Some rephrasing and repair is necessary, but they do not affect communication.
		Needs practice (0-5)	Shows great difficulty to interact in short conversations about food. Communication is unsuccessful.

Test Training C (Units 5 and 6) - Rubrics

Qualitative Aspects of Spoken Language: Interaction (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Range	Has an insufficient command of words and simple phrases to talk about a historical figure. His / Her low vocabulary range impedes communication.	Has a limited command of words and simple phrases to talk about a historical figure. Confuses or lacks the appropriate words most of the time so the message is obscured.	Has an average repertoire of words and simple phrases to talk about a historical figure. Although confuses or lacks some of the vocabulary, this does not affect communication.	Has a good and functional basic repertoire of words and simple phrases to talk about a historical figure. His / Her vocabulary control facilitates communication.
Accuracy	Shows insufficient control of simple grammatical structures and patterns to ask or talk about personal past experiences (the Simple Past Tense, affirmative and interrogative: wh-questions). Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, simple grammatical structures and patterns to ask or talk about personal past experiences (the Simple Past Tense, affirmative and interrogative: wh-questions). Confuses these structures and patterns systematically, which causes communication breakdowns.	Uses a basic repertoire of simple grammatical structures and patterns to ask or talk about personal past experiences (the Simple Past Tense, affirmative and interrogative: wh-questions). Some confusion may be present, but this does not impede communication.	Uses simple grammatical structures and patterns to ask or talk about personal past experiences (the Simple Past Tense, affirmative and interrogative: wh-questions). The appropriate use of these structures and patterns facilitates communication.
Fluency	Manages only short, mainly pre-packaged utterances to ask or talk about personal past experiences. Pauses are too long and hinder the flow of the conversation. No repair is present and false starts are continuous, impeding communication.	Shows difficulty to ask or talk about personal past experiences. Repeated false starts, long pauses and too much hesitation are present and make the conversation difficult to follow. No communication repair is present.	Is able to ask or talk about personal past experiences. False starts, short pauses to search for expressions, and communication repair are present, but do not affect the flow of his / her conversation.	Fluently asks or talks about personal past experiences. Normal false starts, pauses and reformulation are present but integrated into the flow of the conversation.

Interaction	Fails to ask or answer questions about personal past experiences. Finds it too difficult to initiate, maintain and / or close the conversation. Communication is unsuccessful.	Can, with a lot of effort, ask or answer questions about personal past experiences. Although can initiate the conversation, fails at keeping it going of his / her own accord and needs constant repetition, rephrasing and repair.	Can ask or answer questions about personal past experiences. Initiates the conversation and keeps it going, although some repair, rephrasing and repetition are still needed.	Can ask or answer questions about personal past experiences appropriately. Repair, rephrasing and repetition are scarce but still present, and are integrated into the flow of the interaction.
Coherence	His / Her questions or responses are not linked correctly. Basic connectors such as <i>and</i> , <i>but</i> , <i>so</i> , <i>because</i> or <i>also</i> are not used or used inappropriately. The message is too short and confusing. Meaning is not conveyed.	His / Her questions or responses are unorganized and lack coherence most of the time. Sometimes, neither words nor expressions are properly arranged. The use of basic connectors such as <i>and</i> , <i>but</i> , <i>so</i> , <i>because</i> or <i>also</i> is inappropriate.	His / Her questions or responses convey the information required most of the time. Ideas are organized although sometimes confuses the use of basic connectors such as <i>and</i> , <i>but</i> , <i>so</i> , <i>because</i> or <i>also</i> . There are a few organization mistakes present, but the message is conveyed.	His / Her questions or responses are properly organized. Is able to link them with basic connectors such as <i>and</i> , <i>but</i> , <i>so</i> , <i>because</i> or <i>also</i> appropriately. The message is clear and concrete.

Test Training C (Units 5 and 6) - Rubrics

Qualitative Aspects of Writing (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Content	The text largely lacks data or it is hardly related to the information required by the task: place, date, age, people involved and activities. Reduced writing.	The information included in the text is sometimes unclear and confusing. At least half of the information required by the task (place, date, age, people involved and activities) is missing.	The text presents most of the information suggested (place, date, age, people involved and activities). Task input is used. Some parts of the text may be confusing, but the required message is conveyed overall.	The text clearly presents the information suggested (place, date, age, people involved and activities). Task input is fully used and ideas are kept short and simple.
Accuracy	Inappropriate use of the Simple Past tense. Uses subject pronouns and adjectives inappropriately. Little or no understanding of their use. Too many spelling mistakes.	Attempts to use the verb Simple Past tense, subject pronouns and descriptive adjectives correctly. Many mistakes are present, which makes the message confusing at times. Spelling mistakes are still present.	Appropriate use of the Simple Past tense, subject pronouns and descriptive adjectives. A few mistakes may be present, but they do not impede addressing a clear message. A few spelling errors are still present.	The Simple Past tense, descriptive adjectives and subject pronouns are used correctly and consistently, making the message very clear. Spelling is accurate.
Vocabulary range	Very poor control of basic vocabulary and expressions related to personal experiences and past activities. Frequent confusion of words makes the intended message mostly incomprehensible.	Limited control of basic vocabulary and expressions related to personal experiences and past activities. Confusion or misuse of words may obscure the message of the text.	Shows average control of basic vocabulary and expressions related to personal experiences and past activities. Some errors may be present, but they don't impede communication.	Sufficient control of basic vocabulary and expressions related to personal experiences and past activities.

<p>Organization and cohesion</p>	<p>The text lacks punctuation (periods and commas), capitalization. The message consists mostly of unconnected sentences, which are not organized according to topic. The poor organization makes the message mostly incomprehensible. The word count is considerably lower than required by the task.</p>	<p>The text shows some attempts to capitalize and use punctuation but most of the time this is done incorrectly. Shows some attempts at connecting sentences with and, but, so, because or also, but this is not done consistently or is incorrect most of the times. Only a few of the sentences are organized according to their topic. The message is much shorter than suggested in the task.</p>	<p>Capitals and punctuation are used appropriately most of the time. Sentences are generally connected appropriately using and, but, so, because or also, and are organized based on their topic. The text covers at least two-thirds of the words asked for in the task.</p>	<p>Capitals and periods are used when necessary. Sentences are linked using appropriate connectors (and, but, so, because or also) and are organized appropriately according to their topic. The message is clear, precise and within the number of words required.</p>
<p>Appropriateness of register and format</p>	<p>The expressions and the layout used make the text's register and format mostly inappropriate for or inconsistent with the task and its audience.</p>	<p>The expressions and the layout used make the text's register and format somewhat inappropriate for or inconsistent with the task and its audience. The text shows some inaccuracies in register such as confusion of formal / informal expressions and / or forms of address.</p>	<p>The expressions and the layout used make the text's register and format usually appropriate for the task and its audience. Some register mistakes may be present, but these do not impede communication.</p>	<p>The expressions and the layout used make the text's register and format consistently appropriate for the task and its audience. Communication is achieved easily.</p>

Test Training C (Units 5 and 6) – How to Grade

Section	CEF Standard	Performance	Descriptor
Listening (5 points)	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	Excellent (5)	Easily understands the general topic and extracts the essential information from simple recorded passages.
		Good (3-4)	Understands the general topic and extracts the essential information from simple recording passages, but shows some misunderstanding at times.
		Needs practice (0-2)	Has difficulty to understand the general topic and extract the essential information from simple recording passages. Confusion and information loss occur.
Reading (9 points)	Can identify specific information in simple written material that he / she encounters such as magazine articles or blogs.	Excellent (9)	Easily finds and accurately understands the who (people) and the what (activities) described in simple, short informative texts.
		Good (5-8)	Finds and understands the who (people) and the what (activities) described in simple, short informative texts, but gets confused at times, affecting comprehension.
		Needs practice (0-4)	Shows great difficulty to find and understand the who (people) and the what (activities) described in simple, short informative texts. This clearly indicates that comprehension has not occurred.
Writing (10 points)	Can write very short, basic descriptions of events, past activities and personal experiences.	Excellent (10)	Accurately writes short, simple sentences related to personal experiences. The use of basic sentence patterns and connectors is accurate and facilitates communication.
		Good (6-9)	Is able to write a series of simple phrases and sentences related to personal experiences. A few mistakes may be present (use of connectors or sentence patterns), but the message is still clear.
		Needs practice (0-5)	Has difficulty to write a series of simple phrases and sentences related to personal experiences. Too many mistakes in basic sentence patterns and the use of connectors impede communication.
Speaking (10 points)	Can give a simple description of a historical figure as a short series of simple phrases and sentences linked to a list.	Excellent (10)	Successfully describes people, actions and places in basic terms.
		Good (6-9)	Describes people, actions and places in basic terms. Some lexical and grammatical mistakes and hesitations may be present, but these do not greatly affect communication.
		Needs practice (0-5)	Shows difficulty to describe people, actions and places in basic terms. Very often uses inappropriate vocabulary and patterns to express ideas, which may cause communication failure.

MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA			
Teacher:	Area:	Grade / Course:	Class:
Book: <i>English A1.2</i>	English as a Foreign Language	9 th EGB	
Unit: 1 My Family and Me	Objectives: O.EFL 4.2 Appreciate and value English as an international language and a medium to interact globally. O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.		
Periods: 30, 6 class periods per lesson		Weeks: 6	
2. UNIT PLAN			
Skills and Performance Criteria		Evaluation Criteria	
<p>Communication and Cultural Awareness EFL 4.1.2 Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. EFL 4.1.5 Apply self-correcting and self-monitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.)</p> <p>Oral Communication: (Listening and Speaking) EFL 4.2.1 Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) EFL 4.2.2 Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.).</p> <p>Reading EFL 4.3.1 Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)</p> <p>Writing EFL 4.4.4 Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.).</p> <p>Language through the arts EFL 4.5.4 Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p>		<p>CE.EFL.4.2 Recognize and demonstrate an appreciation of commonalities between cultures as well as the consequences of one's actions while exhibiting socially responsible behaviors. CE.EFL.4.3 Interact with others using self-monitoring and self-correcting strategies as well as appropriate nonverbal and oral communication features.</p> <p>CE.EFL.4.9 Production – Fluency: Use simple language to describe, compare and make statements about familiar everyday topics such as objects, possessions and routines in structured situations and short conversations. Interaction is with reasonable ease, provided speech is given clearly, slowly and directly. CE.EFL.4.8 Production – Accuracy and Intelligibility: Communicate needs and information clearly and in simple terms, using grammatical structures learned in class (although there may be frequent errors), effectively and without undue effort. Demonstrate an ability to make appropriate use of new words and expressions in social interactions. CE.EFL.4.11 Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text. CE.EFL.4.15 Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. CE.EFL.4.18 Use main ideas in order to understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print).</p>	
Methodological Strategies		Performance Indicators	
<p>Communication and Cultural Awareness</p> <ul style="list-style-type: none"> Reading a list of actions people take and discussing their consequences on others. Simulating desirable social behavior through role-playing. Choosing pictures that show responsible actions performed by each member of the family and identifying irresponsible actions and their consequences on others. <p>Oral Communication: (Listening and Speaking)</p> <ul style="list-style-type: none"> Having learners make a <i>selfie video</i> to talk about free time activities. Asking classmates to repeat an answer or statement to clarify an idea if needed. 		<p>Communication and Cultural Awareness I.EFL.4.2.1 Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.3.1 Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and nonverbal communication features to</p>	
Resources		Activities / Techniques / Instruments	
<p>Student's Book <i>English A1.2</i> (including interactive version) Audio CD Teacher's Guide Photocopiable worksheets (TG) Quiz Time (SB)</p>		<p>Activities</p> <ul style="list-style-type: none"> Describe yourself and your family members. Talk about free time activities. Interview your classmates about their free time activities. Identify specific information in a paragraph. Recognize what kind of person someone is by listening to his/her voice in a dialog. <i>She is outgoing. He is lazy.</i> Use key expressions to complete a conversation. Write a paragraph describing yourself and 	



<ul style="list-style-type: none"> Asking for help in class when necessary. <p>Reading</p> <ul style="list-style-type: none"> Reading a text and answering information questions. Choosing words in a list to complete gaps from a reading. Reading the paragraph about the Jonas Family and highlighting interesting facts. Predicting main ideas by reading the title of a text and using contextual clues. <p>Writing</p> <ul style="list-style-type: none"> Watching a video about a controversial topic and writing a short response giving an opinion. Listening to a celebrity interview and writing more interview questions. Writing answers to interview questions. <p>Language through the Arts</p> <ul style="list-style-type: none"> Listening to or reading stories and drawing an important scene. Looking at the title and illustrations of a text to write questions about the topic. Then reading to find the answers to the questions. Writing a sentence to describe an author's intention. Finding a literary text online and summarizing it to share it with the class. Underlining main ideas in a text. 		<p>communicate in familiar contexts. (I.3, S.4, J.4)</p> <p>Oral Communication</p> <p>IEFL.4.9.1 Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)</p> <p>IEFL.4.8.1 Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1)</p> <p>Reading</p> <p>IEFL.4.11.1 Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (I.2, I.4)</p> <p>Writing</p> <p>IEFL.4.15.1 Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>Language through the Arts</p> <p>IEFL.4.18.1 Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)</p>	<p>your favorite free time activities.</p> <p>Reading</p> <ul style="list-style-type: none"> Read the title and illustrations of a text to predict the topic. Use context clues to understand the meaning of new words in a text. <p>Listening</p> <ul style="list-style-type: none"> Listen for specific details. Pay attention to background sounds to understand the context of a conversation. <p>Speaking</p> <ul style="list-style-type: none"> Describe the members of your family to a partner using the given expressions. Encourage a partner to take part in a conversation by using appropriate expressions such as <i>How about you?</i> <p>Writing</p> <ul style="list-style-type: none"> Use connectors to write descriptions of your family members. Follow a model to write a description of a celebrity family. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> Oral and Writing Evaluation Projects presentations Oral interviews in pairs Role Play Game Writing Quiz Glossary activities. Portfolio
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<p>3. ADAPTED CURRICULUM</p>	
<p>Students with Special Needs</p> <p>Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.</p>	<p>Specifications of the Material to Be Applied</p> <p>It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.</p>
<p>CLIL Components</p> <p>Science / Technology / Arts: Make a collage about family members and share it with the class.</p>	
<p>Prepared by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>	<p>Approved by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>



MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		
Teacher:	Area: English as a Foreign Language	Class:
Book: English A1.2	Unit: 2 Cultures Around the World	Grade / Course: 9 th EGB
Objectives: O.EFL 4.2 Appreciate and value English as an international language and a medium to interact globally. O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.		
Periods: 30, 6 class periods per lesson		Weeks: 6
2. UNIT PLAN		
Skills and Performance Criteria	Evaluation Criteria	
<p>Communication and Cultural Awareness</p> <p>EFL 4.1.2 Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own.</p> <p>EFL 4.1.5 Apply self-correcting and self-monitoring strategies in social and classroom interactions.</p> <p>Oral Communication: (Listening and Speaking)</p> <p>EFL 4.2.1 Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)</p> <p>EFL 4.2.2 Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.).</p> <p>Reading</p> <p>EFL 4.3.2 Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.</p> <p>Writing</p> <p>EFL 4.4.8 Convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc)</p> <p>Language through the Arts</p> <p>EFL 4.5.11 Participate in creative thinking through brainstorming, working in groups, games and problem-solving tasks by showing the ability to accept a variety of ideas and capitalize on other people's strengths.</p>	<p>CE.EFL.4.2 Recognize and demonstrate an appreciation of commonalities between cultures as well as the consequences of one's actions while exhibiting socially responsible behaviors.</p> <p>CE.EFL.4.3 Interact with others using self-monitoring and self-correcting strategies as well as appropriate nonverbal and oral communication features.</p> <p>CE.EFL.4.9 Production – Fluency: Use simple language to describe, compare and make statements about familiar everyday topics such as objects, possessions and routines in structured situations and short conversations. Interaction is with reasonable ease, provided speech is given clearly, slowly and directly.</p> <p>CE.EFL.4.8 Production – Accuracy and Intelligibility: Communicate needs and information clearly and in simple terms, using grammatical structures learned in class (although there may be frequent errors), effectively and without undue effort. Demonstrate an ability to make appropriate use of new words and expressions in social interactions.</p> <p>CE.EFL.4.11 Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.</p> <p>CE.EFL.4.17 Show an ability to convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity.</p> <p>CE.EFL.4.22 Show the ability to work collaboratively and to participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving.</p>	
<p>Methodological Strategies</p> <p>Communication and Cultural Awareness</p> <ul style="list-style-type: none"> • Simulating desirable social behavior through role-playing. • Looking for information about different customs and celebrations around the world and. • Participating in short role plays using a range of verbal and nonverbal communication. • Responding to classroom activities and pair work through short expressions or emoticons. <p>Oral Communication: (Listening and Speaking)</p> <ul style="list-style-type: none"> • Asking the learners to read a dialogue in pairs. • Asking learners simple questions about customs in Ecuador. • Asking learners to describe a picture of a familiar scene and asking 	<p>Performance Indicators</p> <p>Communication and Cultural Awareness</p> <p>I.EFL.4.2.1 Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)</p> <p>I.EFL.4.3.1 Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and nonverbal communication features to</p>	<p>Activities / Techniques / Instruments</p> <p>Activities</p> <ul style="list-style-type: none"> • Talk about customs around the world. • Talk about celebrations in your country. • Interview a classmate about his/her favorite celebration. • Write about a celebration in your country. • Write an e-mail to a friend inviting him/her to celebrate a festivity in your country. • Prepare a slide show presentation about a culture in Ecuador.



<p>them to give full statements about what they can see.</p> <p>Reading</p> <ul style="list-style-type: none"> • Reading a text and answering information questions. • Choosing words from a list to complete gaps from a reading. • Reading the paragraph about customs and highlighting interesting facts. <p>Writing</p> <ul style="list-style-type: none"> • Completing the gaps in a sentence. • Reading an online movie review and identifying common linguistic features. • Using question prompts to interview and then write sentences about a classmate. • Adding pictures to a group presentation. <p>Language through the Arts</p> <ul style="list-style-type: none"> • Brainstorming a list of questions and answers learners can use during small group discussions about literary texts. • Participating in classroom games in which problem-solving as a team is important. 		<p>communicate in familiar contexts. (I.3, S.4, J.4)</p> <p>Oral Communication</p> <p>IEFL.4.9.1 Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)</p> <p>IEFL.4.8.1 Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1)</p> <p>Reading</p> <p>IEFL.4.11.1 Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p> <p>Writing</p> <p>IEFL.4.17.1 Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4)</p> <p>Language through the Arts</p> <p>IEFL.4.22.1 Learners can collaborate and participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)</p>	<p>Techniques</p> <p>Reading</p> <ul style="list-style-type: none"> • Use context clues to understand the meaning of new words in a text. <p>Listening</p> <ul style="list-style-type: none"> • Listen for specific details. • Pay attention to background sounds to understand the context of a conversation. <p>Speaking</p> <ul style="list-style-type: none"> • Use new vocabulary and expressions in a dialogue to enrich it. <p>Writing</p> <ul style="list-style-type: none"> • Use connectors to write a short description of your own culture. • Follow a model to write about customs and celebrations around the world. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> • Oral and Writing Evaluation • Projects presentations • Oral interviews in pairs • Role Play • Game • Writing Quiz • Glossary activities. • Portfolio
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3. ADAPTED CURRICULUM

Students with Special Needs

Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.

CLIL Components

Science / Technology / Arts: P prepare a slide show presentation about customs and celebrations from a country.

Prepared by

Teacher:

Signature:

Date:

Revised by

Teacher:

Signature:

Date:

Specifications of the Material to Be Applied

It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.

Transversal Axes

Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.

Approved by

Teacher:

Signature:

Date:



MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA			
Teacher:	Area:	Grade / Course:	Class:
Book: English A1.2 Unit: 3 Amazing Abilities	English as a Foreign Language Objectives: O.EFL.4.1 Identify the main ideas, some details and inferences of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts. O.EFL.4.2 Appreciate and value English as an international language and a medium to interact globally. O.EFL.4.4 Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision making.	9 th EGB	
Periods: 30, 6 class periods per lesson		Weeks: 6	
2. UNIT PLAN			
Skills and Performance Criteria		Evaluation Criteria	
Communication and Cultural Awareness EFL.4.1.1 Compare and contrast oral traditions, myths, folktales and literature from Ecuador and beyond in order to manifest an understanding of the relationship between cultural perspectives and practices and international regions and cultures and identify similarities and differences and universal cultural themes. EFL.4.1.6 Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes.		CE.EFL.4.1 Compare and contrast oral traditions and literature from Ecuador and beyond in order to manifest an understanding of the relationship between cultural perspectives and practices and international regions and cultures and identify similarities and differences and universal cultural themes. CE.EFL.4.4 Demonstrate the ability to ask for and give information and assistance using appropriate language and interaction styles in a variety of social interactions.	
Oral Communication: (Listening and Speaking) EFL.4.2.1 Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)		CE.EFL.4.9 Production – Fluency: Use simple language to describe, compare and make statements about familiar everyday topics such as objects, possessions and routines in structured situations and short conversations. Interaction is with reasonable ease, provided speech is given clearly, slowly and directly.	
Reading EFL.4.3.2 Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.		CE.EFL.4.11 Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.	
Writing EFL.4.4.4 Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)		CE.EFL.4.15 Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing.	
Language through the Arts EFL.4.4.16 Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.		CE.EFL.4.20 Create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts.	
Methodological Strategies	Resources	Performance Indicators	Activities / Techniques / Instruments
Communication and Cultural Awareness <ul style="list-style-type: none"> • Hearing a story from people from another country and mention their abilities. • Reading a story from another region/culture and sharing a similar experience. • Reflecting on differences between people from other countries and regions. Oral Communication: (Listening and Speaking) <ul style="list-style-type: none"> • Asking learners to repeat an answer or statement to clarify something if needed. • Asking for help in class when necessary. • Doing a mingle activity where learners ask and answer survey 	<ul style="list-style-type: none"> • Student's Book <i>English A1.2</i> (including interactive version) • Audio CD • Teacher's Guide • Photocopiable worksheets (TG) • Quiz Time (SB) 	Communication and Cultural Awareness I.EFL.4.1 Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.4.1 Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction	Activities <ul style="list-style-type: none"> • Describe and compare people's abilities. • Talk about the different kinds of intelligences. • Mention abilities of famous people. • Identify detailed information when reading a passage. • Use idioms and colloquial expressions in daily conversations. • Get cutouts from magazines to elaborate a collage of multiple intelligences.



<p>questions about after school activities.</p> <ul style="list-style-type: none"> • Asking the learners to read a dialogue in pairs. <p>Reading</p> <ul style="list-style-type: none"> • Reading a text and answering information questions. • Choosing from a list of words to complete gaps from a reading. • Reading a short news article and completing an outline. • Reading a biography and putting events on a timeline. <p>Writing</p> <ul style="list-style-type: none"> • Listening to a celebrity interview about abilities and writing three more interview questions. • Writing answers to interview questions. • Writing an email to a friend about an outstanding person with special abilities. <p>Language through the Arts</p> <ul style="list-style-type: none"> • Sharing learners' stories in pairs or small groups and choosing to represent some through a role play. • Writing a poem or the verses of a song in small groups and performing it for the class. • Doing free writing on a topic suggested by another learner. 	<p>styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)</p> <p>Oral Communication</p> <p>I.EFL.4.9.1 Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)</p> <p>Reading</p> <p>I.EFL.4.11.1 Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p> <p>Writing</p> <p>I.EFL.4.15.1 Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>Language through the Arts</p> <p>I.EFL.4.20.1 Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	<p>Techniques</p> <ul style="list-style-type: none"> • Use context clues to understand the meaning of idioms and colloquial expressions in a text. <p>Listening</p> <ul style="list-style-type: none"> • Use specific information to make inferences. • Pay attention to background sounds to understand the context of a conversation. <p>Speaking</p> <ul style="list-style-type: none"> • Give extra information to expand a conversation. <p>Writing</p> <ul style="list-style-type: none"> • Follow a model to describe people's abilities. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> • Oral and Writing Evaluation • Projects presentations • Oral interviews in pairs • Role Play • Game • Writing Quiz • Glossary activities. • Portfolio
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3. ADAPTED CURRICULUM

Students with Special Needs

Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.

CLIL Components

Science / Technology / Arts: P prepare a talent show to show off students' abilities.

Prepared by

Teacher:

Signature:

Date:

Revised by

Teacher:

Signature:

Date:

Specifications of the Material to Be Applied

It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.

Transversal Axes

Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.

Approved by

Teacher:

Signature:

Date:



MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		Grade / Course: 9 th EGB	Class:
Teacher:	Area: English as a Foreign Language		
Book: English A1.2	Unit: 4 Healthy Food	Objectives: O.EFL.4.1 Identify the main ideas, some details and inferences of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts. O.EFL.4.2 Appreciate and value English as an international language and a medium to interact globally. O.EFL.4.4 Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision making.	
Periods: 30, 6 class periods per lesson		Weeks: 6	
2. UNIT PLAN			
Skills and Performance Criteria		Evaluation Criteria	
<p>Communication and Cultural Awareness</p> <p>EFL 4.1.5 Apply self-correcting and self-monitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.)</p> <p>EFL 4.1.8 Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.)</p> <p>Oral Communication: (Listening and Speaking)</p> <p>EFL 4.2.2 Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.).</p> <p>Reading</p> <p>EFL 4.3.1 Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)</p> <p>Writing</p> <p>EFL 4.4.4 Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)</p>		<p>CE.EFL.4.3 Interact with others using self-monitoring and self-correcting strategies as well as appropriate nonverbal and oral communication features.</p> <p>CE.EFL.4.4 Demonstrate the ability to ask for and give information and assistance using appropriate language and interaction styles in a variety of social interactions.</p> <p>CE.EFL.4.8 Production – Accuracy and Intelligibility: Communicate needs and information clearly and in simple terms, using grammatical structures learned in class (although there may be frequent errors), effectively and without undue effort. Demonstrate an ability to make appropriate use of new words and expressions in social interactions.</p> <p>CE.EFL.4.11 Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.</p> <p>CE.EFL.4.15 Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing.</p> <p>CE.EFL.4.18 Use main ideas in order to understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print).</p>	
<p>Language through the Arts</p> <p>EFL 4.5.1 Make use of main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support.</p> <p>Methodological Strategies</p> <p>Communication and Cultural Awareness</p> <ul style="list-style-type: none"> Participating in short role plays using a range of verbal and nonverbal communication. Practicing a specific self-correcting strategy during a pair work activity. Talking in pairs about a video learners have watched using only English. Completing a self-assessment and writing a goal based on the results. <p>Oral Communication: (Listening and Speaking)</p> <ul style="list-style-type: none"> Recording in-class conversations and dialogues in order to identify correct and appropriate language usage and intelligibility. 		<p>Performance Indicators</p> <p>Communication and Cultural Awareness</p> <p>I.EFL.4.3.1 Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4)</p> <p>I.EFL.4.4.1 Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)</p> <p>Oral Communication</p>	
<p>Activities / Techniques / Instruments</p> <ul style="list-style-type: none"> Talk about food preferences. Agree and disagree when talking about food. Talk about recipes and ingredients to prepare healthy food. Organize the main ideas in a text. Classify food according to their types. Use idioms related to food. Present a project about a recipe. 		<p>Techniques</p> <p>Reading</p>	



<ul style="list-style-type: none"> • Doing a mingle activity where learners ask and answer survey questions about after school activities. • Asking the learners to read a dialogue in pairs and record themselves to assess clarity of sounds, rhythm, and intonation. <p>Reading</p> <ul style="list-style-type: none"> • Reading a text and answering information questions. • Choosing from a list of words to complete gaps from a reading. • Reading a short story from the Internet and highlighting interesting facts, then comparing them with those of a partner. <p>Writing</p> <ul style="list-style-type: none"> • Listening to an interview and writing more interview questions. • Writing answers to interview questions. • Writing an email to a friend about healthy habits. <p>Language through the Arts</p> <ul style="list-style-type: none"> • Listening to or reading stories and drawing an important scene. • Looking at the title and accompanying illustrations of a text and writing questions about the topic. 	<p>I.EFL.4.8.1 Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1)</p> <p>Reading</p> <p>I.EFL.4.11.1 Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p> <p>Writing</p> <p>I.EFL.4.15.1 Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>Language through the Arts</p> <p>I.EFL.4.18.1 Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)</p>	<ul style="list-style-type: none"> • Use charts and mind maps to summarize information from texts. <p>Listening</p> <ul style="list-style-type: none"> • Use specific information to make inferences. • Pay attention to background sounds to understand the context of a conversation. <p>Speaking</p> <ul style="list-style-type: none"> • Use fixed expressions to show agreement and disagreement. <p>Writing</p> <ul style="list-style-type: none"> • Classify words according to categories to remember new words. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> • Oral and Writing Evaluation • Projects presentations • Oral interviews in pairs • Role Play • Game • Writing Quiz • Glossary activities. • Portfolio
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3. ADAPTED CURRICULUM

<p>Students with Special Needs</p> <p>Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.</p> <p>CLIL Components</p> <p>Science / Technology / Arts: P prepare a healthy recipe and describe its benefits.</p> <p>Prepared by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>	<p>Specifications of the Material to Be Applied</p> <p>It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.</p> <p>Transversal Axes</p> <p>Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.</p> <p>Approved by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>
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MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		Grade / Course: 9 th EGB	Class:
Teacher:	Area: English as a Foreign Language		
Book: <i>English A1.2</i>	Unit: 5 They Were Successful!	Objectives: O.EFL.4.6 Write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought. O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.	
Periods: 30, 6 class periods per lesson		Weeks: 6	
2. UNIT PLAN			
Skills and Performance Criteria		Evaluation Criteria	
<p>Communication and Cultural Awareness</p> <p>EFL 4.1.2 Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own.</p> <p>EFL 4.1.8 Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.)</p> <p>Oral Communication: (Listening and Speaking)</p> <p>EFL 4.2.3 Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.)</p> <p>Reading</p> <p>EFL 4.3.2 Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.</p> <p>Writing</p> <p>EFL 4.4.8 Convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.)</p> <p>Language through the Arts</p> <p>EFL 4.5.9 Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>		<p>CE.EFL.4.2 Recognize and demonstrate an appreciation of commonalities between cultures as well as the consequences of one's actions while exhibiting socially responsible behaviors.</p> <p>CE.EFL.4.3 Interact with others using self-monitoring and self-correcting strategies as well as appropriate nonverbal and oral communication features.</p> <p>CE.EFL.4.7 Listening for Information: Follow and identify some main ideas and details in short and straightforward spoken or audio texts set in familiar contexts, when delivered slowly and with visuals to provide contextual support. Use spoken contributions in class as models for one's own speech.</p> <p>CE.EFL.4.11 Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.</p> <p>CE.EFL.4.17 Show an ability to convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity.</p> <p>CE.EFL.4.22 Show the ability to work collaboratively and to participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving.</p>	
Methodological Strategies	Resources	Performance Indicators	Activities / Techniques / Instruments
<p>Communication and Cultural Awareness</p> <ul style="list-style-type: none"> Using recycled materials to make a project. Surfing the internet to look for information about important people from other cultures and presenting it to the class using digital tools. Choosing pictures to show responsible and solitary actions (<i>helping an elder cross the sidewalk, stopping two children from throwing rocks at a dog, being open to accepting new ideas/foods, etc.</i>) and having a class discussion about the importance of helping others. <p>Oral Communication: (Listening and Speaking)</p> <ul style="list-style-type: none"> Listening to spoken or recorded descriptions of familiar scenes, 	<ul style="list-style-type: none"> Student's Book <i>English A1.2</i> (including interactive version) Audio CD Teacher's Guide Pictures of famous people from the past. Bingo tables with names of famous people of the past. Quiz Time (SB) 	<p>Communication and Cultural Awareness</p> <p>IEFL.4.2.1 Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)</p> <p>IEFL.4.3.1 Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and</p>	<p>Activities</p> <ul style="list-style-type: none"> Identify the names of some famous people from the past. Ask questions about people's lives in the past. Use key expressions to answer questions. Identify detailed information when reading a paragraph. Use idioms and expressions in conversations. Write about a historical character.



<p>and taking notes.</p> <ul style="list-style-type: none"> Listening to a dialogue between two or more people and deciding if a statement is true or false. Watching a short video about important people from the past and taking notes. <p>Reading</p> <ul style="list-style-type: none"> Reading a text and answering information questions. Choosing from a list of words to complete gaps from a reading. Predicting main ideas by reading the title and using other contextual clues (e.g., illustrations, subheadings, etc.). Reading a biography and putting events on a timeline. <p>Writing</p> <ul style="list-style-type: none"> Reading an online movie review and identifying common linguistic features. Asking learners to use it as a model to write a review of another movie. Sequencing sentences by adding words. <p>Language through the Arts</p> <ul style="list-style-type: none"> Creating literature circles where learners have the freedom to say anything they think about a text from class or outside it. Brainstorming a list of questions and answers learners can use during small group discussions about literary texts. Participating in classroom games in which problem-solving as a team is important. 	<p>nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4)</p> <p>Oral Communication</p> <p>I.EFL.4.7.1 Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4)</p> <p>Reading</p> <p>I.EFL.4.11.1 Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p> <p>Writing</p> <p>I.EFL.4.17.1 Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4)</p> <p>Language through the Arts</p> <p>I.EFL.4.22.1 Learners can collaborate and participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)</p>	<ul style="list-style-type: none"> Design a Power Point Presentation to talk about a historical character. Identify structure patterns in a paragraph. <p>Techniques</p> <ul style="list-style-type: none"> Use context clues to understand the meaning of new words in a text. <p>Listening</p> <ul style="list-style-type: none"> Listen for specific details. <p>Speaking</p> <ul style="list-style-type: none"> Use new vocabulary and expressions in a dialogue to enrich it. <p>Writing</p> <ul style="list-style-type: none"> Use connectors to write a short description of a famous character from the past <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> Oral and Writing Evaluation Projects presentations Oral interviews in pairs Role Play Game Writing Quiz Glossary activities.
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3. ADAPTED CURRICULUM

Students with Special Needs

Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.

CLIL Components

Science / Technology / Arts: Organize a party of famous characters from the past and talk about their contribution to society.

Prepared by

Teacher:

Signature:

Date:

Revised by

Teacher:

Signature:

Date:

Specifications of the Material to Be Applied

It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.

Transversal Axes

Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.

Approved by

Teacher:

Signature:

Date:



MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA			Grade / Course: 9 th EGB	Class:
Teacher:	Area: English as a Foreign Language			
Book: English A1.2	Unit: 6 Unforgettable Moments	Objectives: O.EFL 4.1 Identify the main ideas, some details and inferences of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts. O.EFL 4.2 Appreciate and value English as an international language and a medium to interact globally. O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.		
Periods: 30, 6 class periods per lesson		Weeks: 6		
2. UNIT PLAN				
Skills and Performance Criteria		Evaluation Criteria		
Communication and Cultural Awareness EFL 4.1.2 Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. EFL 4.1.8 Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.)		CE.EFL.4.2 Recognize and demonstrate an appreciation of commonalities between cultures as well as the consequences of one's actions while exhibiting socially responsible behaviors. CE.EFL.4.3 Interact with others using self-monitoring and self-correcting strategies as well as appropriate nonverbal and oral communication features.		
Oral Communication: (Listening and Speaking) EFL 4.2.2 Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.).		CE.EFL.4.8 Production – Accuracy and Intelligibility: Communicate needs and information clearly and in simple terms, using grammatical structures learned in class (although there may be frequent errors), effectively and without undue effort. Demonstrate an ability to make appropriate use of new words and expressions in social interactions.		
Reading EFL 4.3.6 Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary.		CE.EFL.4.13 Apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text, and assess this information according to the organization, subject area and purpose of the text, using different criteria, including ICT tools.		
Writing EFL 4.4.8 Convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.)		CE.EFL.4.17 Show an ability to convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity.		
Language through the Arts EFL 4.5.9 Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)		CE.EFL.4.22 Show the ability to work collaboratively and to participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving.		
Methodological Strategies	Resources	Performance Indicators	Activities / Techniques / Instruments	
Communication and Cultural Awareness <ul style="list-style-type: none"> Surfing the internet to look for information about important people from other cultures and presenting it to the class using digital tools. Reading a story from another region/culture and sharing a similar experience. Oral Communication: (Listening and Speaking) <ul style="list-style-type: none"> Recording in-class conversations and dialogues in order to make note of correct and appropriate language usage and intelligibility. Asking classmates to repeat an answer or statement to clarify something if needed. 	Student's Book English A1.2 (including interactive version) • Audio CD • Teacher's Guide • Pictures of memories with the family. • Quiz Time (SB)	Communication and Cultural Awareness I.EFL.4.2.1 Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.3.1 Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and	<ul style="list-style-type: none"> Talk about events in the past. Mention memories with family and friends. Interview a classmate about memories from the past. Talk about anecdotes. Write a paragraph about an anecdote. Use idioms in conversations. Design a project about a special moment in your life. 	



<p>Reading</p> <ul style="list-style-type: none"> • Highlighting key information in a text and crossing out irrelevant information. • Keeping a vocabulary notebook of synonyms and antonyms of words from a text. • Brainstorming about a topic and then reading a text to check true and false information. <p>Writing</p> <ul style="list-style-type: none"> • Completing the gaps in a text. • Reading an online movie review and identifying common linguistic features such as the use of verbs in the past tense. Then using it as a model to write a review of another movie. • Sequencing sentences by adding words. <p>Language through the Arts</p> <ul style="list-style-type: none"> • Creating literature circles where learners have the freedom to say anything they want about a text from class or outside of class. • Participating in classroom games in which problem-solving as a team is important. 		<p>nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4)</p> <p>Oral Communication</p> <p>I.EFL.4.8.1 Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1)</p> <p>Reading</p> <p>I.EFL.4.13.1 Learners can apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text. Learners can assess this information according to the organization, subject area and purpose of the text, through the use of different criteria, including ICT tools. (I.2, I.4, J.4)</p> <p>Writing</p> <p>I.EFL.4.17.1 Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4)</p> <p>Language through the Arts</p> <p>I.EFL.4.22.1 Learners can collaborate and participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)</p>	<p>Techniques</p> <p>Reading</p> <ul style="list-style-type: none"> • Use context clues to understand the meaning of new words in a text. <p>Listening</p> <ul style="list-style-type: none"> • Listen for specific details. • Pay attention to background sounds to understand the context of a conversation. <p>Speaking</p> <ul style="list-style-type: none"> • Talk about moments in the past and emotions with a partner using the given expressions. • Encourage a partner to take part in a conversation by using appropriate expressions such as <i>How about you?</i> <p>Writing</p> <ul style="list-style-type: none"> • Use connectors to describe important events in your life. • Follow a model to write about experiences and anecdotes. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> • Oral and Writing Evaluation • Projects presentations • Oral interviews in pairs • Role Play • Game • Writing Quiz • Glossary activities.
<p>3. ADAPTED CURRICULUM</p>			
<p>Students with Special Needs</p>			
<p>Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.</p>	<p>It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.</p>	<p>Specifications of the Material to Be Applied</p>	
<p>CLIL Components</p> <p>Science / Technology / Arts: Make a photo album with pictures of some important life events and share it with the class.</p>			
<p>Prepared by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>	<p>Revised by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>	<p>Approved by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>	<p>Transversal Axes</p> <p>Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.</p>



Suggested Online Resources

Unit 1

- * Families of the World
<http://www.familiesoftheworld.com/>
- * Social Skills
<http://www.skillsyouneed.com/ips/social-skills.html>

Unit 2

- * World Culture Encyclopedia
<http://www.everyculture.com/>
- * Christmas Around the World
<http://www.whychristmas.com/cultures/>

Unit 3

- * How Fast is Usain Bolt?
<http://www.planet-science.com/categories/over-11s/human-body/2012/06/how-fast-is-usain-bolt.aspx>
- * Outstanding Young Persons of the World
https://en.wikipedia.org/wiki/Outstanding_Young_Persons_of_the_World

Unit 4

- * What You Should Eat To Be Healthy
<http://ecowatch.com/2015/12/30/pollan-in-defense-of-food/>
- * Jamie Oliver - Teach Every Child About Food
<https://www.youtube.com/watch?v=VHAsqmOc2Bg>
- * What to Eat
<https://www.youtube.com/watch?v=PlIZDoDB8zs>
- * Story of Stuff
<http://storyofstuff.org/movies/story-of-stuff/>

Unit 5

- * Inspirational People
<http://www.biographyonline.net/people/inspirational.html>
- * 5 Motivational and Inspiring Short Stories
<http://www.living3.com/5-motivational-and-inspiring-short-stories>

Unit 6

- * Are You Taking Too Many Pictures?
<http://www.bbc.com/future/story/20150901-are-you-taking-too-many-pictures>
- * Photographs and Memories
<https://www.psychologytoday.com/blog/mental-mishaps/201312/photographs-and-memories>
- * Tell a Tale
<https://www.tell-a-tale.com/storytelling-can-benefit-teenagers/>

Useful Websites

Students

- * www.bbc.co.uk/worldservice/learningenglish
- * esl.about.com/od/beginningenglish/u/start/htm
- * learnenglishteens.britishcouncil.org
- * www.eslpod.com
- * vocabsushi.com
- * www.examenglish.com
- * dictionary.cambridge.org
- * www.ello.org
- * www.nationalgeographic.com
- * education.nationalgeographic.com/education/st/?ar_a=4
- * www.youtube.com/user/CCProse
- * www.brainpop.com
- * www.discoveryeducation.com/students
- * www.phrasemix.com

Teachers / Parents

- * teachingenglish.org.uk
- * vocabsushi.com/pro/teachers
- * www.englishgrammar.org
- * education.nationalgeographic.com/education/?ar_a=1
- * education.nationalgeographic.com/education/fm/?ar_a=3
- * www.discoveryeducation.com/teachers
- * www.discoveryeducation.com/parents

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Most texts included in this book are the result of the authors' creativity and academic background. In specific cases, the texts were based on the following sources:

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- * Gardner, H. (1983). *Frames of Mind. The Theory of Multiple Intelligences*. New York. Basic Books.
- * Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA. Kagan Publishing.
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