

Educación General Básica - Subnivel Superior

ENGLISH



Level
A2.1 (Teenagers)

TEACHER'S BOOK - DÉCIMO GRADO - EGB

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English A2.1,

Teacher's Guide

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I. General Description

English A2.1 is a series of English textbooks for highschool students 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 A2.1* 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.



A. Objectives and Characteristics

The series is organized into 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 development 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 regard 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 A2.1* have designed our learning activities taking into account the theory of Multiple Intelligences developed by Howard Gardner. This theory views learners as individuals with different abilities and potentials, so we invite teachers to tap into students' different abilities to help them make the most out of their learning potential at school and in 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 different 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 • 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 A2.1 is based on an eclectic but informed series of ideas and constructs in language teaching and learning. *English A2.1* has been developed by 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* refers 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 experiences. 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 A2.1 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 A2.1*, 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 input language meaningfully when creating and presenting it.

In the design of other cooperative tasks, *English A2.1* 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 for *Individual Accountability*, E for *Equal Participation*, and S for *Simultaneous Interaction*. *Positive Interdependence* means that group members need to 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 group member has in different projects.

Cross-curricular activities are among the most important features of *English A2.1*, 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 engage 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 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 the conditions for students to get the most out of the language lessons. Thus, the lessons in the units follow a 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 already have a lot of ideas to contribute to the class. Nevertheless, the teacher also has to be ready to start preparing students for either the content or vocabulary that they 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 M
Show students a picture of a famous inventor you are sure they know something about. Ask students questions about the inventor's full name, achievement, place and year of the invention. Have other pictures available so that you have the chance to elicit questions from the students. Have students order these inventors and inventions using different criteria: male inventors, female inventors, American inventors, European inventors, 19th century inventors, 20th – 21th century inventors, 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** L I
1. Read the following expressions and their meanings. Listen to a radio program and match them.
Have students read the idioms and their meanings. Ask them to try to match them by inferring. Ask students for their answers to see their reasoning but do not tell them the actual answers. Then play the audio and have them confirm or correct their ideas. Use the information on the accidental invention of Play-doh to review information questions. Make sure students understood the reason Play-doh was an accidental invention.

3. PRACTICE

Each unit has several moments of *Practice*. One of the aims of the series is to work towards skill integration. Consequently, students have plenty of opportunities 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 A2.1* promotes cognitively challenging activities so that students are encouraged to have a problem-solving attitude towards language learning.

APPLICATION L K I

3. Think of school-related experiences where you can use these idioms.

Have students get together in pairs to think of school situations in which they can apply the idioms studied. Help them formulate some of the ideas, so that they can structure the dialogs including both the idioms and the Key Expressions. Tell them, for instance, that they may have difficulties with a particular class or topic, but they can get wise to it by studying, reviewing and getting help. You can ask students to think of situations where they can use the expressions. List the situations and give them prompts to start their dialogs. Encourage them to rehearse the situation before they do it in front of the class.

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.

PRACTICE L I K

2. Complete the conversation among Sandra, Martin and Monique by using the idioms above.

Survey students' opinions to see how they deal with difficult situations or problems they face. You may come up with examples using some of the idioms. Then have students read the dialog first and complete it with the idioms. Then tell them to share the answers with their classmates to crosscheck. Once they have figured out the answers, have them role-play the dialog.

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 language learning. Consequently, the idea that language is much more than a linguistic or a cognitive enterprise is reinforced by the idea of social relationships, which is present in every unit.

EXTRA IDEAS L V

You may bring some encyclopedia entries that have parts missing so that students have to 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 become 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 with several associations that 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

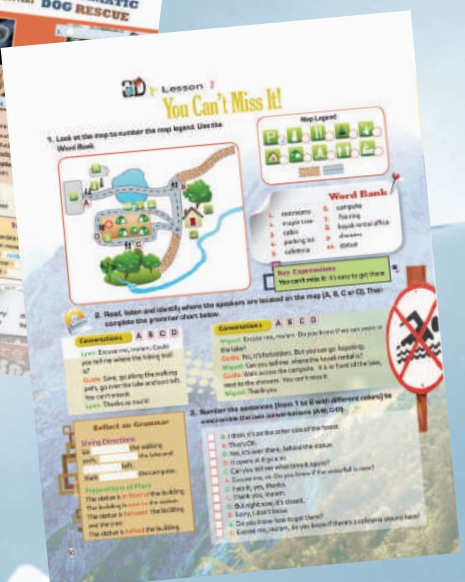
Each book begins with a *Scope and Sequence* which describes each of the six main units in the book. Additionally, there is a *Review Unit* at the beginning of each book, where students are given another opportunity to practice some of the contents and language aspects studied in the previous book.

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 target vocabulary and grammatical structures, which students are able to process through listening, speaking, reading and writing activities.



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. To do so, 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 to *generate*, *organize*, *connect*, *rephrase*, and *develop their ideas effectively*.

Lesson 3
A City Like No Other

Word Bank
TV Tower
City Cathedral
Lake Bridge
City Park

1. Label these landmarks.

2. Read this brochure and name the places on the map. Then complete the chart on page 53.

Brasilia is a unique city that was declared a World Heritage site by UNESCO because of its organization and great architecture. Most of its buildings were designed by the famous architect Oscar Niemeyer, known worldwide for his futuristic views. The city has the shape of an airplane and is divided by a **Monumental Axis** (main road) into the northern and southern sectors. The arched roads that intersect the axis encompass the commercial and cultural area. There are sectors assigned for commerce, housing, hospitals and banking.

Brasilia is very convenient. It offers a variety of experiences for all kinds of travelers. If you prefer city, you'll love its architecture, museums, cultural and entertaining centers. For example, on the south side of the axis, you'll find the **City Cathedral** with its impressive architecture as it looks like two put together moving towards the sky. Don't miss the **Three Powers Square**. In this area of you can also find buildings like the **Congress buildings**, the **Presidential Palace** and the **Court**.

In the middle of the axis and the intersect find the **TV Tower**, a spectacular place to see city from. If you like adventure and eco-tourism, you can visit the **City Park**, which is much like New York's Central Park. It is a perfect place for cycling, or just having a picnic. It's southwest side of the monumental axis.

3. Complete the sentences.

- Tourists can see great sunsets in _____.
- The monumental axis divides the city into _____.
- You can practice water sports in _____.
- If you don't have a car, you can go around the city of Brasilia by _____ and _____.

4. Think about a place. Investigate and write.

Place: _____

General description: _____

Give a general opinion about the place: _____

Give a reason: _____

Talk about the alternatives or things to do. (include directions to get there)

Conclude (reaffirm your opinion about the city)

Writing Strategy
Writing a Brochure
Brochures are texts that give information about travel destinations. Their purpose is to inform and recommend the reader things to do, places to go to, and general tips to have a pleasant stay. To write a brochure, include some brief historical information, descriptions and comparisons. Don't forget to give opinions with reasons in order to support them.

Project Stage 3

- Investigate interesting information about the place you chose.
- Write a brochure about that place. Remember to give strong support to your ideas. Include facts and reasons. Use a map and visuals.

4. Lesson 4 Culture and Communication

Lesson 4 is entitled *Culture and 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 underline the lesson contents and to help them learn to be self-critical about their attitudes and values.

Lesson 4 Traveling Mishaps

1. Look at the pictures and read the expressions in the Word Bank. Write the number of the expression under the corresponding picture.

Word Bank

- To have itchy feet
- To be a Sunday driver
- To hit the road
- To live out of a suitcase
- To hit the pedal to the metal

2. Now listen to a short conversation and write the idioms in front of their definitions.

3. Read and fill in the gaps with idioms from the previous exercise.

Conversation 1

Mark: What were you doing yesterday morning?
 Jeff: I was taking my driving lessons. I think I'm ready.
 Student A: How about...
 Student B: ...It takes time to be able to...

Conversation 2

Antonio: School is over. I'm ready to...
 Mark: Really? Where are you going?
 Antonio: I don't know yet. But you know!

4. Get in pairs and share how you feel about traveling. Use the idioms from this lesson.

Reflect on Values

- I value other people's life experiences.
- I feel sympathy for other people's misfortunes.
- I am willing to share personal experiences.

Gap Activity

Student A goes to page 27
 Student B goes to page 28

Share Your Project

1. Discuss your experience. Read the following ideas about working collaboratively. Grade them in order of importance from 1, the most important, to 5, the least. Be ready to support your answers.

participate actively listen to others help one another
 take on responsibilities do the activities

2. Scrapbook Presentations

Scrapbooks are really effective if you pay close attention on how to design them. You must know that a scrapbook is a visual product. It is an album or book in which you paste images about facts you consider relevant. You can make a chronological scrapbook if you divide it into periods of your life, or into different aspects of the album's topic. Additionally, you need to find clear illustrations to decorate each page. Think of an interesting title. Next, you have to establish a good sequence for the contents so that the viewers follow a logical sequence. A scrapbook mustn't have much text. They do not require much explanation. You can create a physical scrapbook or a digital one. If you go for the digital one, scan the images that you feel will help you remember the text when you are giving the presentation. To present your scrapbook, you can use a design program or do a PowerPoint presentation. But, if you go for the physical scrapbook, you just have to show it to your class.

3. Complete the following chart with the Do's and Don'ts of scrapbook designing.

DO'S AND DON'TS OF SCRAPBOOK DESIGN	
DO'S	DON'TS

Write your presentation

- Think of the main ideas about your hobby.
- Be emphatic about the importance of the hobby.
- Provide some advice on how to start the hobby.

Useful Expressions

- We think "X" is a good hobby. You have to...
- You must... Don't...
- You should... in our opinion.

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 about how 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: A Whiz Kid: Thomas Alva Edison

1. Milan, Ohio, USA, 1866

Why are you so happy?
 I created a new toy. I am going to be an inventor!

2. Later that day at the train station.

What are you going to do with those newspapers, son?
 I am going to sell them on the train. People will have something to read, and I will have more money.

3. Boston, 1876

Here are we going to count all these votes?
 I have this machine that will count the votes for you.

4. Menlo Park, New York, 1876

This is my workshop. Now I will have time to work on my ideas and inventions.

5. Edison's workshop, August 1877

This phonograph will help people record their voices and music.
 I will do more things at night now.

6. Edison's workshop, August 1879

Bulb light will give people longer days.

7. Game

Units 2, 4 and 6 have a full-page *Board Game* so that students have the opportunities to use the language they have learnt in a different scenario. Here 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...

- talk about styles, personality types, preferences and interests.
- describe inspirational people's lives.

Very Well	OK	A Little
<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 93

Glossary

A-E

achieve: v. to obtain the desired objective or result (syn. get). We achieved our goals easily.

app: n. short for application program. Visit the website for more information on new apps for cell phones.

become: v. to turn or develop into something different. First she was an assistant, then she became the boss.

cause: n. a reason for adopting a particular position and attitude that you feel is worth supporting.



challenge: n. a test that verifies the skill or knowledge in an interesting way.

character: n. a person in the narrative of a book, play or movie.

coach: n. a person who trains others. A trainer. Most soccer players become coaches.



committed: adj. a person engaged in a cause and willing to support it (syn. dedicated, loyal).

competitive: adj. a characteristic of people who enjoy competition or regard it as a very important aspect.

defender: n. the player who prevents the opposition from scoring while playing near a goal.

F-N



forward: n. a player who attacks in search of scoring goals.

goal: n. an objective you hope to reach (syn. aim).

goal: n. the space between the two posts where the ball should score (in soccer, hockey, etc.).



hormone: n. a chemical substance produced by glands in the body to help in processes such as growth or metabolism.

interactive: adj. to have the ability to make contact with others.

keep: v. to carry on / to continue doing an action. Keep writing.

O-T

obstacle: n. something that makes a goal difficult to achieve (syn. obstruction).



obstacle: n. the activities / regulations of people who have the power in a group or a company.

quit: v. to stop doing something, to withdraw from participation. He quit out of the university.

resemblance: n. similarity.

risk: n. a potentially dangerous or difficult situation.

successful: adj. having achieved goals.

treatment: n. a set of actions and medicine given to recover a patient's health.

trekking: n. to go on adventures.



wiki: n. that all interlink the po

Unit 1 Glossary Activities

1. Label the pictures.



2. Read the definitions in the box to find the corresponding words in the puzzle.

w	p	o	i	e	q	d	i	h	k	u	d	i	t	i
t	g	b	a	j	v	q	a	c	c	p	i	s	a	u
i	u	t	k	d	y	i	w	f	r	a	n	w	r	f
u	p	a	i	y	b	c	:	n	e	h	o	o	w	s
q	c	i	g	u	s	g	o	i	z	n	o	c	a	s
k	j	n	y	k	g	m	g	i	t	o	d	p	r	e
a	v	i	t	c	a	r	e	t	n	i	p	d	r	c
d	o	f	t	r	e	k	k	i	n	g	h	m	l	u
e	f	e	m	o	c	e	b	f	t	i	p	s	o	s
c	o	m	m	i	t	t	e	d	e	e	m	i	a	c
u	b	x	g	u	y	t	k	v	e	h	o	s	g	v
e	p	t	k	k	e	r	r	e	k	v	c	m	t	f

- 1. having achieved goals
- 2. to stop doing something
- 3. person engaged in a cause
- 4. person who enjoys competition
- 5. outdoor adventurous activity
- 6. person who attacks to score goals
- 7. to obtain a goal
- 8. person who defends in soccer
- 9. to carry on
- 10. to turn into something
- 11. able to establish contact
- 12. person who trains others

3. Classify the words above into nouns, adjectives and verbs.

NOUNS	VERBS	ADJECTIVES

4. Complete the sentences.

- Leonel Messi plays as forward.
- The coach gave the players clear instructions to win the match.
- If you love outdoor activities and the mountains, you'll enjoy trekking.
- He was a successful student. He got good grades in all subjects.
- If you don't succeed at first, keep trying.
- People who play sports are usually very competitive. They love competition.

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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

- Technological and Scientific Breakthroughs
- Inventors and Inventions
- Facebook
- Household Inventions
- Accidental Inventions

- Holiday Activities and Places
- Extreme Vacations
- Anecdotes and Unfortunate Happenings

- Hobbies and Entertainment
- Leisure Activities
- Commitment in Leisure Activities
- Feeling Alive

Goals

You will learn how to

- give accounts of past events.
- ask for and give information about the past.
- use time expressions when giving accounts of past achievements.

You will learn how to

- narrate past experiences.
- describe places.

You will learn how to

- talk about hobbies and leisure activities.
- express agreement or disagreement about controversial topics.
- talk about rules, express advice and emphatic opinions.
- determine main ideas, supporting information and examples in a reading.

Grammar

- The Simple Past tense (affirmative, negative, interrogative)
- Regular and Irregular Past tense verb endings
- Time Expressions for the Simple Past tense

- Simple Past tense, Past Progressive tense, There was/there were, Sequence connectors, Time conjunctions

- Imperative Mode
- Modals: obligation, advice, emphatic opinions

Skills and strategies

Vocabulary: associating images with words

Reading:

- activating previous knowledge
- reading for details
- looking at the text quickly

Writing: following model texts

Listening: paying attention to specific details

Speaking: integrating idioms into daily conversations

Vocabulary: playing with words

Reading:

- using words with similar meaning
- recombining knowledge of vocabulary and grammar to understand a text

Writing: mapping the events of a narrative into a story map

Speaking: paying attention to connectors of sequence

Vocabulary: looking up new words in the dictionary

Reading: using dictionaries

Project

A PowerPoint Presentation

A Vacation Narrative

A Scrapbook

UNIT

4



UNIT

5



UNIT

6



CLIL

- Amazing Facts around the World
- Some Countries and their Records
- The Guinness World Records
- Success

- Odd Jobs and Occupations
- Career Choices of the Future
- Career Choices in the Job market
- Creative Thinking

- Inspiring Young People
- A Life of Achievements
- Inspirational Lifelong Learners
- Stories of Success

Goals

- You will learn how to
- talk about landmarks and compare them.
 - make comparisons in terms of superiority.
 - write profiles.
 - have an informal dialog making comparisons.
 - listen for specific details.

- You will learn how to
- talk about occupations and professions.
 - make predictions and plans regarding career choices.
 - read graphs and tables to help your reading comprehension.
 - write a career prospect.

- You will learn how to
- talk about achievements.
 - describe people's personal characteristics and abilities.
 - use reference words to aid reading comprehension and achieve cohesion in writing.

Grammar

- Comparatives and Superlatives

- Compound Words
- Future tense predictions and intentions with "will" and plans with "going to"

- Present Perfect tense
- Time Expressions with the Present Perfect tense
- Past Participle forms of regular and irregular verbs

Skills and strategies

Vocabulary: making groups of words around a central concept
Grammar: paying attention to adjectives that double their last consonant
Reading:

- using graphic organizers to summarize information
- identifying cognates

Listening: paying attention to specific details by focusing on words you know
Speaking: keeping conversations going by using informal expressions

Vocabulary: discriminating word parts to find the meaning of a compound word
Reading: transferring information from graphs and texts to aid comprehension
Speaking: building conversations using sets of ideas or formulaic expressions as cues
Writing: developing texts following key concepts or ideas to focus the content of the message

Vocabulary: associating words with pictures
Pronunciation: linking words to help people produce connected speech
Listening:

- categorizing information to aid in comprehension
- using charts to transfer information

Reading: using reference words to keep track of ideas
Writing: using reference words as cohesive devices in texts

Project

A Personal Profile

A Poster Presentation

A Timeline Presentation



Review



1. Listen to some people talk about free time activities. Check how they feel about them.

Love



Prefer



Like



Paul



to listen to music

to see a movie

to read a book

to exercise

to cook

	✓	
		✓
		✓

Nancy



✓		
	✓	

Angela



✓		
	✓	
		✓

2. Complete the following paragraph with the adverbs of frequency in the Word Bank. Pay attention to the frequency of the actions.

Christmas is an important celebration in my family. We always (100%) get together to celebrate as a family; everyone comes to this celebration without exception. Usually (80%) every person brings something to eat. We have a big dinner, but this is not what we do every year. Sometimes (40%) we go out to a restaurant. We need to make reservations quickly to have a table. We never (0%) have problems with our reservations because we call early in the month. Something we often (60%) do is to have turkey or a big dish for everyone. People usually choose their own desserts.

Word Bank

- often
- never
- usually
- sometimes
- always





Review

Planning

Learning Goal	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to review and practice language concepts from the previous book in the series.	<ul style="list-style-type: none"> ■ Describes free time activities. ■ Talks about the frequency of activities using adverbs of frequency. ■ Talks about abilities. ■ Uses quantifiers with both countable and uncountable nouns. ■ Talks about life memories. 	<p>Structures</p> <p>Simple Present tense with the verb <i>to be</i> and other verbs</p> <p>Abilities with the modal <i>can</i></p> <p>Indefinite article <i>a/an</i></p> <p>Quantifiers <i>some</i> and <i>any</i></p> <p>Vocabulary</p> <p>listen to music, see a movie, read a book, exercise, always, usually, often, sometimes, never, play an instrument, dance, cook, speak languages</p>	<ul style="list-style-type: none"> ■ Using charts ■ Using games ■ Listening for details ■ Reading for detailed information

1. Listen to some people talk about free time activities. Check how they feel about them.



Have students talk about their favorite free time activities in relation to what they love to do, they like to do and they prefer to do.

Then have them guess what Paul, Nancy and Angela have to say about their free time activities. Ask them to write down a couple of ideas so that later they can confirm or discard them.

Now play the audio for the first time for the students to get familiar with pronunciation, volume, etc. Play the audio again. This time have them pay attention to the chart which they will need to check. Then ask them to check the spaces they think are correct. Have them peer correct their answers and, finally, check the answers with the whole class.

2. Complete the following paragraph with the adverbs of frequency in the Word Bank. Pay attention to the frequency of the actions.



First, have students notice the words in the Word Bank and ask them what these adverbs indicate. Give students examples with common activities such as *going to work* or *going to school* which will require the adverb *always*. You can use other activities such as *going to the dentist* or *buying presents* for other frequencies. Then ask students to describe what they do for Christmas. They should write down their ideas so that they are able to use them later on in the exercise.

Have them solve the exercise by asking them to pay attention to the percentages in parentheses. Check students' answers to see if they understood.

You can ask students to write their own paragraphs about Christmas traditions in their families using frequency adverbs.

3. Go around the class and ask your classmates about their talents. Make a chart with their answers. Follow the conversation starter.



Before students start to solve the activity, ask them about their abilities. Have them mention what they can do in different areas such as sports, studies or free time activities.

Have students read the conversation and get them to notice that it is a model interview for them to use in the activity.

Have students go around the class interviewing their classmates as in the model conversation. Make sure you mingle so that you are able to take part in some of the conversations.

You can take this exercise a little bit further by making quick notes on what students are talking about. Later, when you ask the class to return to their seats, students will be able to point out their classmates' abilities and you can give feedback.

4. Look at the domino tokens. Use the numbers on the cards to pair them up. L I V

Review with students the use of articles and the quantifiers *some* and *any*. Make sure students have a clear idea about their uses.

Tell students that they will put the tokens together simulating a domino game by matching the article or quantifier with a particular countable or uncountable noun. They need to write down the two words that go together.

3. Go around the class and ask your classmates about their talents. Make a chart with their answers. Follow the conversation starter.



Talent / Ability	Name of Student	What / Which?
Play an instrument	<i>Alexander</i>	<i>the guitar</i>
Dance		
Paint	<i>Answers may vary.</i>	
Play sports		
Do math		
Skateboarding		
Speak languages		
Cook international food		
Use design programs		

You: Can you play a musical instrument?

Your partner: Yes, I can.

You: What instrument can you play?

Your partner: I can play the guitar.

You: Can you show me?

Your partner: Sure, listen to this.

4. Look at the domino tokens. Use the numbers on the cards to pair them up.

Suggested answers:

a. some sugar

d. an apple

g. two flowers

b. some rice

e. two pears

h. some ice-cream

c. three bananas

f. any cereal

i. any water



5. Read the text about “Life memories.” Answer the questions that follow.

Life Memories

My grandparents are always talking about what life was like in the past. I decided to talk to them one day to understand their ideas better. They said their lives were a bit slower. People were more relaxed about time and their responsibilities. My grandparents think people are running all the time. On a regular weekday, grandma was at home most of the time and grandpa was at work. Their children were at school most of the day, so they got together at night. They told stories and played games until it was time for them to go to bed. My grandparents always talk about their moments of conversation with their relatives and children. “We were always

around, so we could talk to everybody,” they said. These days they feel families do not have time to get together and talk. Everyone seems to have their own schedule and agenda. One last thing my grandparents told me was about the special celebrations they had. People were always ready for those moments. They did not see that Christmas started in November as happens these days. They feel there was a moment for everything. They did not do anything in a hurry as happens with most festivities now. My grandparents concluded that they were happier when they were younger. They added that life does not have the same quality today.

1. What was life like in the past according to the text?
 a. Life was faster.
 b. Life was slower.
 c. Life was easier.
2. Where were the different members of the family on a regular weekday?
 a. Grandma was at home, grandpa was at work and the children were at school.
 b. Grandma was at work, grandpa was at home and the children were at school.
 c. Grandma was at school, grandpa was at work and the children were at home.
3. What did they say about people’s attitudes towards special celebrations?
 a. People were not always ready for those moments.
 b. People were usually ready for those moments.
 c. People were always ready for those moments.

4. What are families like today?
 a. Their lives are a bit slower.
 b. They have moments of conversation with their relatives and children.
 c. Everyone seems to have their own schedule and agenda.
5. What did the grandparents conclude about their lives in the past?
 a. They were happier when they were older.
 b. They were happier when they were younger.
 c. They were better when they were younger.



5. Read the text about “Life memories.” Answer the questions that follow. (Books closed)



Ask students about memories of their childhood. Write down their ideas so that you can guide their answers to particular life experiences with their parents and grandparents. Then ask students if they feel their lives are different from five years ago.

Ask students if they have shared life differences with their parents and grandparents.

Categorize the information the students give you in terms of everyday life, work life, school life, recreational activities and even festivities.

Now tell students that they will read a text with the title “Life Memories.” Have them predict the content based on what they have already pointed out about their lives and those of their parents’ and grandparents’.

Tell them to open their books to page 8. Have them read and either confirm or discard their predictions. Solve the reading comprehension questions.

▶ EXTRA IDEAS  

You can ask students to write down a personal experience they want to share about their family life. For example, they can think of how family traditions or celebrations are/were carried out in their country, interview their (grand)parents and write about it.



Breakthroughs in Science and Technology

Skills

CEF Standards

Indicators

Listening

Can understand spoken language, live or broadcast.

- Identifies specific details regarding people, places, times and reasons.
- Uses background knowledge to aid comprehension.
- Explores visual aids before listening with the purpose of activating previous knowledge.

Reading

Can read different texts with a large degree of independence.

- Locates main ideas and relevant details in a text.
- Predicts the content of a reading by taking a look at vocabulary first.
- Answers information questions.
- Recognizes the structure of an encyclopedia entry.

Oral Expression

Can talk about an outstanding inventor or invention, including details such as *who*, *when*, *where*, *what* and *why*.

- Gives a presentation about an inventor or invention.
- Plans what to say and rehearses after collecting relevant information about the topic of a presentation.

Oral Interaction

Can ask and answer *wh-questions* as well as *yes/no questions* in the Simple Past tense to discuss discoveries, inventions and creations.

- Asks and answers questions about people and their achievements.
- Uses idioms to talk about everyday topics.
- Uses *wh-questions* to obtain extra details in dialogs.

Written

Can write clear and well-structured texts about general information.

- Writes an encyclopedia entry.
- Narrates and connects ideas chronologically when describing important events.

Breakthroughs in Science and Technology



▶ General Objective

You will be able to talk about some inventors and their inventions.

▶ Communication Goals

You will learn how to

- give accounts of past events.
- ask for and give information about the past.
- use time expressions when giving accounts of past achievements.

▶ CLIL

- Technological and Scientific Breakthroughs
- Inventors and Inventions
- Facebook
- Household Inventions
- Accidental Inventions

Vocabulary

- Vocabulary related to technological and scientific developments

Grammar

- The Simple Past tense (affirmative, negative, interrogative)
- Regular and Irregular Past tense verb endings
- Time Expressions for the Simple Past tense

▶ Idioms and Colloquial Expressions

- *To be the brains behind*
- *To get wise to something*
- *To have a one-track mind*
- *(Not) to be rocket science*
- *To have a light bulb moment*
- *Under one's belt*
- *Come across*
- *Ring a bell*
- *No biggie*

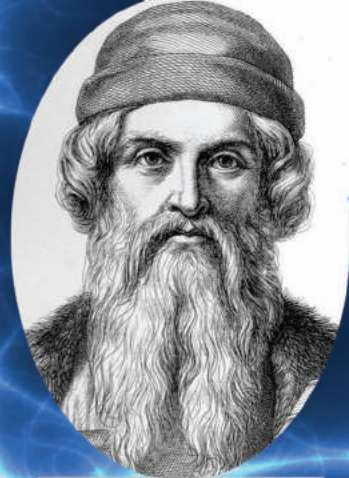
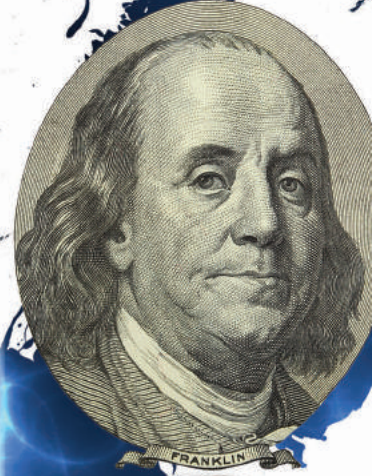
▶ Project

A PowerPoint Presentation

You will work in groups to make a PowerPoint presentation of an inventor or invention.

Discuss:

- Where was Johannes Gutenberg from? What did he do?
- Did humans discover or invent agriculture?
- What inventions were the most important in the past?






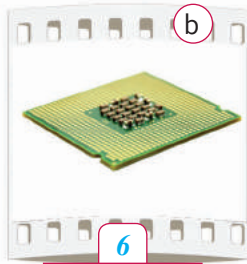
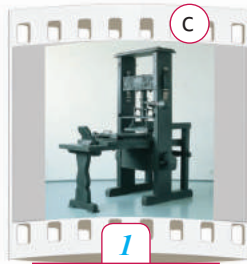

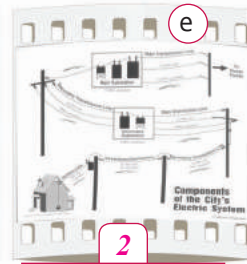
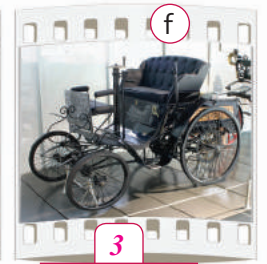
Lesson 1

A Changing World



1. Work with a classmate and number these inventions in chronological order. Then listen and check.

Listening Strategy
Pay attention to specific dates to determine the chronological order of events.

 a	 b	 c	 d	 e	 f
5	6	1	4	2	3
glucose test	microchip	printing press	penicillin	electric system	motor car



2. Listen to the lecture again and complete the chart below.

Listening Strategy
Use Wh words such as who, what, where, when and why as a guide to listen for information related to people, actions, places, events, reasons and purposes.

	WHO	WHAT	WHERE	WHEN
a.	Johannes Gutenberg	the printing press	Germany	1440
b.	Thomas Alva Edison	electric lighting system	United States	1879
c.	Karl Benz	the motor car	Germany	1885
d.	Alexander Fleming	Penicillin	England	1928
e.	Helen Murray Free	glucose test	United States	1956
f.	Robert Noyce and Jack Kilby	the microchip	United States	1957

Key Expressions Under one's belt: in one's possession or experience

3. Look for some of the verbs from the listening in the Word Search and complete the Simple Past tense list. Then complete the grammar chart on the following page.

Simple Present	Simple Past
a. build	<i>built</i>
b. invent	<i>invented</i>
c. discover	<i>discovered</i>
d. create	<i>created</i>
e. develop	<i>developed</i>
f. work	<i>worked</i>
g. make	<i>made</i>
h. find	<i>found</i>

Word Search grid with highlighted words:

- Vertical: **invent** (row 2, col 4-6)
- Horizontal: **worked** (row 4, col 2-6)
- Horizontal: **developed** (row 6, col 1-7)
- Horizontal: **created** (row 7, col 2-6)
- Vertical: **made** (row 8, col 4-6)
- Vertical: **found** (row 9, col 2-4)



Lesson 1

A Changing World


Planning

Learning Goals	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to exchange information about inventors and their inventions in the past tense.	<ul style="list-style-type: none"> Identifies general ideas and details in a listening text. Makes interrogative and affirmative sentences. Asks and answers <i>wh-questions</i> in the past tense. 	<p>Vocabulary inventors, inventions, household items: white-out, radio, television, Coca-Cola</p> <p>Structures <i>wh-questions</i> Regular and irregular past tense endings</p>	<ul style="list-style-type: none"> Listening for details

WARM UP (books closed)

Show students a picture of a famous inventor you are sure they know something about. Ask students questions about the inventor's full name, achievement, place and year of the invention. Have other pictures available so that you have the chance to elicit questions from the students. Have students order these inventors and inventions using different criteria: male inventors, female inventors, American inventors, European inventors, 19th century inventors, 20th–21th century inventors, etc.

PRESENTATION 1

1. Work with a classmate and number these inventions in chronological order. Then listen and check.  *Track 04*

Tell students to think of the order in which the depicted inventions may have occurred. Then ask them to work in pairs and discuss to try and reach an agreement. Provide language expressions such as: *What invention did you have first, second or third?* Show students the use of timelines to set events in chronological order (you may model an example with some facts about general history) and ask them to get in groups of 5 to place the inventions in activity 1 on a timeline. Then have all the groups share their timelines. All this work will help them activate their previous knowledge and will generate interest in the students to listen and find out the right answer. *After that, refer the students to the Listening Strategy. Ask someone to read it and explain to the class what he or she understands. Help students with other examples if they have not fully understood the strategy. Finally, tell them this listening activity has a very precise objective, which is to identify the order of the inventions, so they don't need to understand each word, or divert their attention trying to catch other pieces of information.* Play the audio once so that they get familiar with the text and form general impressions. Play it again so that they can determine the chronological order of the inventions and

are able to compare with their timelines to check if they got the right information. Ask students to register the strategy in their notebooks so that they can keep a strategy record along the course.

2. Listen to the lecture again and complete the chart below.     *Track 05*

Initially, ask students what words related to countries and nationalities they could recognize in the audio. Also ask them what names they recognized. *Then you could write some sentences like: Johannes Gutenberg was American or Karl Benz invented penicillin (with the purpose of reviewing vocabulary and activating previous knowledge), for students to correct based on their previous knowledge.*

Tell students they are going to listen again, but this time they are supposed to direct their attention to specific details and refer them to the Listening Strategy. Have them read it and explain to you what they understand. Explain to them that this time the idea is to make a special effort to identify details and that a good way to do it is to listen out for *wh-words*, as they lead us to specific information. *Have students make notes in their notebooks on the use of strategies so that by the end of the course they have experienced and recorded a good number of them.* Then play the audio and check everybody has completed the chart correctly. Repeat the audio once more if necessary.

Once they have got all the correct information, draw students' attention to the Key Expressions box. Ask them whether they noticed the expression in the audio. If they didn't, play the audio again. Ask someone to read its meaning and explain to you what he or she understands by it.

Write this sentence (the one in which the expression is used in the audio) on the board: *A second invention is under Thomas Alva Edison's belt.* Ask them what that invention was (the electric system). Now write the sentence: *The electric system was under Thomas Alva Edison's belt.* Now ask them to make similar sentences with information about the other inventors and their inventions.

3. Look for some of the verbs from the listening activity in the Word Search and complete the Simple Past tense list. Then complete the grammar chart on the following page.



Tell students to look at the list of verbs on the left and look for the past tense form in the Word Search to complete the second list on the left. Ask them whether they can use these verbs to express breakthroughs in science and technology they know of to rephrase what they heard in the audio. Remind them these verbs were used in the audio they just listened to. Then ask them to classify these verbs into regular and irregular ones, and drill pronunciation chorally and individually. Check pronunciation and spelling.

Finally, refer students to the Reflect on Grammar chart. Don't forget that the idea, in this case, is to develop an inductive process in grammar presentation. Tell them to go back to the information in exercise 2 in order to fill in the chart. Tell them the focus now is on interrogative sentences.

Make students aware of the examples used (and the answers given) as they are placed there to help them as clues. Let them infer what goes in each box. Ask them to work individually at first and then in pairs to discuss their answers. After that, ask someone to read the questions aloud, while others to say whether they agree or not and why. Only talk at the end, even though the students themselves might do so, about the titles of the columns, the order of the elements, the use of auxiliary verbs and the difference between the first (subject question) and the other sentences (object or complement questions).

Useful note: subject questions, those in which the doer of an action is unknown, do not have an auxiliary verb nor a subject (as it is the unknown element). Object or complement questions do have an auxiliary verb, a subject and the main verb takes the base form. Check that everybody has understood and has the right information in their charts.

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 have. Make sure students understand that they need to pay attention to the word in italics in the answers to work out 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.

EXTRA IDEAS

Finally, play a game with the students. Ask them to sit in groups and ask their partners questions about other inventors and their inventions. They can select some inventors studied previously. Monitor their work and make sure they use the interrogative structure properly.

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 could 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 listening to what their classmates say.

Project Stage 1

First, help students select their classmates for the project. Then help them focus on ideas about a particular inventor or invention. Suggest ways to formulate their ideas. Encourage students to come forward with information about where, when and why something was invented or created. Students need to show a record of their research. They may start an inventor/invention portfolio so they have their notes available at this stage of the project. Having a written portfolio will help you provide feedback on students' have ideas in specific sentences and words that may become a class focus for further teaching.

Reflect on Grammar

Question Word (Wh)	Auxiliary Verb	Subject	Main Verb (base form)	Complement	Answer
Who (subject, doer)			invented	the printing press?	<i>Johannes Gutenberg</i> invented the printing press.
What (object, action)	did	Karl Benz	invent?		Karl Benz invented <i>the motor car</i> .
Where (place)	did	Fleming	discover	penicillin ?	In England.
When (time)	did	Thomas Alva Edison	build	the electric lighting system?	In 1879.
Why (reasons and purpose)	did	Thomas Alva Edison	work	on the electric lighting system?	<i>To make it efficient for humanity.</i>

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

- When did Louis Braille invent his code for the blind ? Louis Braille invented his code for the blind **in 1829**.
- Who invented the telephone ? **Alexander Graham Bell** invented the telephone.
- Where did Baird invent the television ? John Baird invented the television **in England**.
- What did the Wright brothers make ? The Wright Brothers made **the first successful airplane**.
- Why did Murray develop the glucose test ? **To help patients fight diabetes**.

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

George Eastman "Randi" Altschul Tim Berners-Lee Bette Nesmith Graham John Pemberton

				
camera 1888, USA	disposable cell-phone 1999, USA	World Wide Web 1989, Switzerland	liquid paper 1956, USA	Coca-Cola 1886, USA

Where? Who developed the World Wide Web? Tim Berners-Lee developed the World Wide Web. When? Why? What?

Project Stage 1

- Get together in groups. Select an inventor or invention you think is interesting to know about.
- Find relevant information and share it with your partners.
E.g. *Bette Nesmith invented Liquid Paper in 1956.*



Lesson 2

Creative Ideas in History



1. Listen to the dialog and fill in the blanks with the Simple Past tense form of the verbs. Use the Word Bank. Then complete the grammar chart below.

Word Bank

• invent • create • discover • find (2)



Emma: Did you do the history homework?

John: Yes, I did. I loved it! I found (a) some very interesting information.

Emma: What did you find?

John: I found (b) that man invented, created or discovered things. For example, I think Immanuel Nobel invented (c) dynamite.

Emma: No, he didn't. His son, Alfred Nobel, did. And did you make any discovery?

John: I made some. For example, humans discovered (d) agriculture in many regions of the world at about the same time.

Emma: And did you come across anything that man created?

John: The rocket.

Emma: Who created (e) it?

John: Robert Hutchins Goddard created the rocket in the United States in 1926.



Pronunciation



/t/ asked

/d/ discovered

/id/ created

Key Expressions

Come across: to find something or meet someone by chance

Reflect on Grammar

Auxiliary Verb

Subject

Main Verb (base form)

Complement

Short Answer

Did

you

do

the history homework?

Yes, I did.

Did

Immanuel Nobel

invent

dynamite?

No, he didn't.

Did

humans

discover

agriculture?

Yes, they did.

Did

Goddard

create

rockets?

Yes, he did.

Did

John Pemberton

develop

liquid paper?

No, he didn't.

2. Work with a partner. Your partner selects an inventor, and you guess his/her name by asking yes/no questions. Take turns asking and answering questions.

Did _____ invent/create/ develop _____ ?





Lesson 2

Creative Ideas in History






Planning

Learning Goals	Indicators	Vocabulary and Structures	Strategies
This lesson will enable students to ask and answer <i>yes/no questions</i> and to give either affirmative or negative ideas in past tense form.	<ul style="list-style-type: none"> Asks and answers <i>yes/no questions</i>. Gives short answers to <i>yes/no questions</i>. Creates affirmative or negative statements. 	<p>Structures <i>yes/no questions</i></p> <p>Short answers Affirmative and negative statements</p> <p>Pronunciation: Regular past tense endings</p>	<ul style="list-style-type: none"> Associating images to words to facilitate word recognition and retention

▶ WARM UP (books closed)

Have students write down five pieces of homework they did last week. Get them in pairs. Tell them to ask each other *yes/no questions* about what they learned in the previous week by doing homework. You could ask them to give you examples of facts they know from their history class.

▶ PRESENTATION 1

1. Listen to the dialog and fill in the blanks with the Simple Past tense form of the verbs. Use the Word Bank. Then complete the grammar chart below.     



Have students look at the pictures beforehand and ask if they recognize anybody. If they don't, ask them to look for names of people in the dialog and ask the same question again (they are Alfred Nobel, the inventor of dynamite, and Robert Goddard, the inventor of the rocket) but don't tell them, let them get the information from the text itself. Do not translate or explain any grammar. Just help them get the topic and the individuals the audio deals with. Ask them to sit in pairs and assign each student one of the characters so that they pay attention only to that part. Make sure students pay attention to the specific questions and answers. Have them listen to the dialog with their books closed. Then have them open their books and listen again to fill in the blanks using the verbs in the Word Bank. **Help them with corrections and finally, have students role-play the dialog. Listen to the dialog once again. This time have them pay attention to the pronunciation of regular past tense endings. Review the past tense ending pronunciation patterns. Have them repeat chorally and individually.**

▶ Pronunciation

Play the audio for them to listen to the pronunciation activity, you may also ask students to come up with possible questions using some of the verbs studied.


Finally, tell students to go to the Reflect on Grammar chart and complete it by filling the blanks for both the questions and the short answers. Have students share their charts with a classmate. Have them figure out their doubts so that they make sense of the chart

▶ PRACTICE

2. Work with a partner. Your partner selects an inventor and you guess his/her name by asking *yes/no questions*. Take turns asking and answering questions.  

This is a very important moment of the lesson. It is your students' opportunity to put into practice what they have learned. It is a moment for interaction. Ask the students to work in pairs and use the images (inventions) and linguistic information (names of inventors) depicted on the page as sources of information, and to use the factual information they have acquired along the unit. **The idea is to have students practice *yes/no questions* like: *Did John Pemberton invent the disposable cell phone?* There are many possibly combinations both for yes and for no answers.** Tell students to work in pairs. They take turns to ask and answer questions about an inventor. It is central to emphasize the importance of asking and answering questions. You may have a list of other famous people who are/were outstanding in a particular field, so students can ask and answer questions using it.

PRESENTATION 2 (books closed)

3. Complete this encyclopaedia entry with the verbs in the past tense form. Use the Word Bank and the pictures to help you. Then complete the grammar chart below.  Track 08

Bring some samples of encyclopedia entries, show them to your students and ask them where they were taken from. Have students determine the type of information they may find in them. Ask them what information they would include if they were going to write an encyclopedia entry about one of the inventors they have studied. Then ask them who Mark Zuckerberg is and any other information about him or Facebook they may have. Ask them to write down the information in order to be able to compare it at the end when they have done the following activity.

Afterwards, refer them to the book to read about Mark Zuckerberg. After the first reading, focus on the information. Ask them to compare the information found with that they had collected beforehand, and to report what new knowledge they got. Then ask students to look at the pictures in the text and see what each action may represent. Tell them to associate those pictures with the verbs in the Word Bank and write the corresponding one next to each picture in the Simple Past tense form. Once they have finished, have them sit in pairs and check their peer's answers. Have a group discussion to check their work. Ask students what new strategy they have learned. Explain what they did and ask them to make drawings for the same and other words so that those students who are visual learners do an activity that suits them. Tell them to register this strategy in their notebook and give more examples of how to use it. Finally, you may start directing the students towards the grammar focus by saying things Mark Zuckerberg did or did not do. Ask students to go to the Reflect on Grammar chart and complete it with information previously studied. Help the students with the answers. Clarify possible doubts. Emphasize the verb forms in affirmative and negative sentences with time expressions. You may ask students to give examples from their lives and make them fit in the grammar chart accordingly.

PRACTICE

4. Read the following statements. Correct them in affirmative or negative form.

Practice the structure of affirmative and negative sentences in the Simple Past tense, ask students to refer to the Reflect on Grammar chart. Go over the example for the exercise so that students understand when to use the auxiliary verb and when to use the verb in the Simple Past form. When students finish the exercise, ask them to work in pairs for peer correction. Review the information about inventors and inventions so that students get the facts right. Check their answers on the board to clarify any doubts that may still remain.








Project Stage 2

You need to begin by reviewing the first stage of the project. Once students have chosen an inventor or invention, they need to establish the most important information they will present to their classmates. This is a good opportunity for the teacher to circulate among the groups to help them interact in English. Students need to consider that they need to point out the importance of the inventor or the purpose of the invention. Show the students the use of sentences with the preposition *to* and a verb phrase to express purpose or reason. You can go over the example to do this.



3. Complete this encyclopedia entry with the verbs in the Simple Past tense form. Use the Word Bank and the pictures to help you. Then complete the grammar chart below.

Home | About | Support | Contact | Services | Careers

 Mark Zuckerberg (1984-), Facebook co-creator, was a student at Harvard University. He  worked on a social network site with some college roommates. They  created (a) a website called Facebook®. The site  helped (b) people to communicate through different types of files such as pictures and messages. Zuckerberg  left (c) college to work in his company. The site  grew (d) very big, and today it has more than 550 million users. Facebook®  attracted (e) other companies that wanted to do business online.

Word Bank

- work
- grow
- help
- create
- attract
- leave

Vocabulary Strategy

Associate images with words to facilitate word recognition and retention.

Reflect on Grammar

Past Tense verbs indicate that events or conditions **began** and **ended** in the past.

Subject +	Action +	Complement
I	found	very interesting information.
They	created	a website called Facebook.
It	attracted	other companies to do business.

Affirmative Ideas	
Robert H. Goddard	created rockets.
Zuckerberg	left college to work in his company.
Negative Ideas	
Zuckerberg	didn't finish college.
Immanuel Nobel	didn't invent dynamite.

Time Expressions	
yesterday	
last	week
last	month
last	year
four days	ago
in	1980

* **Pay attention** to the base form of the verb in **negative sentences**.

4. Read the following statements. Correct them in affirmative or negative form.

- a. John Pemberton didn't invent Coca-Cola. John Pemberton invented Coca-Cola
- b. Bette Nesmith invented the disposable cell phone. Bette Nesmith didn't invent the disposable cell phone
- c. Karl Benz invented the cell phone. Karl Benz didn't invent the cell phone
- d. Thomas Alva Edison created rockets. Thomas Alva Edison didn't create rockets
- e. Mark Zuckerberg did not leave college early. Mark Zuckerberg left college early

Project Stage 2

- Determine the most relevant information about the inventor or invention.
 - Think about the purpose or reasons for the invention.
- E.g. *Zuckerberg created Facebook to help people communicate.*



Lesson 3

Inventions All Around

1. Make lists of words under the following household items. Use the Word Bank.



light bulb

electricity

lighting

durable



the radio

waves

transmit

data



soda

drink

thirsty

refreshing



correction fluid

tempera

paint

mistakes

Word Bank

- electricity
- waves
- drink
- thirsty
- tempera
- durable
- paint
- refreshing
- data
- transmit
- lightning
- mistakes

Reading Strategy

Before reading a text, activate your previous knowledge about the topic by looking into sets of related words and ideas.



2. Read this text quickly. Then match the following items to the paragraphs they belong to.

- c** White Out
- e** cola soda
- b** the light bulb
- d** the radio

Reading Strategy

Before reading for details, get familiar with the text by looking at it quickly to get an idea of how information is presented (**skimming**).

Inventions All Around

a. People all over the world have worked really hard to help humanity progress in different fields such as science and technology. There are numerous great minds of scientists and inventors who have contributed to solving a lot of problems for humankind. However, there are inventors and inventions that have also helped people, but that have never appeared in scientific publications. Some of these inventions are everyday items, such as the light bulb, the popular White Out, the radio and even soda drinks.

b. Light bulbs, for instance, are everywhere in houses and offices. Thomas Alva Edison worked for many years with electricity to improve the quality of the light bulb. He produced much more durable light bulbs which could last up to thirteen hours. Edison also worked on reliable electric lighting systems to help with the supply of electricity in neighborhoods and cities.

c. Another common item in houses and offices is the popular Liquid Paper or Wite-out. A secretary named Bette Nesmith Graham invented it in 1956. She used a mixture of white tempera paint that she had at home.

She used her formula to correct her typing mistakes in her office and soon many of her co-workers asked her for the magical liquid. She patented her formula and called it Liquid Paper.



Lesson 3

Inventions All Around

Planning

Learning Goals	Indicators	Vocabulary and Structures	Strategies
This lesson will enable students to apply skimming and scanning techniques in reading comprehension and to follow models to produce a text.	<ul style="list-style-type: none"> Skims through a passage to determine the topic. Scans for specific details in a reading passage. Writes an encyclopedia entry by following a model. 	Vocabulary Coca-Cola liquid paper radio white-out	<ul style="list-style-type: none"> Looking into sets of related words and ideas to activate previous knowledge Getting familiar with the text before reading for details Scanning a text to look for details related to <i>wh-question</i> words

▶ WARM UP (books closed) **L V I**

Give students a list with words such as: *soap, frying pan, sofa, desk, computer, towel, soda drinks, white out, radio and light bulb*. Tell students to categorize those words according to different criteria. They can think of objects that work with electricity; of items that belong to different rooms in a house; electrical appliances; kitchen utensils; office supplies, or any other criterion.

▶ Pre-Reading **L V L I**

1. Make lists of words under the following items. Use the Word Bank.

You may begin by asking students words associated with each one of the items. *The idea here is that students pre-view some of the vocabulary in the reading, so let them associate the words freely and have them justify their answers.*

You may encourage them to think of the relationship between the words and the object they are associated with. For example, the word *thirst* is associated with the soda because people drink sodas when they are thirsty, that is, to *quench* their thirst.

This word association activity also helps to establish the topic of the reading as well as some of its details.

At this point, you can refer students to the Reading Strategy for them to understand the purpose of the activity, which is to activate previous knowledge about the topic by looking at sets of related words and ideas, so they will understand that reading is not a linear but an interactive activity in which the more the reader knows, the easier it will be to read.

▶ While-Reading **L V I** Track 09

2. Read this text quickly. Then match the following household items to the paragraphs they belong to.

Students will develop the matching exercise in order to determine what the paragraphs are about or the ideas they contain which are important for the overall comprehension of the reading. *Tell students that skimming is used to determine the general ideas of texts and paragraphs. You can also connect the previous activity with this one, in the sense that the vocabulary they came across before appears in the paragraphs carrying important information. Ask students the reasons for their matching.*

(You may go back after reading and, based on each paragraph, correct their associations in activity 1.)

▶ Post-Reading activity **L**

3. Go back to the text to answer these questions.

Once students are familiar with the ideas in each paragraph, they can work on the details. Refer students to the Reading Strategy, ask them to read it and explain to you what they understand by it. Tell them it is important to “zoom in” on the text so that they can also work on specific details. Tell them how *wh-questions* can help (as they look for details).

▶ Pre-Writing

4. Label this encyclopedia entry. **L M K**

Tell students that different texts are organized in different ways. In the case of encyclopedia entries, the information is divided into 5 parts. Ask what an encyclopedia entry is for them to determine what type of information is usually included in encyclopedia entries.

Then ask them to do the matching exercise. Tells students to pay attention to specific elements such as the definition of the object in the entry and the relevant information which may include examples. Encyclopedia entries have pictures, graphs and/or figures.

▶ EXTRA IDEAS **L V**

You may bring some encyclopedia entries that have parts missing so that students have to 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 become 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 with several associations that help the underprivileged.

▶ While-Writing **L I K I**

5. Write an encyclopedia entry about one of the inventions or inventors presented in the unit. Share your entry with the class.

Go to the Writing Strategy and ask students what they understand by it. Talk to them about the importance of following models. Point to each one of the parts of the entry and show how each of them contributes to the meaning of the overall text. Make sure students know how to proceed to write their entries in terms of the information they will include. Have students work in pairs to write their encyclopedia entries. Provide them with assistance as they require it. Finally, have them share their entries. Give students the following checklist so that they make sure their entry contains the most relevant information.

My entry has a picture, graph, or figure.	Yes	No
My entry defines the person, object or event.	Yes	No
My entry has relevant information and examples.	Yes	No

Project Stage 3 **L K I**

Make sure students have the data and the material to prepare their PowerPoint presentation. Have them rehearse their presentations so that you have a chance to coach their oral production. Remind students that encyclopedia entries are a good model for how to structure and present information. Make sure students have all the information regarding their encyclopedia entries.



Reading and Writing

d. A Croatian immigrant named Nikola Tesla patented the radio in the United States in 1943. Basically, the radio has the capacity to transmit electromagnetic waves in the form of music, news and other data invisibly through air. Many other appliances such as telephones, remote control toys and microwave ovens use waves to work properly.

e. In May 1886, Dr. John S. Pemberton wrote a formula for a headache remedy which he at first called *Pemberton's French Wine Coca*. Pemberton thought his drink did not have the healing properties he envisioned, so later he sold his drink to a group of

businessmen for them to sell as a drink to quench people's thirst. Frank Robinson, who had worked with Pemberton, designed the logo and the script name. He also added the phrase *delicious and refreshing* that goes with every Coca-Cola advertisement.

3. Go back to the text to answer these questions.

- a. Who improved the quality of light bulbs?
Thomas Alva Edison improved it
- b. Why did Bette Nesmith Graham invent Liquid Paper?
Because she needed to correct mistakes
- c. Where did Nikola Tesla patent the radio?
He patented it in the United States
- d. What did John Pemberton invent?
He invented a headache remedy (that later became Coca-Cola)
- e. Why did Pemberton sell his drink?
Because he thought it didn't have the healing properties he envisioned.


Reading Strategy

While reading for specific information, read quickly looking for words and phrases (relevant information) that answer wh-questions (**scanning**).



4. Label this encyclopedia entry.

- a. Mention an object, person or event.
- b. Define your object, person or event.
- c. Mention relevant information.
- d. Name examples.
- e. Use illustrations, pictures or graphs.

- a. **Steven Paul Jobs**, (1955 - 2011)
- b. American computer designer and businessman. Together with Stephen Wozniak, he launched the first personal computer by introducing the Apple computer in 1976.
- c. 
- d. He has developed other computer-related hardware and software since then. One of his most recent creations was the iPhone in 2007.
- e.

5. Write an encyclopedia entry about one of the inventions or inventors presented in the unit. Share your entry with the class.

Picture, illustration

Answers may vary.

(object, person)

Answers may vary.

(definition)

Answers may vary.

Answers may vary.

(relevant information)

Answers may vary.

(examples)

Writing Strategy

Follow model texts to complete writing assignments.

Project Stage 3

- Determine the order of your interventions and rehearse your presentations.
- Prepare a PowerPoint presentation with some pictures, colorful writing and interesting effects.



Lesson 4

Accidental Inventions



1. Read the following expressions and their meanings. Listen to a radio program and match them.

- | | |
|--------------------------------|---|
| a. to have a one-track mind | 1. e to be easy |
| b. to get wise to | 2. b to learn something one did not know |
| c. to have a light bulb moment | 3. d to be a leader of a project |
| d. to be the brains behind | 4. c to experience a sudden moment of inspiration |
| e. not to be rocket science | 5. a having the tendency to think about one thing only |



2. Complete the conversation among Sandra, Martin and Monique by using the idioms above. Then listen and check.



Monique: Did you guys finally get your new mobile phone to work?

Sandra and Martin: Yes, we did. We had a light bulb moment (a) after all the trouble.

Monique: Who solved it then?

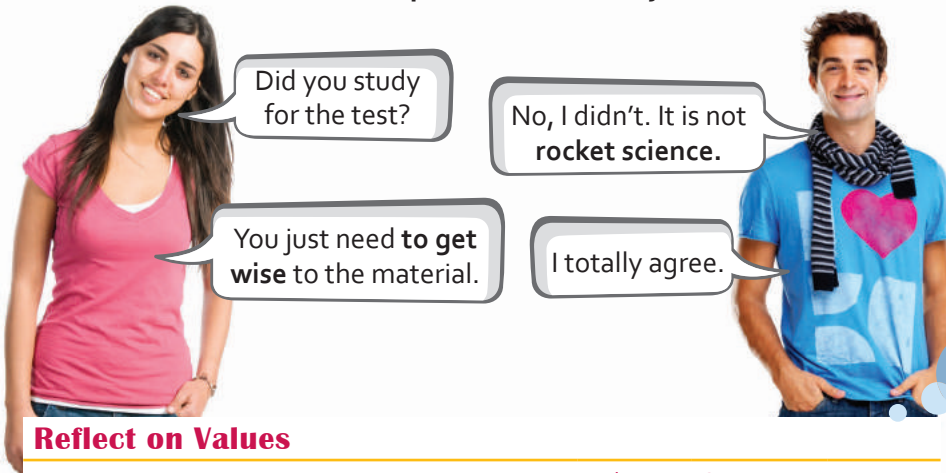
Martin: I must admit it. Sandra was the brains behind (b) it. She can do several things at a time. I have a one-track mind (c).

Sandra: It was no biggie. I got wise to (d) it after reading the manual very carefully.

Monique: I told you guys that getting the phone to work was not rocket science (e) at all.



3. Think of school-related experiences where you can use these idioms.



Key Expressions

- Ring a bell: to remind one of something
- No biggie: not important

Speaking Strategy

Integrate idiomatic expressions into your daily vocabulary.

Reflect on Values

	Always	Sometimes	Never
■ I value other people's creative ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I believe in cooperative work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I respect the fact that people think different.	<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

Accidental Inventions

Planning

Learning Goals	Indicators	Vocabulary and Structures	Strategies
This lesson will enable students to use daily idioms related to being creative	<ul style="list-style-type: none"> ■ Defines idiomatic expressions. ■ Uses idiomatic expressions in daily conversations. ■ Gives an oral presentation. ■ Evaluates cooperative work. 	Vocabulary <i>a light bulb moment</i> <i>get wise to</i> <i>one-track mind</i> <i>rocket science</i> <i>the brains behind</i>	<ul style="list-style-type: none"> ■ Integrating idioms into daily vocabulary

▶ WARM UP (books closed) **L I**

Have students read the title of the lesson. Ask them if they know of any accidental inventions or give them some example: *penicillin* (Alexander Fleming), *synthetic dyes* (William Perkin), *radioactivity* (Henri Becquerel), *plastic* (Leo Baekeland). You can look these people up on the Internet to find out a bit of the stories behind these inventions.

▶ PRESENTATION **L I** *Track 10*

1. Read the following expressions and their meanings. Listen to a radio program and match them.

Have students read the idioms and their meanings. Ask them to try to match them by inferring. Ask students for their answers to see their reasoning but do not tell them the actual answers. Then play the audio and have them confirm or correct their ideas. Use the information on the accidental invention of Play-doh to review information questions. Make sure students understood the reason Play-doh was an accidental invention.

▶ PRACTICE **L I K** *Track 11*

2. Complete the conversation among Sandra, Martin and Monique by using the idioms above.

Survey students' opinions to see how they deal with difficult situations or problems they face. You may come up with examples using some of the idioms. Then have students read the dialog first and complete it with the idioms. Then tell them to share the answers with their classmates to crosscheck. Once they have figured out the answers, have them role-play the dialog.

▶ APPLICATION **L K I**

3. Think of school-related experiences where you can use these idioms.

Have students get together in pairs to think of school situations in which they can apply the idioms studied. Help them formulate some of the ideas, so that they can structure the dialogs including both the idioms and the Key Expressions. Tell them, for instance, that they may have difficulties with a particular class or topic, but they can *get wise to it* by studying, reviewing and getting help. You can ask students to think of situations where they can use the expressions. List the situations and give them prompts to start their dialogs. Encourage them to rehearse the situation before they do it in front of the class.

▶ Reflect on Values **L I I**

Have students read the ideas about their values. Tell them to think of specific moments of their pair work in which they felt these values were upheld. It is possible that there were moments in which these values were not respected which gives room to some discussion, but help them to find a positive side to it, instead of starting blaming it on each other. Students may also talk about their differences when doing their work and how they solved the possible causes of trouble or disagreement. Have students reflect on the nature of their answers. You may also encourage students to talk about group work and its relationship with matters that go beyond school life.

Gap Activity **L I**

Tell students that communication is a collaborative activity and the aim is to bridge the gaps in conversations. There is information about some inventions to ask about and provide. Students need to ask information questions to complete the information they don't have.

Share Your Project

1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1 (the most important) to 5 (the least).

Tell students that group work is fundamental to learning. Tell them that the idea of the exercise is to learn from each other and the experience of working together. The activity is not intended to make people feel bad. Have them complete the activities individually and then share their answers with their partners. You can first have students talk about their agreements or disagreements. Then you can add up their scores to see if there is some sort of tendency in students when rating the items. This information can be used to establish some possible patterns in the way students responded to the group work experience.

2. Read the following information about the history of encyclopedias. Track 12

Answer the questions that follow.   

Ask students if they know of any online encyclopedias. Tell them how much they support knowledge in different fields. Have students solve their reading exercise about a brief history of encyclopedias. Then they can share. Have students go over the tips in Give your Presentation and Useful Expressions and keep them in mind. Have them go to their actual projects and see if they took these ideas into consideration. Organize the groups so that they proceed with their presentations. Tell students that this is an oral production exercise that demands from them a good command of ideas for the sake of clarity in their presentations. You may suggest ways to go about the presentations: alphabetical order, female inventors, male inventors, or according to region: Europe, America, Latin America.

Share Your Project

1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1 (the most important) to 5 (the least).

- | | | | | | |
|--------------------------|--------------------------|-------------------|--------------------------|------------------|--------------------------|
| participate actively | <input type="checkbox"/> | listen to others | <input type="checkbox"/> | help one another | <input type="checkbox"/> |
| take on responsibilities | <input type="checkbox"/> | do the activities | <input type="checkbox"/> | | |

2. Read the following information about the history of encyclopedias. Answer the questions that follow.

The word *encyclopedia* comes from the Greek language. It means "general knowledge." An encyclopedia is a collection of entries ordered alphabetically. The oldest encyclopedia is accredited to a historian called Pliny the Elder. Encyclopedias provide short definitions of words and concepts.

Encyclopedias began as a single book, but they evolved as a collection of several volumes. In fact, today we can find several encyclopedias on line, such as wikipedia. Some encyclopedias are general, but others are highly specialized in fields such as history or literature.

a. Where does the word encyclopedia come from?
The word comes from the Greek language.

b. What does *encyclopedia* mean?
It means general knowledge.

c. Did encyclopedias begin as a single book?
Yes, they began as a single book.

d. Did encyclopedias evolve?
Yes, they evolved as a collection of several volumes.



Useful Expressions

- Our invention/inventor is...
- He/She created/developed...
- He/She developed the invention to...

Give your Presentation

- Present the invention or inventor you chose.
- Show your encyclopedia entry.
- Don't forget to give everyday examples of the impact of your inventor or invention.



Comic Jiffy Jeff



Read and listen.

Why did you make that block of ice?

Mom, I made an ice-block to cool things in a jiffy. Put the pot here.

I need you to go to the bakery.

Sure, mom.

I want to help my mom real quick!

1. Jeff did everything in a jiffy so that he could go out and play.

2. He had creative ideas to do his duties quickly.

I need you to go to the store and the cleaner's, but don't go there skating.

But mom, I am an expert! I added some extra power to my skateboard.

3. So, he used his toys to help his mom as quickly as he could.

Hey, kid!!!!
WATCH OUT!

I got all of my mom's packages. I ran all these errands in a jiffy.

It is really late and my son is not here yet.

4. His mom usually forgot how Jeff got carried away with his creative solutions to things.

US\$ 200
Speeding
Ticket

Well, you'll pay it by yourself.

I got stopped by the police. Sorry, mom.

Yes, mom.

5. Jeff learned that he had to use his talent creatively and responsibly.

Comic Jiffy Jeff

Read and listen. Track 13

Give examples of the noun *jiffy* (very short time) in various contexts and of the expression *in a jiffy*. Do the same with the expression *running errands*. You can combine the ideas above in expressions like: *I go to the bakery in a jiffy*.

Ask students if they help at home and how they do it.

Have students read the comic. Then answer the following questions: *Does Jeff help his mom? How does Jeff help his mom? What happened to Jeff? Why did Jeff's mom get furious?*


Once students have understood the meaning of the comic, you may ask them about the appropriateness of Jeff's behavior.

At this point you may list some possible household chores such as making the bed, running errands, doing the laundry, or cleaning. Ask students how they feel about these activities and encourage them to give their opinions.

Next, ask them if they are like Jeff or not, and to think of experiences with their parents in which they were required to help at home and whether they succeeded or failed.

Finally, go over the moral of the story and discuss the importance of using our talents creatively and responsibly.

Quiz Time

Tell students that the quiz is a moment for them to think about how much they have learned. It is also a moment to think of possible re-teaching activities in order to clarify possible doubts. **L** **M**  *Track 14*

1. **Listen to the short biographical lecture about George Eastman. Check the option that completes each statement.**

Tell students to read the questions and the possible answers so that they can anticipate what the listening exercise will be about. They can anticipate and answer based on the *wh-word* used. Besides that, they will also be able to pay attention to specific information. Have them listen to the audio twice and then check the answers.

2. **Complete the following encyclopedia entry. Use the correct verb form. Use the Word Bank.** **L**

Remind students about the purpose of the Word Bank: to anticipate the words they will be required to use. *They also need to pay attention to the sentences since some of them are negative.*

3. **Ask *wh*-questions for the following bits of information about famous inventors and inventions. Use the question word in parentheses.**

Tell students that they need to write the questions based on the particular *wh-word* which is in parentheses. *They will need to apply their knowledge of how to structure interrogative sentences.*

Self-Evaluation **L** **I** **I**

Have students read the Self-Evaluation chart. Tell them to complete it and share the answers with their classmates based on their performance along the unit. Tell students to go back to their notebooks and activity books, so that they can confirm how well they have achieved the unit goals. Once students are finished, elicit some of their ideas and have them exemplify the descriptors.

Glossary **L** **I** **I**

Have students read the Glossary. Tell them to pay attention to specific elements in each definition.

For example, they need to pay attention if the word is a noun, a verb or an adjective. They also need to know if the words have synonyms or antonyms.

Quiz Time



1. Listen to this short biographical lecture about George Eastman. Check the option that completes each statement.

- a. Where did George Eastman live?
- 1. in the United States
 - 2. in France
 - 3. in Germany
- b. Where did Eastman have his offices?
- 1. Albany, New York
 - 2. Rochester, New York
 - 3. Hartford, Connecticut
- c. What did Eastman develop in 1888?
- 1. the first color photographs
 - 2. the first hand camera
 - 3. the first fixed-focus camera
- d. When did Eastman invent the first film roll?
- 1. in 1888
 - 2. in 1882
 - 3. in 1892



2. Complete the following encyclopedia entry. Use the correct verb form. Use the Word Bank.



Thomas Alva Edison, (1847- 1931). American inventor. Thomas Edison did not invent (a) the light bulb. He developed (b) a better light bulb and made (c) efficient electric lighting systems for neighborhoods and cities. Edison patented (d) other inventions such as the phonograph and automatic telegraphy. Edison continued (e) working on his inventions until the day he died.

Word Bank

- continue
- make
- patent
- invent
- develop

3. Ask wh-questions for the following bits of information about famous inventors and inventions. Use the question word in parentheses.

- a. (Who) Who created the LEGO company?
Ole Kirk Christiansen created the LEGO company.
- b. (Where) Where did Roetgen discover X-rays?
Wilhelm Roetgen discovered X-rays in his laboratory in Germany.
- c. (What) What did Naismith invent?
James Naismith invented the game of basketball.
- d. (When) When did Fler invent bubble gum?
Frank Henry Fler invented bubble gum in 1906.

Self-Evaluation

Now I can...

- talk about some breakthroughs in science and technology.
- narrate past events.
- determine the topic and details of a reading selection.
- write an encyclopedia entry.

Very Well

OK

A Little

Glossary

A-E

braille: **n.** relief marks that blind people use for reading, in which dots represent numbers and letters that can be identified by touch.



blind: **adj.** unable to see, without the sense of sight (ant. seeing).



breakthrough: **n.** an important advance or discovery (syn. achievement, progress). *The World Wide Web became a breakthrough in the history of science and technology.*

co-worker: **n.** a person who works with another in the same place.

discovery: **n.** the event of discovering something. *The scientist published his recent discovery.*



dynamite: **n.** explosive substance invented by Alfred Nobel, used especially for breaking rock.

electromagnetic: **adj.** showing movement of positively and negatively charged atoms.

envision: **v.** to picture mentally, esp. some future event (syn. anticipate). *He did not envision the consequences of his words.*

F-J

glucose test: **n.** assessment of sugar amounts in the blood. *People with diabetes take glucose tests at home.*



healing: **adj.** having the power to cure (syn. curative. ant. irritating, infectious).

jiffy: **n.** very short time (syn. moment, very soon). *She got dressed in a jiffy.*

K-O

launch: **v.** to begin executing a plan or activity (syn. inaugurate).

motor car: **n.** a car propelled by an engine.



P-Z

patent: **v.** to obtain a written proof that grants exclusive rights of an invention.

penicillin: **n.** a substance used as medicine to destroy bacteria, an antibiotic.

quench: **v.** to satisfy one's thirst by drinking (syn. cool, extinguish). *I drank six glasses of water to quench my thirst.*

rocket: **n.** a vehicle used for traveling or carrying things into space, which is shaped like a big tube.



roommate: **n.** person who shares a house or an apartment with someone.

wave: **n.** the movement of some forms of energy. *The oven waves heated our lunch.*

Colloquial Expressions

To be the brains behind: be the leader of a project/plan.

To get wise to: become knowledgeable about something.

To have a light bulb moment: have a moment of inspiration.

To have a one-track mind: be able to work in one single manner.

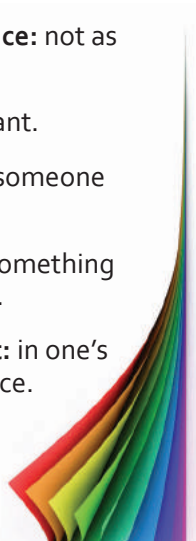
Not to be rocket science: not as difficult as it seems.

No biggie: not important.

To ring a bell: remind someone of something.

To come across: find something or someone by chance.

To be under one's belt: in one's possession or experience.





Glossary Activities

1. Find eight words from Unit 1.



2. Write the category each word belongs to (n, adj, adv, v.) and its synonym.

Word	Synonym
breakthrough (n)	<i>achievement</i>
envision (v)	<i>anticipate</i>
healing (adj)	<i>curative</i>
launch (v)	<i>inaugurate</i>
in a jiffy (adv)	<i>in a moment</i>
quench (v)	<i>extinguish</i>

3. Label the following pictures.

c o - w o r k e r s



q u e n c h



b l i n d



m o t o r c a r

4. Complete the following sentences with words and expressions from the glossary.

- He patented his new invention at the science fair.
- They were very good roommates when they were at university.
- I was the brains behind this class project.
- Scientists made a breakthrough when they created the flu vaccine.
- The students finished their assignment in a jiffy. It was really quick.



Travel and Adventure

Skills

CEF Standards

Indicators

Listening

Can understand and extract the essential information from short, recorded passages delivered slowly and clearly, dealing with predictable matters.

- Catches the gist of a recorded text by associating it to a corresponding graph.
- Follows a text transcript to identify specific words in a recording.
- Understands the meaning of a number of expressions present in a recorded text based on the context in which they appear.
- Identifies the chronological order of a number of events, accounted for in a recorded text, by paying attention to connectors of sequence and time conjunctions.
- Identifies details in a narrative by answering *wh-questions*.

Reading

Can understand short, simple texts on concrete matters which consist of high-frequency words.
Can identify general topics in a reading as well as detailed information by applying reading techniques such as skimming and scanning.

- Uses vocabulary knowledge to aid reading comprehension.
- Uses words with similar meanings to summarize information from a reading.
- Answers *wh-questions* to help with comprehension of details in a text.
- Identifies the main elements of a narrative: beginning, middle and end.

Oral Expression

Can give a short presentation on a specific topic.

- Gives an account of a vacation experience in the form of a personal narrative.

Oral Interaction

Can give or ask for information on general knowledge topics.

- Asks and answers questions about people's vacation activities.
- Uses idiomatic expressions to talk about traveling experiences.

Written

Can write clear and well-structured general information texts.

- Maps the events of a narrative into a story map.
- Writes a personal narrative in his/her own words by following a model.



► General Objective

You will be able to narrate personal experiences.

► Communication Goals

You will learn how to

- narrate past experiences.
- describe places.

► CLIL

- Holiday Activities and Places
- Extreme Vacations
- Anecdotes and Unfortunate Happenings

Vocabulary

- Activities at recreational parks and beach resorts
- Vocabulary related to personal experiences, mishaps and accidents

Grammar

- Simple Past tense, Past Progressive tense, There was/there were, Sequence connectors, Time conjunctions

► Idioms and Colloquial Expressions

- *Itchy feet*
- *Hit the road*
- *Hit the pedal to the metal*
- *Live out of a suitcase*
- *Sunday driver*
- *Fit the bill*
- *I'm kidding you*

► Project

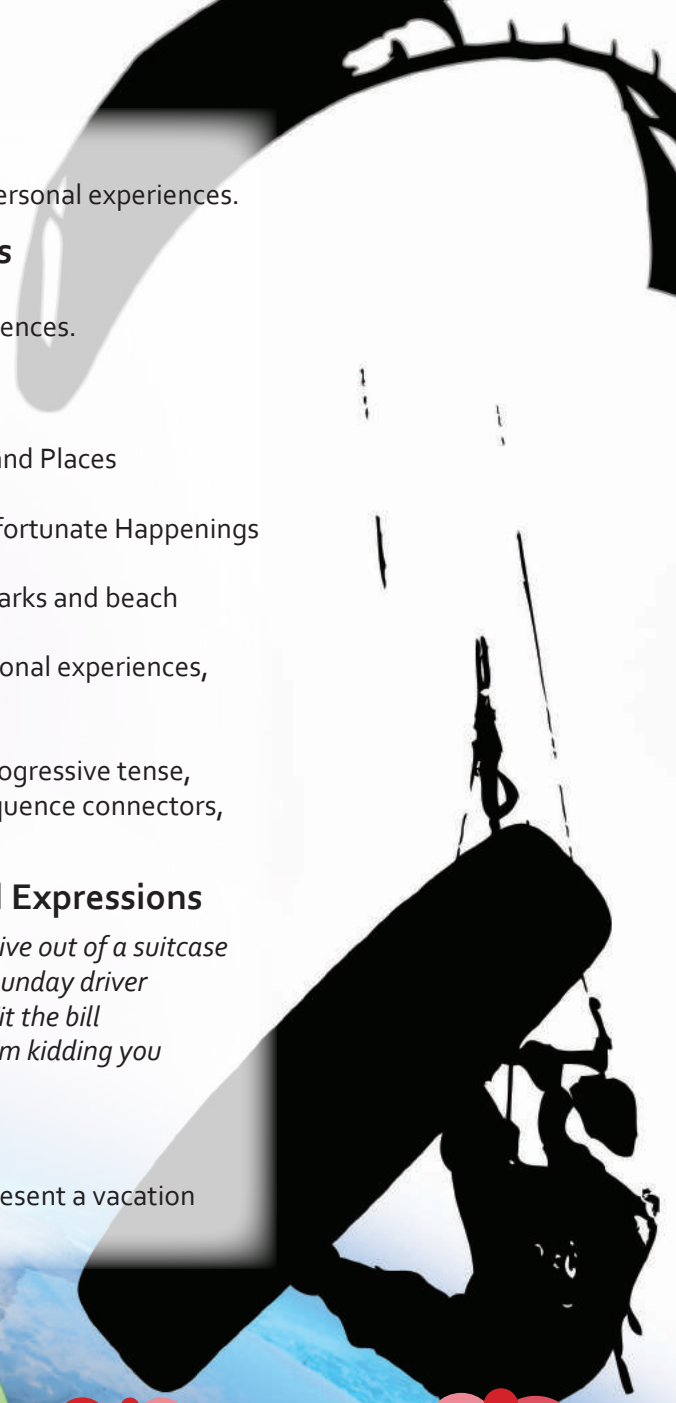
A Vacation Narrative

You will work in groups to present a vacation narrative.



Discuss:

- Do you have happy vacation memories?
- Do you have vacation anecdotes?
- Do you know anyone who had an extreme vacation experience?





Lesson 1

Vacation Time

1. Complete the following brochures with the corresponding words. Use the pictures as clues.



hike



swim



camp



relax



ride



fish



exercise



Beach Resort

Swim in the sea. Relax on the beach. Pay little for renting a yacht.



Fisherman's Lodge

Fish in our beautiful lake. Do exercise surrounded by nature.



Fun Camping

Camp near the city. Set up your tent in the middle of the forest.



Nature Trails

Hike on our trails. Take pictures of our waterfalls. Ride your bike to tour the park.

Vocabulary Strategy

Learn new words by playing with them.



2. Listen and select the picture that best matches the conversation. Then listen again to complete the grammar chart.

Nature Trails Enjoy nature without leaving your life behind.

Nature Trails Enjoy nature without leaving your life behind.

Reflect on Grammar

- There was one bike trail.
- There were many fish to catch.
- There wasn't a gym.
- There weren't any camping sites.
- Was there a fisherman's lodge?
Yes, there was.
- Were there trails and waterfalls?
Yes, there were.

Key Expressions

Fit the bill: satisfy expectations



Lesson 1

Vacation Time

Planning

Learning Goals	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to learn basic vocabulary about free time activities and venues and grammar structures so that they can exchange information about vacation activities in the past.	<ul style="list-style-type: none"> Identifies the gist of a recording by associating it to the corresponding picture. Identifies specific details from a recording by completing sentences and following the audio script. Describes places. Describes vacation and leisure activities. 	<p>Structures <i>There + be</i> to express existence in the past. Past Progressive to describe durative vacation activities which were occurring at a certain time or for some time in the past.</p> <p>Vocabulary ride, hike, swim, relax, exercise, camp, fish, bike, beach, yacht, lake, nature, tent, forest, trail, waterfall, tour, park, camping site, swimming pool, gym, sleep, take pictures, trip, activities</p>	<ul style="list-style-type: none"> Learning new words by playing with them Associating words with pictures

▶ WARM UP (books closed)

Show students pictures of famous vacation destinations you think they might know something about. Ask students words that describe these places. Give them some vocabulary so that they match certain activities such as camping or swimming with vacation destinations. Have an opinion poll with the students in order to determine the activities they are more familiar with or the activities they like doing on vacation.

▶ PRESENTATION 1





1. Complete the following brochures with the corresponding words. Use the pictures as clues.

Tell students to look at the pictures and read the information below each one of them. Then draw their attention to the words that are illustrated with pictures. Make sure they understand what those words mean by asking them to mime the actions. Then say the words and ask them to repeat, correcting pronunciation mistakes.

After that, ask them to say where they would do such or such activity, for example: *swim: beach resort; ride: nature trails*. Finally, ask them to work individually to match the words with the vacation venues. Check answers as a whole class.

After that, refer students to the Vocabulary Strategy. Ask someone to read it and explain to the class what he or she understands. Propose to continue playing something like hangman, miming or any other game.

▶ PRESENTATION 2

2. Listen and select the picture that best matches the conversation. Then listen again to complete the grammar chart.     Track 15

Initially, ask students what words related to vacation and recreational venues they would expect in the audio by looking at the pictures. Then have them listen to gain a general understanding of the audio. Next, tell them they are going to listen to the same text again, but **this time they are supposed to direct their attention to specific details about the resort such as the existence of trails, waterfalls, a gym or a swimming pool**. You may play the audio and model the first idea for the class. Then have students listen to the rest of the audio again so that they decide which is the vacation destination being described.

Once students select the advertisement corresponding to the description, elicit some of the ideas and write them on the board so that students have a head start when completing the grammar chart. Play the audio several times so that students can complete the sentences in the Reflect on Grammar chart. Check everybody has completed it correctly. Repeat the audio once more if necessary. Explain the use of *there was/there were*, and ask them to go to exercise 3 to apply it and see if they actually understood.

3. Read and complete this brochure using *there was/were*.     **Track 16**

Tell students to look at the *Nature Trails* brochure, another vacation destination. Ask why they think it is called *Nature Trails* and if they would like to go there on vacation. Have them read the text and tell you what they think the recreational park has. Clarify that the text describes what the place used to be like and ask them to use the structure *there was/were* to complete the paragraph. Then have them complete the paragraph and read their answers. **After that, have your students listen to the recording to confirm their answers. Solve any possible sources of confusion.**

 **PRESENTATION 3**

4. Listen and match each person with the picture described. Then complete the grammar chart below.     **Track 17**

Have student describe the four pictures by using *there is/there are* or *there was/were*, telling them these pictures depict past vacations. Tell them to save their information for later. Divide the listening task between student A and B. Student A will listen for the picture description and student B will pay attention to the reasons people had for sharing that particular picture.

Play the audio several times so students have time to refine their answers and share them.

Still paired up, have students complete the Reflection on Grammar chart by listening to the narrative again.

Give some extra examples of actions in the Past Progressive form so that students have a better idea of this particular tense. You may think of further practice activities such as unscrambling sentences or completing a cloze text.

Explain to the students that this form is used when narrating what people were doing at the specific moment of the picture or over a period of time: *I was setting up the tent.* *Mark was riding his bike the whole time* (among other uses).

5. Complete this phone call between Peter and grandma about his family vacation.

    **Track 18**

Have students read the exercise silently. Ask them the Past Progressive forms of the verbs for the paragraph. Have students complete the assignment. **Then call on several pairs to role-play the dialog for the class.**

Ask students to say which sentences mention something about a specific moment and which about a whole period of time.

Project Stage 1   

First, help students select their classmates for the project. Then help them focus on ideas about a vacation narrative. Suggest ways to formulate their ideas. Encourage students to come forward with specific information about the story. Have students select the best stories based on the facts that make them really interesting.



3. Read and complete this brochure using there was/were.

Nature Trails is a recreational park that is changing for its visitors. **There was** a swimming pool and **there were** houses in the past. These days the park offers a different view. For instance, there is a gym where **there was** a tall building some years ago. **There were** not any camping sites in the past. Today there are clean waterfalls, safe camping areas and great hiking trails. It is located very close to the small town of Altoona.

4. Listen and match each person with the picture described. Then complete the grammar chart below.



1. Antonio 2. Lucy 3. Mark 4. Jeff



Key Expressions

I'm kidding you: I'm not being serious

Reflect on Grammar

Past Progressive

Affirmative: Sub + **was/were** + verb + ING

Mark **was riding his bike all the time.**

His parents **were hiking.**

Negative: Sub + **wasn't/weren't** + verb + ING

Lucy **wasn't relaxing in the yacht.**

Her brothers **weren't doing anything.**

Interrogative: **Was/were** + Sub + verb + ING?

Was Antonio **camping in the forest** ?

Yes, he was.

Were Lucy's parents **exercising on the beach** ?

Yes, they were.

5. Complete this phone call between Peter and grandma about his family vacation.

Peter: Hello, grandma! This is Peter. I am calling you from Orlando.

Grandma: Hello, Peter. How was your trip to Disney World?

Peter: Great! We arrived at the hotel this morning; there were many attractions. I went straight to the pool. I (swim) **was swimming** (a) most of the time.

Grandma: It is not surprising to me that you decided to swim all the time, you have always loved the pool. What about your parents?

Peter: My parents were tired and went to bed. They (sleep) **were sleeping** (b) all morning.

Grandma: I am sure they were exhausted after that long trip. And how is your sister?

Peter: My sister had her new camera with her, so she (take) **was taking** (c) pictures all over the place. When you phoned this afternoon, we (tour) **were touring** (d) the hotel, so we (answer) **were answering** (e) the phone in our room at that moment. Mom (pick up) **was picking up** (f) the phone when you hung up.

Grandma: Don't worry. I understand you are full of fun activities to do. I hope you continue to have a great time.

Peter: All right! I'll call you tomorrow and let you know how this trip goes on. Bye, grandma.

Grandma: Bye, grandson.



Project Stage 1

- Get into groups. Think of a vacation experience each one of you remembers well.
- Tell your story to your classmates and select the most interesting one.

E.g. *When I was little, once we went to the beach. There was a hut and there were many giant umbrellas.*



Extreme Vacation



1. Label the pictures. Use the Word Bank. Then Listen to Antonio's narration and number the events chronologically.



wait for the doctor slip and fall crash into a tree put a cast on climb a rock

Word Bank

- a. climb a rock
- b. crash into a tree
- c. wait for the doctor
- d. slip and fall
- e. put a cast on



2. Listen again and match the sentence with the sequence connector used in the audio.

- | | | |
|--------------------------------------|--------------------------------|------------------------|
| a. The paramedics arrived | <input type="text" value="4"/> | 1. After that |
| b. We walked to the base of the rock | <input type="text" value="2"/> | 2. First |
| c. I slipped and fell | <input type="text" value="5"/> | 3. Finally |
| d. They took me to the hospital | <input type="text" value="3"/> | 4. A few minutes later |
| e. I crashed into a tree | <input type="text" value="1"/> | 5. Then |

Listening Strategy

Pay attention to sequence connectors to determine the order of events.



3. Summarize Antonio's narration. Use sequence connectors.

Then , when we were really high up, I slipped and fell. At that moment my sister was trying to get hold of me but I dragged her down.

Finally , they took me to the hospital, so here I am waiting for the doctor to see if it is OK now.

First , we walked to the base of the rock and started climbing.



4. Listen to Antonio's story again and complete the sentences. Use the Word Bank. Then complete the grammar chart on the next page.

- a. When we were really high up, I slipped and fell.
- b. I broke my arm when I crashed into a tree.
- c. When the paramedics arrived, I was shaking.
- d. I was falling while my sister was trying to get hold of me.

Word Bank

- while
- when



Lesson 2

Extreme Vacation


Planning

Learning Goals	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to share a personal narrative about a vacation event, providing specific details about the event mentioned.	<ul style="list-style-type: none"> Connects events in a narrative using connectors of sequence. Narrates a story using conjunctions of time. Summarizes a story. 	<p>Structures Time conjunctions <i>when</i> and <i>while</i></p> <p>Sequence connectors at the beginning, later, after that, at that moment</p> <p>Vocabulary climb, crash, slip, fall, cast, high up, get hold, break, drag down, shake, paramedics</p>	<ul style="list-style-type: none"> Listening for specific words


WARM UP (books closed)

Bring pictures of verbs that are used to describe accidents such as: *fall, crash, hit, break, slip*. Have students help you create a short story with these verbs

PRESENTATION 1

1. Label the pictures. Use the Word Bank. Then Listen to Antonio's narration and number the events chronologically.  *Track 19*

Have students look at the pictures. Elicit some of the actions in the pictures. Have them predict which phrase goes with which picture. **Then ask them to listen to the narration with their books closed.** After that, have them open their books, listen again and match the pictures with the phrases in the Word Bank. Then check their answers.

2. Listen again and match the sentence with the sequence connector used in the audio.  *Track 20*

Have students listen to the audio again so that this time they match the connector of sequence with the corresponding activity. Refer them to the Listening Strategy. Tell students that a narrative has a beginning, middle and end, which are signaled using certain words. Show students some examples. You may use some everyday life examples to guide students into selecting the best connectors for narratives.

PRACTICE 1

3. Summarize Antonio's narration. Use sequence connectors.

Ask students to listen to Antonio's narration again and write it down as a whole paragraph. Then have them see how the beginning, the middle and the end of the story are signaled by using sequence connectors. Finally, have them use a sequence connector for each sentence in the book so that they realize which one summarizes which part of the narrative's macrostructure.

PRESENTATION 2

4. Listen to Antonio's story again and complete the sentences. Use the Word Bank. Then complete the grammar chart on the next page.

Track 21

Regarding the narrative's microstructure, it is necessary that students realize that sentences also need to be somehow linked to make up a coherent whole.

Have students listen to the story again and focus on the use of *when* and *while* in the case of the sentences in the book. Have them fill in the blanks. Ask them what the difference might be. Have them write down their hypotheses for later reference. Then ask them to go and fill in the Reflect on Grammar chart based on the sentences in the audio. Discuss their answers and provide some other examples of the use of *when* and *while*. Make sure they understand that *when* is used to establish some sort of interruption of an event and *while* to talk about parallel actions.

PRACTICE 2

5. Complete Antonio's account of his story.

Once they complete the Reflect on Grammar chart, tell students to work on the paragraph that follows. This is a very important step in order to put into practice what they have just learned. You may ask some questions to check comprehension using the connectors. Make sure they understand why they must use either *when* or *while* plus the corresponding second sentence in each microstructure (if needed), and/or sequence connectors, as in the case of sentence e.

6. Talk to a partner about a mishap. Use sequence connectors, the past tenses and time conjunctions

For students to have the opportunity to do extra practice, you may ask them to plan their dialogs before they get together to share them.

Dialog plans must reflect the appropriate use of conjunctions and connectors of sequence, that is, to have an appropriate macrostructure as well as an adequate microstructure.

Once students get in pairs, monitor to encourage the use of English in their stories. Listen to the students and rephrase what they say using conjunctions and discourse markers to connect ideas. You may also help students clarify whether the actions they are talking about are more appropriate to either Simple Past or Past Progressive.

Project Stage 2

You need to begin by reviewing the first stage of the project. Once students have decided on a particular narrative, they need to determine a time frame so that their story has coherence and cohesion. This is a good opportunity for the teacher to circulate among the groups to help them interact in English. Students need to pay close attention to the sequence of events in their narrative.

Reflect on Grammar

Use conjunctions to join two sentences.



The accident happened **when** we started climbing a rock.

I was shaking **when** the paramedics arrived.

Use "when" when one action follows the next one almost immediately or when an action is happening for a longer period of time and another one happens and "interrupts" it.



I was falling **while** my sister was trying to get hold of me.

Use "while" when two durative actions occur in a parallel way.

Sequence connectors

Use sequence connectors to show chronological order.

Beginning

• **first**

• _____

Middle

• **then**

• **a few minutes later**

• _____

End

• **finally**

• _____

5. Complete Antonio's account of his story.

It was a sunny morning on the last day of my camping trip. The accident happened **when we started climbing a rock** (a). We were really high up **when** (b) I slipped and fell. I was falling **while my sister was trying to get hold of me** (c). I dragged her down with me. I broke my arm **when** (d) I crashed into a tree; my sister was fine and called 911. **A few minutes later** (e) the paramedics arrived. I was in pain all that night. The next day I felt much better, and the doctors sent me home. I will need some physiotherapy for a few weeks.

6. Talk to a partner about a mishap. Use sequence connectors, the past tenses and time conjunctions.



At the beginning...
while...
At that moment...
when...
After that...
At the end...

First...
when...
Then...
while...
Later...
Finally...



Project Stage 2

- Write the first draft of your group's vacation narrative. Think of relating the key events in the story within a time frame.
- Use sequence connectors and time conjunctions to link the events in the narrative.

E.g. *We were relaxing at the beach when we saw some people run to the water.*



Lesson 3

Adventure Tales

Word Bank

- barbed-wire fence
- trail
- town
- waterfall

1. Locate the following places in these pictures.



2. Read the text and identify the meaning of the words in red.

A group of school students took a tour of a natural park for their summer vacation. The tour guide knew the trails of the **region** very well. In the afternoon, he invited the school kids to join him in an **adventurous** hike to a waterfall. The kids' screams of excitement did not let the guide finish his instructions on how to begin the trail and continue the climb to the waterfall. Some kids walked really fast when they reached a barbed-wire fence. One girl had a cut on her arm, so a teacher had to go back to the town with this girl to see a doctor. Then two other students took a **shortcut** and ended up **lost**, so the guide cancelled the trip to the waterfall to start the

search along with the local police for these two students. In the evening, the authorities were looking for the two students while the group was walking back to the hotel. Three hours later, while the group was watching a video of the waterfall, the phone rang. They had found the missing students. The police officers were searching for the kids while they were trying to set up a tent in the forest; it was midnight. They were fine, yet both were tired and scared.

Reading Strategy

Use words with similar meanings to demonstrate comprehension.

Reading Strategy

Recombine your knowledge of vocabulary and grammar to identify details in the text.

a. **Region** means:

1. area
 2. city
 3. park

b. **Adventurous** means:

1. audacious
 2. timid
 3. generous

c. **Shortcut** means:

1. road
 2. trail
 3. shorter route

d. **Lost** means:

1. found the way
 2. missed the way
 3. on the way

e. **Search** means:

1. exploration
 2. lose
 3. call

f. **Scared** means:

1. happy
 2. sad
 3. frightened

3. Answer the following questions about the sequence of events in the story.

a. What happened when some kids walked very fast?

They reached a barbed-wire fence.

b. What happened when two students took a shortcut?

They ended up lost.

c. What were the authorities doing while the group was walking back to the hotel?

The authorities were looking for the missing students.

d. What was the group doing when the phone rang?

The group was watching a video of the waterfall.

e. What were the missing students doing while the police were searching for them?

They were trying to set up a tent.



Lesson 3

Adventure Tales

Planning

Goals	Indicators	Vocabulary and Structures	Strategies
<p>This lesson will enable students to develop their reading comprehension by identifying words with similar meanings.</p> <p>Students will be able to write a narrative divided into its main components: beginning, middle and end.</p>	<ul style="list-style-type: none"> Works out meaning from context and establishes semantic similarity with synonyms. Identifies details in a narrative text. Identifies details in a sequence of events through a set of <i>wh-questions</i>. Summarizes a story using synonyms. 	<p>Vocabulary</p> <p>region, shortcut, search, lost, adventurous, search, scared, tour guide, join, screams of excitement, barbed-wire fence, cut, waterfall, look for, walk, watch, rang, missing, found, search, try, fine, tired</p>	<ul style="list-style-type: none"> Recombining knowledge of grammar and vocabulary to aid reading comprehension Using words with similar meaning to demonstrate comprehension Mapping the events of a story into a narrative map in terms of beginning, middle and end Summarizing with paraphrases Mapping events in a story

▶ WARM UP

Have students write down a series of four or five words. Tell them that in each series there should be two words that are synonymous. Give them one example. Then have them work individually. At the end of the dictation have students share their answers. Clarify any doubts regarding their choice of words. **Make sure you include words that have appeared in the previous lessons and words that will be part of the reading.**

▶ Pre-Reading

1. Locate the following places in these pictures.

Have students match the words with the pictures by placing a number in each circle. **Make sure they understand these words as they are central for comprehension of the reading. Tell them to predict what the reading will be about, connecting the words corresponding to the pictures into a possible story.**

▶ While-Reading

2. Read the text and identify the meaning of the words in red. Track 22

Students do a first reading paying attention to the words in red. **This activity is intended to help students exploit the context to understand better and to be able to express their meaning in English.** Sometimes they may require a dictionary to look up the meanings of certain words, but at other times they may work with word associations. **You may ask students for the meaning of the entire sentence associated with the synonym they chose so that they actually exploit**

the context. Tell students to solve the vocabulary activity and discuss the reasons for their answers.

▶ Post-Reading

3. Answer the following questions about the sequence of events in the story.

Have students go back to the reading and establish the events in the story. Have them number the events. Discuss with them the order of the events and have them describe the sequence. You may encourage them to use *when* and *while* as well as other sequence words in order to piece together the narrative. Then tell them to solve the questions. If students are interested in drawing, you can ask them to illustrate the story. You may also ask them for the possible reasons students might have gotten confused about the order.

Work with students to rephrase the content of the story to check both their understanding and establishing the sequence of events.

Tell students to go back to the vocabulary activity in the reading. Have them look at the synonyms that match the red words from the reading. Tell them to complete the paragraph using some of the words.

4. Use synonyms to complete the summary of the reading in a few ideas.

Tell students to go back to the vocabulary activity in the reading. Have them look at the synonyms that matched the red words from the reading. Tell them to complete the paragraph using some of the words.

► Pre-Writing

5. The two students gave their report to the police. Unscramble their report to determine the beginning (B), middle (M), and end (E) of their personal narrative.

Before they solve activity 5, students have to go back to the reading. They will establish the parts of the narrative in terms of its beginning, middle and end. Then have them read the students' account of the event so that they organize it according to the structure of a narrative. Tell students to pay attention to the conjunctions *when* and *while*.

► EXTRA IDEAS

Jigsaw Reading

Bring some sample narratives divided in three parts: beginning, middle and end. Tell students that each group will have a part of the story. Once they are familiar with their part, they circulate among other groups so that they are able to piece the story together. This is a highly collaborative project, so it requires careful preparation and commitment on part of both teachers and students. Students will reconvene as a group for instructions on this particular activity. Then they will be paired up to share a particular narrative using the language clues suggested in the book.

► While-Writing

Have students think of a narrative of an everyday event. Tell them to frame it into a beginning, middle and end. You can tell them, for instance, to think of their every day journey to school or a weekend activity.

Tell students to add a complication to their narrative so that it becomes unusual and worth narrating.

6. Look at the following pictures of a travel mishap. Fill in the blanks to complete it. Then follow the model to write, in your own words, a personal narrative. **L V**

Have students order the pictures from 1 to 3 according to a narrative text with a beginning, middle and end. Students will tell the story in their own words. Make sure you provide key vocabulary that will appear in the text. Next have students complete their written texts. Once they are finished, have some students read their paragraphs so that the rest of their classmates confirm or discard their versions.

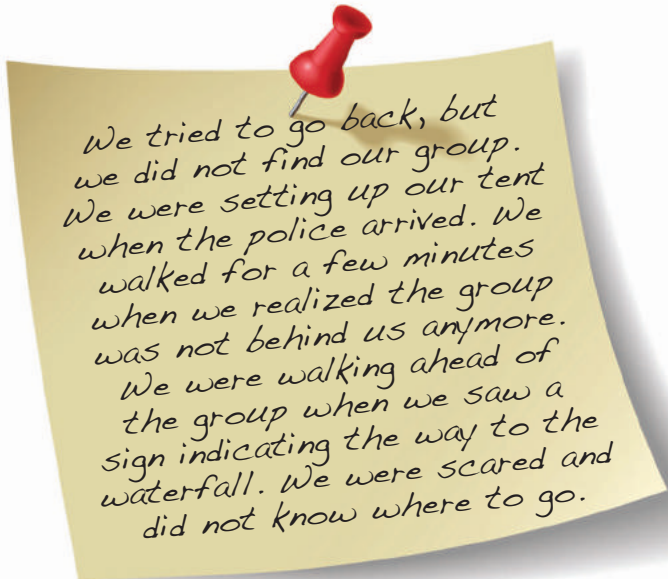
Project Stage 3 **L I K**

The exercise above is a very good lead in for this stage of the project. Make sure students know their stories. At this point, you may tell the group to divide their assignment into the parts of the narrative so that each member gets to read either the beginning, the middle or the end of the story.

4. Use synonyms to complete the summary of the reading in a few ideas.

A group of students toured a(n) area (a) of a natural park. They were in an audacious (b) hike when two students took a(n) shorter route (c) and missed the way (d) in the forest. Police officers started an exploration (e) to find the two students. The police found the students later that night. They were frightened (f).

5. The two students gave their report to the police. Unscramble their report to determine the beginning (B), middle (M), and end (E) of their personal narrative.



(B) We were walking ahead of the group when we saw a sign indicating the way to the waterfall.

(M) We walked for a few minutes when we realized the group was not behind us anymore. We tried to go back, but did not find our group. We were scared and did not know where to go.

(E) We were setting up our tent when the police arrived.

6. Look at the following pictures of a travel mishap. Fill in the blanks to complete it. Then follow the model to write, in your own words, a personal narration.



Writing Strategy

Map the events in a narrative to a story map.
Beginning: setting
Middle: conflict/problem
End: resolution

Beginning

One morning my friend and I (swim) were swimming (a) in a lake when he (get) got (b) a cramp in a leg, so he didn't feel well.

Middle

I (ask) asked (c) for help when he (can) could n't (d) swim any more. We (sit) sat (e) at the shore when our coach (arrive) arrived (f).

End

Fortunately, he (massage) massaged (g) his leg and he (get) got (h) well soon. That afternoon my friend and I (not swim) didn't swim (i) anymore and we (go) went (j) back home.

Project Stage 3

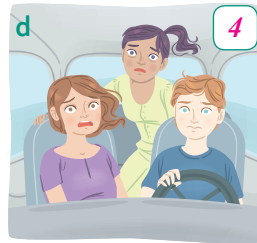
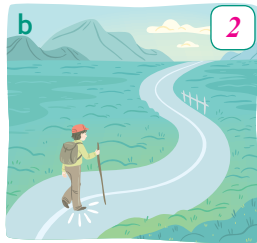
- Review your narrative and make sure your ideas reflect the elements of the story map.
- Present your narrative to your classmates.



Lesson 4

Traveling Mishaps

1. Look at the pictures and read the expressions in the Word Bank. Write the number of the expression under the corresponding picture.



Word Bank

- 1. To have itchy feet
- 2. To hit the road
- 3. To live out of a suitcase
- 4. To be a Sunday driver
- 5. To hit the pedal to the metal



2. Now listen to a short conversation and write the idioms in front of their definitions.

- a. to enjoy traveling to live out of a suitcase
- b. to be an inexperienced driver to be a Sunday driver
- c. to go fast when driving a vehicle to hit the pedal to the metal
- d. to begin a trip or travel to hit the road
- e. to be ready to travel to have itchy feet

3. Read and fill in the gaps with idioms from the previous exercise.

Conversation 1

Mark: What were you doing yesterday morning?
Jeff: I was taking my driving lessons. I think I'm ready.
Mark: That's what you think. You are now a Sunday driver. It takes time to be able to hit the pedal to the metal.

Conversation 2

Antonio: School is over. I'm ready to to hit the road.
Mark: Really? Where are you going?
Antonio: I don't know yet. But you know I have itchy feet.

4. Get in pairs and share how you feel about traveling. Use the idioms from this lesson.



Reflect on Values

	Always	Sometimes	Never
■ I value other people's life experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I feel sympathy for other people's misfortunes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am willing to share personal experiences.	<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

Traveling Mishaps

Planning

Learning Goals	Indicators	Vocabulary and Structures	Strategies
This lesson will enable students to use daily idiomatic expressions related to traveling in their own dialogues and give oral presentations.	<ul style="list-style-type: none"> Identifies the meaning of idioms. Uses idioms in daily conversations. Gives an oral presentation. Evaluates cooperative work. 	Vocabulary <i>to have itchy feet</i> <i>to hit the road</i> <i>to live out of a suitcase</i> <i>to be a Sunday driver</i> <i>to hit the pedal to the metal</i>	<ul style="list-style-type: none"> Associating new expressions to images



▶ WARM UP (books closed)

Make an opinion poll on people's ideas about traveling. Ask students if they like traveling and how frequently they do it. You may also ask them about drivers in their cities.

▶ PRESENTATION

1. Look at the pictures and read the expressions in the Word Bank. Write the number of the expression under the corresponding picture.

Ask students to describe the pictures. Have them guess what sort of idiomatic expression they suggest. Have students read the idiomatic expressions and their meanings. Ask them about some of the individual word meanings and try to match the definition with the idiom by inferring their meaning. Then play the audio and have them confirm or correct their ideas.

2. Now listen to a short conversation and write the idioms in front of their definitions.  

Ask students about the conversation in order to confirm they understood the idioms. Have students tell you what each one of the participants said in the conversations. You may even write their ideas on the board.

▶ PRACTICE

3. Read and fill in the gaps with idioms from the previous exercise.

Have students read the dialogs and determine the most suitable idiom. Discuss their answers. Have them role-play the conversations. Tell them that it is preparation for the following activities in which they will have to create their own conversations.

4. Get in pairs and share how you feel about traveling. Use the idioms from this lesson.



Have students get together in pairs to prepare an everyday life situation in which they can use the idioms learned in the unit. List the situations and give them prompts to start possible dialogs. Encourage them to rehearse the situation before they do it in front of the class.

▶ Reflect on Values

This is a good moment to look at some contents from the perspective of values. You may show students situations where people show their solidarity with those who are having problems with their trips or travel arrangements.

Take each statement. Make sure they know what each one of them means. Give them an example of an everyday life situation in which they see the idea in practice. Ask them to provide you with some similar examples.

Gap Activity

The purpose of the activity is for the students to talk about vacation activities based on some pictures they describe to their partners. Students did similar activities but on different days. Give students an example of the type of language they will be using to exchange their ideas.

▶ EXTRA IDEAS

Search the Internet for story arts or story telling links that will give you interesting ideas for your class.

Share Your Project

1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1 the most important to 5 the least. Be ready to support your answers.

Tell students that group work is fundamental for learning. Tell them that the idea of the exercise is to learn from each other and the experience of working together. The activity is not intended to make people feel bad or create any animosity. Have them complete the activities individually and then share their answers with their partners. You can first have students talk about their agreements or disagreements. Then you can add up their scores to see if there is some sort of tendency in students rating the items. This information can be used for future class projects in which there is cooperative work.

2. Read the definition of personal narratives.

Then answer true (T) or false (F) accordingly.

  Track 24

Read a personal narrative in front of the class. Have students establish the structure in terms of the beginning, middle and end of the narrative. Ask them what each part of the story is about. Then tell them to read the short paragraph and complete the exercise. It is important to remind students about the texts they will be asked to produce in order to advance in their proficiency. One of these texts is a narrative. This genre may include: anecdotes, personal experiences, short stories and even jokes.

The oral production standards for the B1 level in the Common European Framework require from students the ability to narrate short stories using some connectors.

Share Your Project

1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1 the most important to 5 the least. Be ready to support your answers.

participate actively help one another do the activities
listen to others take on responsibilities

Answers may vary.



2. Read the definition of personal narratives. Then answer true (T) or false (F) accordingly.

A personal narrative is a story connected through a series of events. It has three parts: beginning, middle, and end. The beginning contains the starting events followed by a problem or complicating situation in the middle. The end has the solution to the problem or the resolution of the complicating situation.

- A personal narrative has a series of unrelated events. (F)
- A personal narrative generally has four parts. (F)
- The beginning contains a complicating situation. (F)
- The middle has the solution to the problem. (F)
- The end of the narrative has a solution to the story. (T)

3. Share your personal narrative.

- ▶ Make sure your story is about a personal experience.
- ▶ Clearly determine the beginning, middle and end of the story.
- ▶ Review the use of time markers to show the sequence of events.



Give your Presentation

- Present your personal narrative.
- Support it with appropriate visual aids.
- Don't forget to use sequence connectors and time conjunctions.
- Ask questions to your classmates to see if they understand what you are saying.

Useful Expressions

- This happened to me when... Then...
- When I was... The next day/morning...
- That day/that night... In the morning/in the afternoon...
- I was... while...



Game

Travel and Adventure Trivia

Make groups of three and play.

- You need a dice, your book and teamwork spirit.
- Advance and answer the question in each square. Pick up the points if your answer is right.

ACTIVITY

PLACES

DESCRIPTIONS

FAMOUS LOCATIONS



10

What can you do here?



10

What place is this?



10

How many bikers are there in the picture?



10

Where can you see these two characters?



20

What activity can you do here that requires a boat?



20

What is this?



20

Describe the picture as accurately as possible.



20

In what famous park you can find yogi bears?



30

What is this sport called?



30

What place does this sign lead you to?



30

Ask two questions about this picture.



30

Where is Niagara Falls?



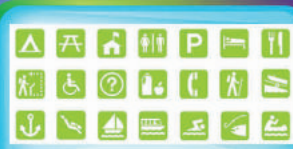
40

What sport is Michael Phelps really famous in?



40

What place does this sign show?



40

Mention two of the places displayed in these park signs.



40

What are Erie, Huron, Superior, Michigan and Ontario?



BONUS

50

What activity do tourists do all the time?



BONUS

50

What place did Robin Hood live in?



BONUS

50

Describe one park in your region or country.




BONUS

50

What is Serengeti?

Travel and Adventure Trivia

Have students describe the pictures on the board game. Provide vocabulary for students to practice and a few sample questions and answers in order to clarify the outcomes of the tasks. 

ACTIVITY	PLACES	DESCRIPTIONS	FAMOUS LOCATIONS
10	10	10	10
Swim	A trail	Four	At Disneyworld
20	20	20	20
Sailing	A barbed-wire fence	There are many people on the beach. Some people are swimming.	In Yosemite, USA.
30	30	20	30
Parkour (free jumping from wall to wall in a fluid way)	A waterfall	Is there a boat on the lake? Are there people?	In Canada
40	40	40	40
In swimming	A camping site	There is a camping area. There is a parking lot.	They are lakes.
BONUS	BONUS	BONUS	BONUS
50	50	50	50
Sightseeing	In a forest	Answers may vary.	A National Park in Tanzania.

Quiz Time

Tell students that the quiz is a moment for them to think about how much they have learned. It is also a moment to think of possible re-teaching activities in order to clarify possible doubts. **L M**

1. Use *there was/were* to complete the following dialogs.

Tell students to read the questions (on the left) and the possible answers (on the right) so that they can anticipate the content of each sentence and are able to write complete sentences in affirmative, negative or interrogative form using *there was/were*.

Self-Evaluation **L**

Have students read the Self-Evaluation chart. Tell them to complete it and share the answers with their classmates based on their performance during the unit and the Quiz Time. Tell students to go back to their notebooks and activity books so that they can confirm how well they have achieved the unit goals. Once students are finished, elicit some of their ideas and have them exemplify the descriptors.

2. Listen to a personal narrative about a travel mishap. **Track 25**

Then check the option that best completes each statement.

Tell students to read the *wh-questions* with all the possible answers so that they anticipate the content of the listening exercise. You can also remind students to pay attention to the information that each one of the *wh-questions* requires. Remind students that one of the standards in the unit has to do with determining specific information in a text, based on information questions such as *where, when, who* or *why*.

3. Complete the paragraph sentences using the Simple Past tense or the Past Progressive tense.

Remind students about the use of the Simple Past Vs. the Past Progressive and the type of actions expressed by each tense. Show them again the emphasis on interrupted actions using *when* or parallel events using *while*.

Glossary

Have students read the Glossary. Tell them to pay attention to specific elements in each definition. For example, *they need to pay attention if 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. **L**

Quiz Time



1. Use there was/were to complete the following dialogs.

a. Jeff: <u>Was there a swimming pool at the hotel?</u> ?	Lucy: Yes, there was a swimming pool at the hotel.
b. Mark: <u>Were there any tours?</u> ?	Lucy: No, there weren't. We did not have tours.
c. Antonio: Was there a lake at the hotel?	Mark: Yes, <u>there was a lake at the hotel</u> .
d. Lucy: Were there many tourists on the beach?	Jeff: No, <u>there weren't many tourists on the beach.</u>
e. Mark: <u>Were there some waterfalls at the park?</u> ?	Jeff: Yes, there were some waterfalls at the park.



2. Listen to a personal narrative about a travel mishap. Then check the option that best completes each statement.

- a. Where did the family travel for vacation?
- 1. To Jamaica
 - 2. To Barbados
 - 3. To Panama
- b. What were the kids doing while the parents were at the pool?
- 1. The kids were playing in the room.
 - 2. The kids were riding their bikes.
 - 3. The kids were touring the hotel
- c. What were the children doing when a woman screamed?
- 1. They were showering.
 - 2. They were playing videogames.
 - 3. They were running around.
- d. What happened when the woman was making her bed?
- 1. A snake came out of a pillow.
 - 2. A snake slid down her sheets.
 - 3. A snake was crawling on the bathroom floor.

3. Complete the paragraph sentences using the Simple Past tense or the Past Progressive tense.

I was on vacation in Florida when I fell (a) and hurt my elbow. I did not go to the hospital, and my elbow got (b) bigger. My parents took (c) me to the hospital when they saw (d) me in pain. I sat in bed while my brothers and sisters were playing (e) on the beach.

Self-Evaluation

Now I can...

- Talk about travel destinations and experiences.
- Narrate past events.
- Show the sequence of events in a personal narrative.
- Write a personal narrative.

Very Well

OK

A Little

Glossary

A-E

adventurous: **adj.** willing to take risks (syn. bold, daring). *The explorer lived an adventurous life.*

barbed-wire fence: **n.** fence with points intended to give protection.



camp: **v.** to set up a tent to sleep outdoors. *We camped out last night.*

drag: **v.** to pull something with force (syn. pull, haul). *She dragged you to the floor when the fight began.*

excursion: **n.** a journey people usually take for pleasure, a short trip.



exotic: **adj.** strange but appealing (syn. foreign, unusual, ant. native). *There were exotic flowers in her garden.*

F-J

forest: **n.** an area of land covered with trees and bushes (syn. grove, wood).

gymnasium: **n.** place where people do exercise to keep fit.

hike: **v.** to take a long walk in the countryside for recreational purposes. *They hiked in the wilderness.*



hurt: **v.** to cause physical pain or injure (syn. wound). *He hurt his knee in the accident.*



K-O

lake: **n.** an area of water surrounded by land. It usually contains fresh water.

physiotherapy: **n.** the use of exercise to treat physical illnesses.



relax: **v.** to become less active; to decrease one's activities to a lesser level (syn. loosen, ease, ant. tighten, tense).

ride: **v.** to travel on and control a vehicle, animal or bike.

search: **v.** to look into, to explore by examining (syn. investigate, inspect).

slip: **v.** to fall by sliding quickly or accidentally.

sorround: **v.** to be all around, to enclose in all ways (syn. encircle).

tent: **n.** a shelter made of cloth or plastic.

tour: **v.** to visit places, to go sightseeing.

waterfall: **n.** water falling from high places.



shortcut: **n.** a shorter route to a destination.

yacht: **n.** a large, private boat.

Colloquial Expressions

To hit the road: to begin a trip or travel.

To hit the pedal to the metal: to go fast when driving a vehicle.

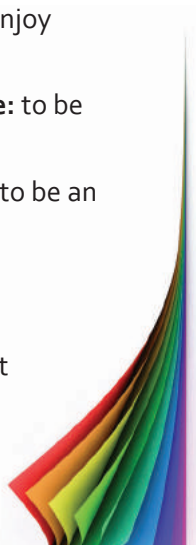
To have itchy feet: to enjoy traveling.

To live out of a suitcase: to be ready to travel.

To be a Sunday driver: to be an inexperienced driver.

To fit the bill: to satisfy expectations.

I'm kidding you: I'm not being serious.





Unit 2

Glossary Activities

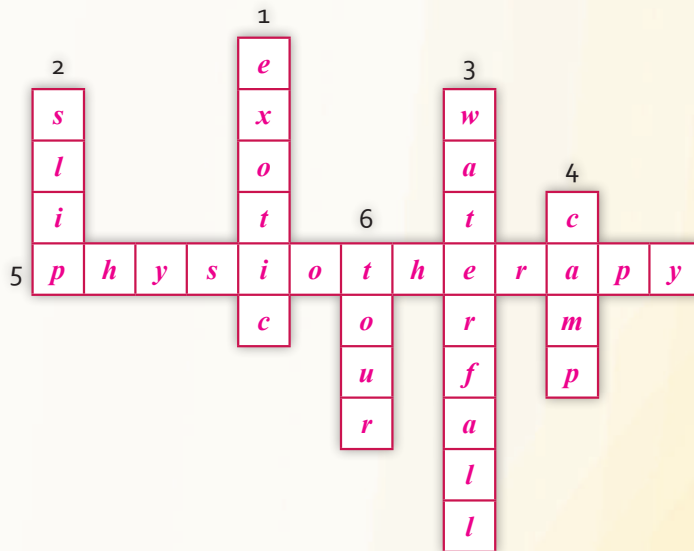
1. Solve the crossword puzzle.

Across

- 5. the use of exercise to treat physical illness

Down

- 1. strange but appealing
- 2. fall by sliding down or accidentally
- 3. water falling down from high places
- 4. to set up a tent to sleep outdoors
- 6. to visit places as a tourist



2. Write the words that match the definitions.

- a. area of water surrounded by land
- b. to be all around
- c. an alternative, shorter route to a destination
- d. a fence with sharp points for protection
- e. to cause physical pain or injure

- _____ *lake* _____
- _____ *surround* _____
- _____ *shortcut* _____
- _____ *barbed-wire fence* _____
- _____ *hurt* _____

3. Complete the following paragraph with the words from the glossary that match the following definitions.

- a. A shelter made of cloth or plastic
- b. A journey people usually make for pleasure
- c. To fall by sliding quickly or accidentally
- d. To have a long walk in the countryside for recreational purposes
- e. To pull something with force




The local scout boys and girls organized an excursion (a) into the forest. They did not take any transportation, so they decided to hike (b) to the place where they set up their tent (c). Some scouts were climbing a tree when one of them slipped (d) and dragged (e) some other with her. Fortunately, nothing serious happened.





Unit 2

Test Training A

Tell students that part of their studies in English is to prepare themselves to take English tests in order to show how much they have learned. These tests have some questions about the language skills (listening, speaking, reading and writing) and also look at their knowledge of grammar and vocabulary. Tell students that this preparation requires students to become familiar with the types of activities in which they will demonstrate their knowledge. Show students the parts of the test. Tell them how they are supposed to answer to each one of the test sections. 

Listening

Listen to a short conversation twice. There are five questions. For questions 1-5, check (✓) the right answer.  *Track 26*

Tell students to pay attention to the content of the activity. They need to be aware of what they are listening out for: a place, a person, an object or even a quantity.

Test Training A

Listening

Listen to a short conversation twice. There are five questions. For questions 1-5, check (✓) the right answer.

Example:

6. The woman went on vacation to a historic



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

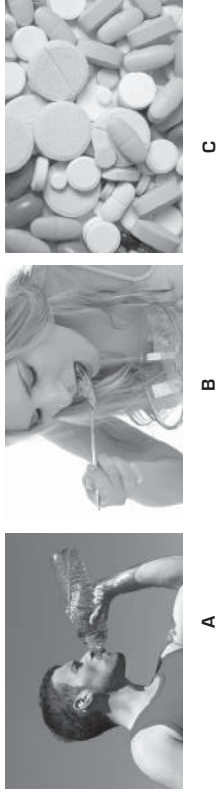
1. The town was located in



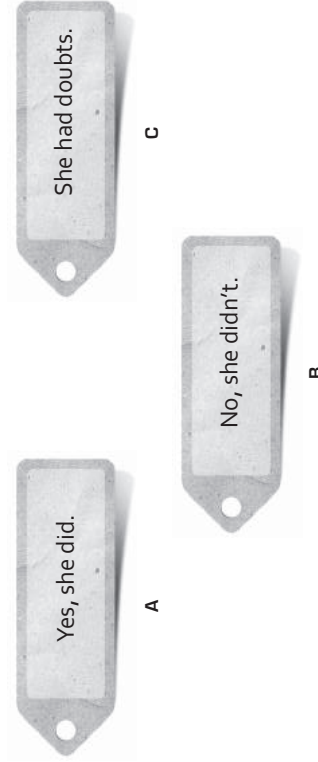
2. She visited a local



3. The famous invention of the town inventor was a



4. Did the woman try it?



5. The woman bought



Reading

Read the text below. Select the correct form of the verb for each space. Mark the best option (A, B, C) for each space.

Last summer I (6) was enjoying my holidays when my father (6) _____ me to go to Kenya. It was one of his regular business trips, so I thought I was not going to like Africa at all. However, we (7) _____ on a safari and it was amazing. The day of the safari, I (8) _____ ready while dad and his friends (9) _____ stories about the unexpected things to encounter. Some of their accounts were horrible stories of animals attacking others while people (10) _____ pictures of the wild moment. However, I experienced a different type of safari.

A herd of zebras (11) _____ water from a shallow pond while many crocodiles (12) _____ for a possible victim. When our vehicle came too close to the zebras, one of them (13) _____ scared and ran precisely in the middle of the crocodiles. A big croc grabbed it by its legs and would not let it go. The zebra fought for its life for some minutes and was about to give up when a big hippo (14) _____ from nowhere and hit the crocodile really hard. The croc (15) _____ the zebra.

Answers

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
15	A	B	C

- 0. A were enjoying B enjoyed C was enjoying
- 6. A invite B invited C was inviting
- 7. A go B went C were going
- 8. A was getting B got C were getting
- 9. A tell B was telling C were telling
- 10. A take B was taking C were taking
- 11. A drink B drank C was drinking
- 12. A were waiting B waited C was waiting
- 13. A get B got C was getting
- 14. A appear B appeared C was appearing
- 15. A release B released C was releasing

Speaking Candidate A

You visited Nature Trails National Park on your last vacation. Answer your partner's questions based on the pictures on card No. 1. Then ask your partner what he/she did on his/her last vacation. Use card No. 2 to help you ask the questions.

Nature Trails National Park



Card no. 1

Where did you go on vacation?
What /do ? Who /go with? Did you...?
Was there a...? Were there any...?
Did you have any incident?
Activities: hike /fish /camp / ride a bike
Places: trail / waterfall / lake

Writing

Write a personal narrative about a vacation incident you had.

- ▶ Write
 - how everything began
 - what happened
 - how the incident ended
- ▶ Write between 30 and 45 words.

Speaking Candidate B

You visited Cherokee National Park on your last vacation. Ask your partner questions based on card no. 2 to know about his/her last vacation trip. Then answer your partner's questions telling him what you did on your last vacation. Give your answers based on card no. 1.

Cherokee National Park



Card no. 1

Where did you go on vacation?
What /do ? Who /go with? Did you...?
Was there a...? Were there any...?
Did you have any incident?
Activities: hike /fish /camp / ride a bike
Places: trail / waterfall / lake

▶ Reading

Read the text below. Select the correct form of the verb for each space. Mark the best option (A, B, C) for each space.

Remind students to follow the sequence of activities in the paragraph and pay attention to finished actions versus actions occurring in parallel.

▶ Writing

Write a personal narrative about an incident on vacation that happened to you.

For this activity students are asked to write a narrative. They are guided on how to structure it following the beginning, middle and end structure.

▶ Speaking

Tell students that the purpose of the task is to ask and answer questions based on their last vacation. Remind them that they need to elaborate on their answers, so they have to be ready to provide some sort of short narrative.



Hobbies, Leisure and Entertainment



Skills

CEF Standards

Indicators

Listening

Can understand and extract the essential information from short, recorded passages, delivered slowly and clearly, dealing with predictable matters.

- Listens for specific information.
- Follows a text transcript to identify specific words in a recording.
- Transfers information from a passage into a chart.
- Follows speakers turn-taking in conversations.

Reading

Can understand short, simple texts on matters of a concrete type which consist of high-frequency words.
Can establish the structure of a reading paragraph in terms of main ideas and supporting ideas and/or examples.

- Uses vocabulary knowledge to aid reading comprehension.
- Determines main ideas and supporting information, such as examples.
- Uses the dictionary to find meanings of new words.
- Identifies discourse markers that establish the relationship among ideas in paragraphs.

Oral Expression

Can give or ask for information on general knowledge topics.

- Asks and answers questions about people's hobbies and leisure activities.
- Uses idiomatic expressions to talk about free time activities.

Oral Interaction

Can give a short presentation on a specific topic.

- Gives a presentation about a hobby or favorite pastime.

Written

Can write clear and well-structured texts about general information.

- Writes a suggestion for a hobby, based on a student's profile.

Hobbies, Leisure and Entertainment 3



▶ General Objective

You will be able to discuss hobbies and free time activities.

▶ Communication Goals

You will learn how to

- talk about hobbies and leisure activities.
- express agreement or disagreement about controversial topics.
- talk about rules, express advice and emphatic opinions.
- determine main ideas, supporting information and examples in a reading.

▶ CLIL

- Hobbies and Entertainment
- Leisure Activities
- Commitment in Leisure Activities
- Feeling Alive

Vocabulary

- Words related to hobbies, leisure activities and entertainment

Grammar

- Imperative Mode
- Modals: obligation, advice, emphatic opinions

▶ Idioms and Colloquial Expressions

- *To blow away the cobwebs*
- *To be the life and soul of a party*
- *24/7*
- *What are you up to?*
- *To make a big thing of something*
- *To be in full swing*
- *To be in one's element*
- *That's terrific!*
- *Don't get me wrong.*

▶ Project

A Scrapbook

You will work in groups to do a scrapbook presentation of a hobby.

Discuss:

- Do you have a hobby?
- How much do you know about it?
- Can you advise your friends about how to begin and keep on developing a hobby?
- Do you belong to a group of people with that hobby?





Lesson 1

Hobbies

Word Bank

- plasticine • coin
- jewelry • breakdance



Breakdance

1. Label the pictures. Use the Word Bank. Then, complete these conversations.

Conversation 1

A: What are you up to these days, Mike?
B: I joined a breakdance academy. I really like it.
A: There is nothing like good music.
B: I completely agree with you.

Conversation 3

E: What's coin collecting really like?
F: It is really interesting. In my opinion, you get to know a lot about a country when you look at its coins and bills.



Coin

Conversation 2

C: Do you have any hobbies?
D: I do. I belong to a jewelry making workshop. You can make some money making earrings and rings.
C: Really, how much are we talking about?
D: You must learn how to make jewels, first!

Conversation 4

G: What are you doing these days, Lisa?
H: I am making models 24/7. Plasticine modeling is so absorbing.
G: Aren't you just playing with that?
H: Not at all. You should know a bit more about this activity.
G: I think you are right. How should I start?



Plasticine



Jewelry

2. Use the dictionary to find the meanings of the words on the left. Then complete each list.

- candle
- cap
- clay
- coin
- craft
- jewelry
- plane
- plasticine
- stamp

entry word /pronunciation/ type of word.

1. definition. 2. definition. Example.

ballet /bae'lei/ n. 1. Dancing used to perform a story without words or singing. 2. A form of artistic dance. *He is a ballet dancer.*

Key Expressions

What are you up to? What are you doing?

Hobbies

salsa , hip hop , ballet dancing
cap , coin , cap collecting
craft , jewelry , candle making
plasticine , clay , plane modeling

Vocabulary Strategy

Look up new words in the dictionary to identify their meanings and learn their pronunciation.

3. Listen to a radio talk show about the Do's and Don'ts of some hobbies and complete the information. Then complete the grammar chart on page 37.



Key Expressions

24/7: around the clock, all the time

Hobby	Do's	Don'ts
• Ballet dancing	<i>Ask your teacher about your steps.</i>	<i>Don't stop practicing your steps.</i>
• Jewelry making	<i>Save your designs.</i>	<i>Don't place your products</i> _____ <i>on wooden surfaces.</i>
• Craft making	<i>Always make a draft</i> _____ <i>of your project.</i>	<i>Don't start more than one project.</i>
• Stamp collecting	<i>Join a local club.</i>	<i>Don't put dirty stamps</i> _____ <i>in your albums.</i>
• Plasticine modeling	<i>Draw color pictures</i> _____ <i>of your models before using plasticine.</i>	<i>Expose them to extreme temperatures.</i>



Lesson 1

Hobbies

Planning

Goal	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to exchange information about hobbies, leisure activities and forms of entertainment.	<ul style="list-style-type: none"> Identifies specific details from a recording. Mentions important tips to take up a hobby. Uses the imperative in affirmative and negative form. 	<p>Structures Compound words: ballet dancing, jewelry making, craft making, stamp collecting, plasticine modelling</p> <p>Imperative forms base form + complement don't + base form + complement</p> <p>Vocabulary ask about, make, join, put, place, keep, bring, wear, dress up, belt, crowd, stage, ballet dancing, coin collecting, jewelry making, plasticine modeling</p>	<ul style="list-style-type: none"> Looking up new words in a dictionary to identify their meanings and learn their pronunciation

WARM UP (books closed)

Bring a list of ten hobbies that are common in people's lives. Tell students to rank them in order to find the number one hobby in the class. You have to be ready to explain the general ideas about each hobby. **Make sure you emphasize the (noun+verb) combination to give students exposure to the language they are going to learn in the lesson.** You may also work on a categorization of hobbies that are for children, teenagers and adults.

PRESENTATION 1

1. Label the pictures. Use the Word Bank. Then complete these conversations. **Track 27**

Have students look at the pictures. Ask them about the hobbies that are shown in each one of the pictures. Have them look at the key words so that they are able to complete the dialogs. Have students read the dialogs. Ask them questions to check comprehension about each one of them. You may also ask them how they feel about each hobby and which one they would prefer. Have students role-play the dialogs.

PRACTICE

2. Use the dictionary to find the meanings of the words on the left. Then complete each list.

Use a dictionary to model how to look up a dictionary entry, paying attention to aspects such as the phonetics, the meanings and the examples. Have students look up the definition of the word *ballet* to see if their dictionary entries provide more information on the hobby. **The underlying idea is that they are able to group the new vocabulary into**

categories, so that you can work on the two vocabulary learning strategies: looking up words and grouping.

Draw a grid on the board with some verbs in their base form. Have students associate nouns with some of these verbs so that they are introduced to the idea of compounds.

DO homework	MAKE pizza
PLAY guitar	RIDE bicycle


Have students work using their dictionaries to find the words so that they complete the exercise. Once they finish, you may ask them to give you some details from their dictionary entries.

EXTRA IDEAS

You may play a game with dictionaries. You select three students to come to the front of the class. Each one of them will have a dictionary. You ask them to look up the definition of a word, but only *one* of them will look up the right definition; the other two will be wrong. Once the rest of the class listens to their classmates' definitions, they will vote on the for definition they think is right. You have to talk to the three students who are looking up the words so that you figure out a way to decide who is going to read out the correct definition.

You also need to remind the readers that their definitions need to be similar. If the word is a verb, they all have to look up an action instead of objects or other things.

PRESENTATION 2


3. Listen to a radio talk show about the Do's and Don'ts of some hobbies and complete the information. Then complete the grammar chart on page 37.  Track 28

Ask students if they understand the idea of *do's and don'ts* for a particular activity. Give some examples. Tell students that they will be listening to a radio program. The host is talking to some guests about their hobbies. The guests give some information about their hobbies that people need to consider if they wish to take up one of them. Some of these activities are advisable; some others are not. The chart divides the information into the do's and don'ts. You may write the information on the board so that you start directing their attention towards the use of the imperative forms in both affirmative and negative.

Have them listen to the audio several times so that they are able to complete the chart. Ask students some questions to check comprehension, to see if they understood the do's and don'ts for the hobbies.

PRACTICE

Students are given grammar charts with sample sentences from the dialogs or the readings so that they are able to see that the grammar is associated to language samples that they listen to, read and say. *The sample ideas help students understand that grammar is systematic, yet they also have options based on the context of different situations they encounter in their lives.* Tell students to complete the Reflect on Grammar chart. Have students come up with examples from their everyday lives. They may talk about some of the do's and don'ts of school life or even their own families.

4. Read the conversation. Then look up the words in bold in the dictionary. Write their meanings and pronunciation. Listen to check.  Track 29

Bring a list of activities that concert goers would adhere to. *For instance, you could say: if you are going to a concert, you may bring your dad or your mom.* Make a list of some of the most common ones. Have students think of activities that are more suitable for either adults or teenagers.

Students will now proceed to do the vocabulary activity. *Remind them of all the information that dictionary entries provide, such as the pronunciation of the word, the part of speech and examples of sentences.*

PRACTICE

5. Now complete the list of Do's and Don'ts to attend concerts.

Tell students to associate some verbs with some of the complements. For example, you can think of different possibilities with a complement such as an identification card: *like, have, show*, etc. Then have students complete the exercise on the do's and don'ts of concert going.

APPLICATION

6. Have a conversation with a partner about the dos and don'ts of a hobby.

Use the hobbies on page 36 and have students suggest activities that may match the dos and don'ts of a particular activity. Tell students to prepare the scripts of their dialogs. Help them with vocabulary and/or ideas to complete it properly.

Project Stage 1

First, help students select their classmates for the project. For this particular project, students need to use their creativity to design a scrapbook. *Have students think of their talents as idea givers, writers or designers. Once they are working in groups, help them focus on ideas about a scrapbook.* Have them discuss different hobbies. Then they should decide on the format, they must agree on the type of book or album they want to design for their presentation. Encourage students to come forward with specific information about the possible contents in their books.

Reflect on Grammar

- Ask** your teacher about your steps.
- Draw** a draft of your project.
- Join** a local club of stamp collectors.

- Don't put** dirty stamps in your albums.
- Don't place** your products on wooden surfaces.
- Don't stop** practicing your steps.

To make affirmative sentences in the imperative, use the **infinitive** form of the verb without **to**.

To make negative sentences in the imperative, use **don't** before the **verb**.



4. Read the conversation. Then look up the words in bold in the dictionary. Write their meaning and pronunciation. Listen to check.

Nicole: So, you are going to your first concert ever.

Mike: I can't believe it. Any ideas to have in mind?

Nicole: Yes, I have a couple of ideas that are really useful. First, always bring an **ID** with you. Wear comfortable clothes, but do not **dress up** for the concert. Don't take bags or **belts** either.

Something else, keep your distance from the **crowd**. Don't run when the artists come up on **stage**. Don't stay in the middle of trouble if there is a fight. One more thing, locate the nearest **exit** in case of a human stampede.

Mike: Thanks! These ideas are great.

ID, identification card document

dress up

belt

crowd

stage

exit

5. Now complete the list of Do's and Don'ts to attend concerts.

Do's and Don'ts to Attend Concerts

Bring an identification card.

Wear comfortable clothes.

Keep your distance from the crowd.

Locate the nearest exit.

Don't dress up for the concert.

Don't take bags or belts.

Don't stay in the middle of trouble if there is a fight.

Don't run when the artists come up on stage.

6. Have a conversation with a partner about the do's and don'ts of a hobby.

What are the do's and don'ts of **jewelry making**?

Join a club, find people with similar interests. I think you should...

Project Stage 1

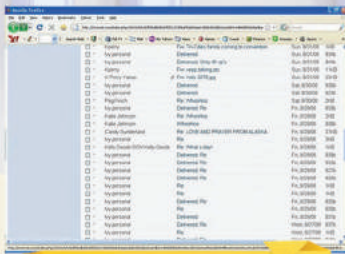
- Get together with your friends. Agree on a hobby you want to present to your class in a scrapbook.
- Select the type of album or book you want to design to make your scrapbook.

E.g. *In my opinion, guitar lessons are great.*

Lesson 2

Father and Son

1. Label the pictures. Use the Word Bank.



email



social network



friends

Word Bank

- friends
- email
- social network

2. Mike's father is telling him about his new leisure activity. Read and listen to the dialog. Then complete the grammar chart below.

Father: Guess what, son?

Mike: What is it, dad?

Father: I'm thinking of creating my Facebook account!

Mike: That is terrific! But you have to have an email to create a Facebook account. You know that, don't you?

Father: I do. And I must have contacts as my "friends." Would you like to be my first friend on Facebook?

Mike: Dad, you should not have your family as friends. Facebook is a social network. You must have your own social connections. In my opinion, Facebook must be for groups of friends, hopefully of the same age. You mustn't

be friends with your children on the Internet.

Father: I disagree. Facebook does not have rules about online friendships. What should I do then?

Mike: Dad, don't get me wrong. You should find and make your own friends on the Internet. How about my aunts and uncles? You should invite your friends from work.

Father: Anyway, one thing is the Internet and Facebook, and another thing is my real world. You are my real world. I must interact with you here, at home. Virtual relations can be so ephemeral.

Mike: That's right, dad. Our relationship is not virtual, it is real!



Key Expressions

That's terrific!
That's great!
Don't get me wrong. Don't misunderstand me.

Reflect on Grammar

Modal Verbs have **no S** for the third person singular and are followed by the **infinitive without to**. They can have different uses. Here you can see only some of them.

HAVE TO + verb

Affirmative

It expresses obligation based on external circumstances or rules.
You **have to have** an email to create a Facebook account.

Negative

It expresses absence of rules.
You **don't have to be** so strict about social network rules.

Interrogative

It asks about rules.
Do **I have to** have an email?

MUST + verb

It expresses an emphatic point of view based on the speaker's opinion.
I **must have** contacts as my "friends."

It expresses prohibition or emphatic point of view.
You **musn't be** friends with your children on the Internet.

It asks whether something is necessary.
Must you **be** friends with your children on the Internet?

SHOULD + verb

It is used to give advice.
You **should find** your friends from work.

It is used to give advice.
You **shouldn't** your family as friends.

It is used to ask for advice.
What **should** I **do** then?



Lesson 2

Father and Son

Planning

Learning Goal	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to express advice and obligation, as well as to give opinions.	<ul style="list-style-type: none"> Expresses advice and opinions in oral interactions. Expresses obligation, advice and emphatic opinions in written texts with the use of modal verbs. 	<p>Structures</p> <p>should + infinitive (to express advice) have to + infinitive (to express obligation) must + infinitive (to express emphatic points of view)</p> <p>Vocabulary</p> <p>account, terrific, contact, social network, hopefully, rules, friendship, virtual, real</p>	<ul style="list-style-type: none"> Looking words up in a dictionary

WARM UP (books closed)

Ask students about the do's and don'ts of social networks. Write their ideas on the board so that you can review the use of the imperative. Ask if they think it is okay for parents to be involved in these activities.

PRESENTATION 1

1. Label the pictures. Use the Word Bank.

Have students label the pictures. Ask them what each word means. Tell them that they will find these words in the dialog that follows. Ask them to predict how these words will be used in the dialog especially since the title of the lesson is "Father and Son".

2. Mike's father is telling him about his new leisure activity. Read and listen to the dialog. Then complete the grammar chart below.

Track 30

Ask students some questions to check their comprehension of the dialog: *What did the father do? What does the son think about his father's new project? What word of advice does the son give to his father? What do you think of this situation? Who is right?*

Discuss with them which sentences express advice, obligation or emphatic point of view, based on the context. Have them role-play the dialog. Explain to the students that one of the uses of modality in English is to show the speaker's attitude towards what he or she is saying. In this case, the modal expressions with *must*, *have to* and *should* have a particular intention. Tell students to complete the Reflect on Grammar chart with the ideas from the dialog. Discuss with the students the particular meanings of each one of the examples in the chart.

PRACTICE L M

3. Unscramble the words and complete the following sentences.

Tell students to unscramble the sentences. Give them an example. Make sure they understand the sentence structure for ideas with *should*, *have to* and *must*. For example, *should* and *must* are not followed by the preposition *to*. Have students formulate them in questions and negative forms. You can also think of similar situations and ask questions for them to answer. For example, you can think of being a sports fan. You can give them ideas such as: *Should I buy the team's jersey?*

4. Match the situations on the left with their corresponding comments on the right. Look up the unknown words in a dictionary.

L V M

Tell students that the choice of modals has to do with the context in which they appear. **You may ask students in which circumstances advice, obligations or rules and emphatic ideas are likely to be expressed.** Have them think of situations in their lives, inside and outside of school. Then ask students if they belong to any organization or if they are members of a library. Ask them about these organizations' rules so that they express them with *have to* for instance. You may also ask them about the procedures to join them. In this case you are more oriented towards the use of *should*. Have students match the first two sentences and explain to them the reason for their choice. Then have them complete the exercise. Talk to students about the reasons for their choices.

5. Fill in the gaps with the verb forms *have to*, *must* or *should*. L L

Ask students about the requirements for a person who is looking for a job. For instance, you may think of professions such as *watchmen*, *janitors*, etc. Have students think of job related activities that are compulsory or optional. **Explain to them the idea of emphatic opinions using *must*. Then ask them to complete the exercise.**

APPLICATION L I

6. Talk to your partner about some of the following hobbies.

Talk to students about the Key Expressions box with different possibilities for them to structure their ideas. Tell students that they are ready to create their own conversations using *should*, *must*, and *have to* related to hobbies. Have them think of one of the hobbies and start creating their conversations. You may walk around and sit with the groups to be the language coach, in the sense of providing students with the beginning or helping with the development of the dialog. Make sure you encourage them to use the expressions for either agreement or disagreement.

Project Stage 2 L I M M

Tell students to write their ideas about the hobby they will present. Tell them to establish some sort of categorization to organize their ideas. For example, they can think of things that are obligatory for the hobby and the things that are optional.

3. Unscramble the words and complete the following sentences.

a. join/a/should/collector/a/club/coin/local/.
A coin collector should join a local club.

b. stamps/dirty/collector/must/not/a/place/album/in/his or her/stamp/.
A stamp collector must not place dirty stamps in his or her album.

c. fill in/an/form/application/have to/collectors/do not/belong/to/a/collectors' association/to/.
Collectors don't have to fill in an application form to belong to a collectors' association.

d. must/not/give/information/on/the/Internet/too/you/much/personal/.
You must not give too much personal information on the Internet.

4. Match the situations on the left with their corresponding comments on the right. Look up the unknown words in a dictionary.

- | | |
|--|--|
| a. I want to join the book club at the library. | c 1. She should stick to one hobby. |
| b. He wants to participate in the ballet production next summer. | a 2. You have to get your library card first. |
| c. Melissa is in the dance club and wants to begin guitar lessons now. | b 3. He must work really hard to be in the cast. It is difficult to get in. |



5. Fill in the gaps with the verb forms *have to*, *must* or *should*.

The Sports Club is looking for a swimming instructor with a lot of experience. In the job description, the candidate has to (a) have at least five years of experience in similar jobs. The person has to (b) have a certification as a swimming instructor as well. If you are interested in the position, you should (c) include some letters of reference, but they are not obligatory. The job interviews are in a week, so you must (d) apply now because they are receiving applications just until Friday.

6. Talk to your partner about some of the following hobbies.

In my opinion, you **should** begin with some simple dishes.

You **must** be an expert to cook for other people.

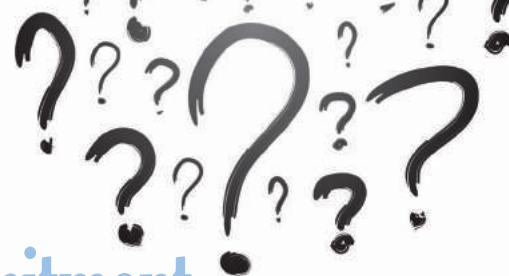
HOBBIES

Useful Expressions

- I think... • In my opinion... • I don't agree
- I disagree... • I don't think... • Don't get me wrong...

Project Stage 2

- Write some strong opinions on what people have to do. You can also give some advice on how to start the hobby.
- Don't forget to use graphs in your scrapbook. You can also use realia. E.g. *You should go to the local karate club.*



Lesson 3

Choice and Commitment

1. Answer these questions before you read.

- Do you have a hobby? What is it?
- Do you like karate and taekwondo? Why?
- What is a Sudoku? What are the rules for Sudoku?

2. Read the definitions and find in the text the bold words that you consider matches each one. Then go to the dictionary to confirm your answers.

WORD

DEFINITION

1. <i>Hobbies</i>	activities people do to spend their free time creatively
2. <i>truly</i>	in a sincere manner
3. <i>punches</i>	strikes with closed fists
4. <i>schedule</i>	a list of activities and the times they are programmed
5. <i>commitment</i>	discipline, doing something in a disciplined way
6. <i>puzzles</i>	word games to test people's mental abilities
7. <i>seniors</i>	people beyond their middle age

Reading Strategy

Use dictionaries to help you find the meanings of words that are essential in a reading passage.



3. Read and listen.

Hobbies are activities people do to use their free time creatively. Hobbies are not a matter of age; some hobbies are for young people, but there are others for adults and even **seniors**. Nevertheless, hobbies are a matter of choice and **commitment**. You should consider your interests when you select a hobby. That is, you must think that the hobby of your choice matches the type of activities you do in your free time anyway. Another aspect in hobby choosing is the dedication you require for a particular activity. For example, some hobbies require very little time, but for others you should have a very concrete **schedule** of practice.

If you like physical activities, try martial arts. They are a series of disciplines around physical body training and fighting techniques, yet people practice martial arts mainly for recreational purposes these days. However, if you are **truly** committed to a particular type of martial arts, you have to attend an academy regularly to advance in your

training. Karate and taekwondo are very popular among young people because they demand a lot of energy. Karate practitioners, for instance, have to have training in kicks and **punches** for self-defense. Taekwondo athletes have to have training in specific kicks and muscle resistance by breaking wooden panels or bricks. Both karate and taekwondo athletes show their progress by competing for some color belts from white for beginners to black for experts.

If you are into mental activities, go for puzzles, Sudoku or perhaps the Rubik's Cube. **Puzzles**, for instance, help people develop word skills. Sudoku are mathematical games to increase logical thinking. In addition, they promote problem solving skills in people. The Rubik's Cube provides a challenging problem solving experience when people try to piece together a colored cube in the fewest moves possible.





Lesson 3

Choice and Commitment

Planning

Learning Goal	Indicators	Vocabulary and Structures	Strategies
This lesson will enable students to determine main ideas, supporting details and/or examples in texts.	<ul style="list-style-type: none"> Determines details and/or examples that help develop the main idea in a paragraph. 	Vocabulary hobbies, truly, punches, schedule, commitment, puzzles, seniors, creatively, age, consider, match, dedication, discipline, fighting techniques, attend, demand, kick, training, self-defense, wooden panels, bricks, resistance, skills, logical, challenging, piece together	<ul style="list-style-type: none"> Using a dictionary to help figure out the meanings of new or difficult vocabulary

▶ WARM UP

Ask students what they consider as important when taking up a new hobby. Give them some clues such as time and dedication. Then write up a particular hobby students have. Tell them to list activities that are optional or obligatory. After this, mention hobbies such as: *karate, taekwondo or puzzles*. Ask students how much freedom or dedication these hobbies imply.

▶ Pre-Reading

1. Answer these questions before you read.

Tell students to answer the questions and share their answers with their peers. Discuss some of the students' answers so that you progressively lead them to the reading about choice and commitment. Ask students if they feel a physical activity requires more effort than a mental one. Ask students what the title of the reading suggests. Record their ideas so that they can either confirm them or discard them after the reading.

2. Read the definitions and find in the text the bold word that you consider matches each one. Then go to the dictionary to confirm your answers.

Students will go to the text and look at the words in bold. You can ask them if they know what they mean. Then have them work on the exercise to match the word with the definition. After that, they will use a dictionary to confirm their ideas. *You can tell students to associate the words they know now with either physical and mental activities which will help them anticipate the reading content.*

▶ While-Reading

3. Read and listen. (books closed) Track 31

Tell students to close their books to listen to the reading. You can ask them some general questions to try to see how much they understood. You can tell students to pay attention to the ideas containing the vocabulary they already learned. The second time they listen to the text, they can follow the ideas more precisely so that they are ready to answer the exercise that follows. Ask students if they predicted correctly.

Books open

You may also have students do the reading out loud in order to check their reading fluency and pronunciation.

▶ Post-Reading

4. Look back at the reading and find some supporting ideas or examples associated with the main ideas below. **L M**

Tell students that different texts have information organized in particular ways. In the case of a narrative, for example, events are divided into beginning, middle and end. In the case of an expository text, the ideas try to achieve a purpose, like in this reading where there are some *main ideas* supported by *details and/or examples*. You can tell them that they may draw a main idea map with the title on top of the map. Starting with title they can dissect the reading content for each paragraph. Each paragraph will have an idea that is supported with additional information and/or examples. You can get them started by providing them the general outline of the main idea map:



Students will now go to the chart and establish the main ideas and the supporting information.

5. The reading contains some words and phrases the writer uses to support his ideas. Take an example from the reading that matches the following connecting ideas.

Tell students that a main idea map allows us to establish the connections among paragraphs. However, there are some words that connect ideas in paragraphs based on a particular relationship such as: *addition, example, contrast or explanation*. Tell students to recognize some of these words. Then tell them to go to the reading and verify the ideas that these words are linking.

▶ Pre-Writing / While-Writing

6. Read these people's profiles. Select one of them and write a piece of advice for a hobby. **T K**

Tell students that writing is a process that is very much related to reading. The idea is that they need to show that their ideas are structured. For example, they need to think of a hobby that they feel is right for each person based on their profile. They must define the hobby and describe it. They can also give examples for clarification. In their writing, students also need to decide whether their ideas are advice, rules or obligations, in order to use the corresponding modal verb. You can tell students to visualize their writing on a main idea map which will help them later with their final draft. Ask students to do some thinking about the ideas they will suggest to people in the profiles. Give them some time to draft their ideas. You may select some of the students' sample writings to talk about the organization of ideas.

Project Stage 3 **L T**

Tell students to prepare their ideas about the hobby. They may decide to give some general information first and then some specific details and/or examples to create a very good account of the hobby.

4. Look back at the reading and find some supporting ideas or examples associated with the main ideas below.

Main Ideas	Supporting Ideas / Examples
Another aspect in hobby choosing is the dedication you require for a particular activity.	<ul style="list-style-type: none"> • <i>Some hobbies require very little time.</i> • <i>For others you should have a very concrete schedule of practice.</i>
Karate and taekwondo are very popular among young people because they demand a lot of energy.	<ul style="list-style-type: none"> • <i>Karate practitioners have to have training in specific kicks and punches.</i> • <i>Taekwondo athletes have to have training in specific kicks and muscle resistance by breaking wooden panels or bricks.</i> • <i>Karate and taekwondo athletes show progress by competing for some color belts from white for beginners to black for experts.</i>
If you are into mental activities, go for puzzles, Sudoku or perhaps the Rubik's Cube.	<ul style="list-style-type: none"> • <i>Puzzles help people develop words skills.</i> • <i>Sudoku are mathematical games to increase logical thinking.</i> • <i>The Rubik's cube provides a challenging problem solving experience when people try to piece together a colored cube in the fewest moves possible.</i>

5. The reading contains some words and phrases the writer uses to support his ideas. Take an example from the reading that matches the following connecting ideas.

Examples	Contrast	Addition	Explanation
<ul style="list-style-type: none"> • <i>For example</i> • <i>For instance</i> 	<ul style="list-style-type: none"> • <i>Nevertheless</i> • <i>But</i> _____ • <i>However</i> _____ • <i>Yet</i> _____ 	<ul style="list-style-type: none"> • <i>Moreover</i> • <i>In addition</i> _____ 	<ul style="list-style-type: none"> • <i>That is</i>

6. Read these people's profiles. Select one of them and write a piece of advice for a hobby.



Joseph, 14. He likes team sports. He also enjoys meeting people.



Ana, 15. She likes indoor activities. She is a one-track mind kind of person.



Julie, 16. She likes arts and movies. She does not enjoy physical activities very much.



Answers may vary.

Dear _____,

You should try _____.

In my opinion, _____

Moreover, _____

if you want to _____

you have to _____.

Project Stage 3

- Think of practical examples on the importance of a hobby. You can also give supporting information on the hobby by providing the rules. Design your scrapbook by using relevant illustrations and pictures. Rehearse your presentation.

E.g. *Karate helps you exercise all your body. For example, you use your arms and legs. But, in order to do karate, you have to...*



Lesson 4

Feeling Alive

1. Match the ads with the hobbies.

a. **Blow away the cobwebs!** Get some fresh air! Join us for nice trails and renew yourself. Fortify your bones and muscles. Feel alive again!

b. Our students tell us they **feel in their element** after attending our courses. Many of them are so good that they compete with experts without a problem. They are like real fish in the water.

c. Learn to move your body to the rhythm of this traditional Argentine dance that **is in full swing** these days.

d. **Don't make a big thing of** your inexperience. Learn to make delicious gourmet sandwiches out of a few eggs, bacon and bread. Make your dishes big!

e. **Be the life and soul of the party** the next time you meet your friends. Entertain them with our town's history. Get all the facts that make our history so interesting. Come and visit us!

Hobbies

d Cooking club

e Museum Excursions

b Swimming Academy

c Tango in One Step

a The Hiking Club

2. Match the idioms on the left with their definitions on the right.

a. to blow away the cobwebs

e to be the most amusing and interesting person in an event

b. to make a big thing of something

c to be at the busiest, liveliest or most successful moment

c. to be in full swing

a to make changes in one's life to feel better

d. to be /feel in one's element

d to do something very well and enjoy doing it

e. to be the life and soul of the party

b to behave as if something more important than were it actually is

3. Work in pairs. Look at the pictures and make a dialogue for each place using the idioms in this lesson.

My dad and I decided to blow away the cobwebs, so we went camping and...



We did, too. My dad invited me and my brothers to go hiking in order to blow away the cobwebs. You know, being on the Internet all the time can be bad for you!



Reflect on Values

	Always	Sometimes	Never
■ I value other people's hobbies and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I think it is important to use free time creatively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am willing to share personal experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gap Activity

Student A goes to page 88.
Student B goes to page 91.



Lesson 4

Feeling Alive

Planning

Learning Goal	Indicators	Vocabulary and Structures	Strategies
This lesson will enable students to use daily idioms related to hobbies, leisure and entertainment in oral exchanges, and to give an oral presentation with the support of a scrapbook.	<ul style="list-style-type: none"> ■ Finds out the meaning of idioms. ■ Uses idioms in personalized conversations. ■ Gives an oral presentation with the help of visual aids. ■ Evaluates cooperative work. 	Vocabulary <i>to be in full swing</i> <i>to be the life and soul of the party</i> <i>to be/feel in one's element</i> <i>to blow away cobwebs</i> <i>to make a big thing of something</i>	<ul style="list-style-type: none"> ■ Associating idiomatic expressions to a particular context

▶ WARM UP (books closed)

Talk to students about activities that people do, different from work or study. Ask them about places such as gyms or cinemas. You can talk about the most popular activities. You may say that these activities make people feel alive.

▶ PRESENTATION

1. Match the ads with the hobbies.

Tell students about messages in advertisements and their purposes. You may help students with the first advertisement. Then they will do the rest. Ask students about the reasons for their choices. Go into the meaning of each advertisement. Tell them to do to the next activity with the idioms that they already learned.

2. Match the idioms on the left with their definitions on the right.

Give students a series of life situations where these idiomatic expressions are likely to appear. You may bring some flashcards depicting different life situations, such as being stressed out, so that students will know more about the contexts in which to use the idioms. Then select one idiom and have students give its corresponding meaning. Have them finish the exercise and check their answers.

▶ PRACTICE

3. Work in pairs. Look at the pictures and make a dialogue for each place using the idioms in this lesson.

This activity is a follow up of the previous one. This time help students think of the situations the pictures suggest so that they can create their own dialogs. You can ask students to draw their own pictures, illustrating the meanings of the idioms. They need to include people's conversations and use the style of a cartoon or a comic strip.

▶ Reflect on Values

Tell students to classify the types of activities they do in their free time. You can think of ideas such as: sports, puzzles, movies, talking to friends. Work with them to find positive ideas about each one of these activities. **It is important that students realize that it is okay to be different and have various hobbies.** Encourage them to share some of their personal experiences about the activities they do in their free time.

Gap Activity

Tell students that the purpose of the activity is further oral practice by creating dialogs.

Tell students to divide their roles as either A or B.

Ask them questions about the activities at the sports centre. **Tell them that some of them are rules so they will express these rules with *have to*. There is also some advice for which they will use *should*.** Model a possible dialog with one or two students. Then have students work in pairs. Join the conversations as a third member so that students stay focused on the task.

Share Your Project

1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1, the most important, to 5, the least. Be ready to support your answers.

Tell students that group work is fundamental to learning. Tell them that the idea of the exercise is to learn from each other and have the experience of working together. Have them complete the activities individually and then share their answers with their partners. You can first have students talk about their agreements or disagreements. Then you can add up the scores to see if there is some sort of tendency in students rating the items. This information can be used for future class projects in which there is cooperative work. *You need to help the class to reflect upon the idea of cooperative work and how they need to do their best, to comply with the descriptors of cooperative work, such as: listening to others or taking responsibility.*

2. Scrapbook Presentations. Track 32

Have students read the text silently. Make sure the presentation includes the aspects considered in the reading. Have students summarize the key ideas in each paragraph to verify their reading comprehension.

3. Complete the following chart with the Do's and Don'ts of scrapbook designing.

Ask students to think of the information that they require to complete the chart. Ask them where they will place it, depending on whether it is a do or a don't. Tell students that their presentation needs to reflect the aspects of communication contained in the Give your Presentation box. *They need to understand that language information moves, such as Think of the main ideas about your hobby, has a direct relation with the useful expressions. For example, "X" is an interesting hobby because you can learn about...*

Share Your Project

1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1, the most important, to 5, the least. Be ready to support your answers.

- | | | | | | |
|--------------------------|--------------------------|-------------------|--------------------------|------------------|--------------------------|
| participate actively | <input type="checkbox"/> | listen to others | <input type="checkbox"/> | help one another | <input type="checkbox"/> |
| take on responsibilities | <input type="checkbox"/> | do the activities | <input type="checkbox"/> | | |



2. Scrapbook Presentations

- ▶ Scrapbooks are really effective if you pay close attention on how to design them. You must know that a scrapbook is a visual product. It is an album or book in which you paste images about facts you consider relevant. You can make a chronological scrapbook if you decide to divide it into periods of your life, or into different aspects of the album's topic. Additionally, you need to find clear illustrations to decorate each page.
- ▶ Think of an interesting title. Next, you have to establish a good sequence for the contents so that the viewers follow a logical sequence. A scrapbook mustn't have much text. They do not require much explanation.
- ▶ You can create a physical scrapbook or a digital one. If you go for the digital one, scan the images that you feel will help you remember the text when you are giving the presentation. To present your scrapbook you can use a design program or do a PowerPoint presentation. But, if you go for the physical scrapbook, you just have to show it to your class.

3. Complete the following chart with the Do's and Don'ts of scrapbook designing.

DO'S AND DON'TS OF SCRAPBOOK DESIGN	
DO'S	DON'TS
<ul style="list-style-type: none"> • <i>Pay close attention on how to design them.</i> • <i>Find clear illustrations to decorate each page.</i> • <i>Think of an interesting title.</i> • <i>Establish a good sequence for the contents.</i> • <i>Scan images...</i> • <i>Use a design program...</i> 	<ul style="list-style-type: none"> • <i>Don't write much text.</i> • <i>Don't give much explanation.</i>



Give your Presentation

- Think of the main ideas about your hobby.
- Be emphatic about the importance of the hobby.
- Provide some advice on how to start the hobby.

Useful Expressions

- We think "X" is a good hobby. You have to...
- You must... Don't ...
- You should... In our opinion...



Free Time Together



Read and listen.

1. Mathew is reading a Christmas letter from grandpa and grandma to his children and wife. They sent each one a present.



...and Merry Christmas to all. Your presents are all around the house. Find the first one in the kitchen. It is to Mary.

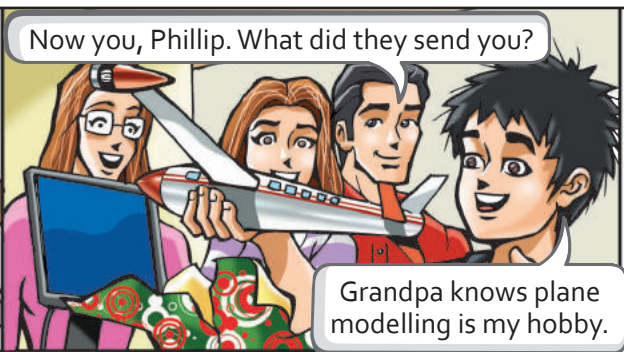
2. Grandpa and grandma sent Mary a present.



Mary, open your present. Let us see what you got.

It's a book, a cuisine book. They know I love cooking.

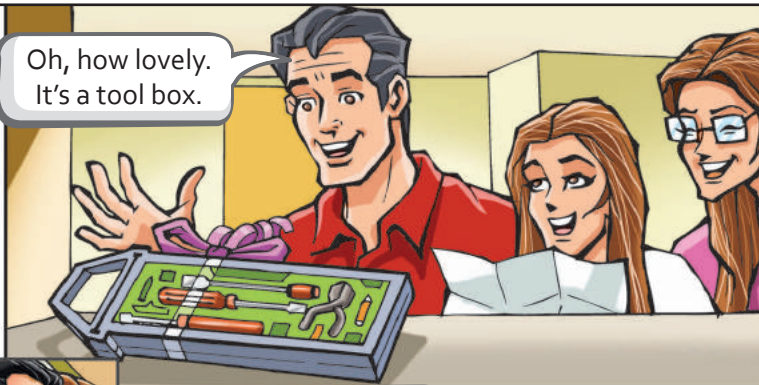
3. And then they go into the studio to look for the second gift.



Now you, Phillip. What did they send you?

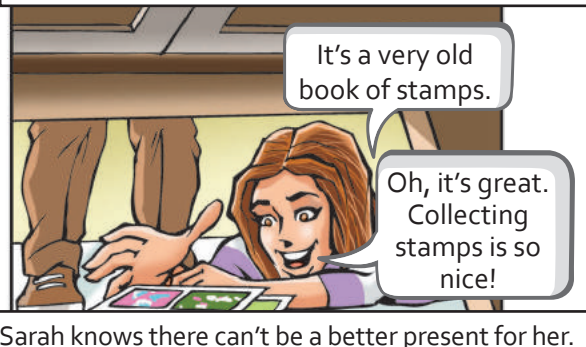
Grandpa knows plane modelling is my hobby.

4. Then they go to Mathew and Mary's room. Now, it was Mathew's turn.



Oh, how lovely. It's a tool box.

5. Grandpa and grandma also sent Sarah a present. They know she loves collecting stamps.



It's a very old book of stamps.

Oh, it's great. Collecting stamps is so nice!

Sarah knows there can't be a better present for her.

6. Now, everybody, go to the garage. There you will find another gift for everybody.



Oh!!!

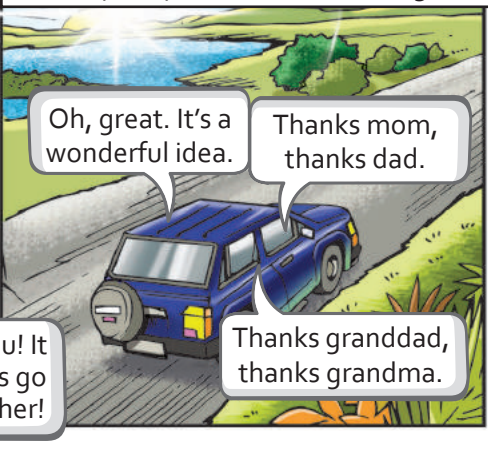
7. But their present is not the van.



Do you like our new van?

Our last present is for all of you! It is a weekend trip with us. Let's go and share our free time together!

8. Finally, they share some time together.



Oh, great. It's a wonderful idea.

Thanks mom, thanks dad.

Thanks granddad, thanks grandma.

Free Time Together

Read and listen.     *Track 33*

Have students list some of the most common Christmas presents people usually get: what children get, what teenagers get and what adults get, as well as senior citizens like their grandparents. List some of the presents on the board. Ask students if they ever got a book or a toy to assemble or put together. Ask them if they have ever had to look for their presents because they had been hidden. Tell them to open the book. Ask them to describe the situations in comic. Ask some questions to check comprehension. Ask students if they have ever had anything similar happen in their families at Christmas or during any other celebration.

Encourage them to share what their families do as traditions on this special occasion.

Quiz Time

Tell students that the quiz is a moment for them to think about how much they have learned. **It is also a moment to think of possible re-teaching activities in order to clarify possible doubts.**

Remind students that they will be evaluated based on the standards presented at the beginning of the unit. **L**

1. Read the following paragraph and select the verb in bold that best matches the content of the message.

Tell students to read the whole paragraph without paying attention to the verb forms. Once they understand what the paragraph is about, have them look at the verb forms so that they can choose the most appropriate one.

2. Read the following situations. Write a piece of advice for each of these people. **I** **I**

Tell students to read the situations very carefully, so they are able to write the best piece of advice for each person.

Tell students to think about the expressions. Have them look at the verb forms so that they know the most appropriate verb form to select.

Self-Evaluation **L**

Have students read the Self-Evaluation chart. Tell them to complete it and share the answers based on their performance along the unit with their classmates. Tell students to go back to their notebooks and activity books so that they can confirm how well they have fulfilled the unit goals.

Once students are finished, elicit some of their ideas and have them exemplify the descriptors. **Go back to the beginning of the unit and check the standards, and talk to the students to see how well they achieved the goals or if it is necessary to do more practice.**

Glossary

Tell students to go to the Glossary and read it. Once they are finished, ask students questions about the meanings of particular words or the synonyms and antonyms of some of them. Once you have given them this preparation, tell them to solve the glossary activities on their own. For the glossary activity, you may have a game for each exercise. In the first one, you time students so that they complete the exercise as fast as they can. In the second activity, you can tell students

to solve the activity within a set time, but **this time they have to tell you where in the unit these words appeared. In the next exercise, you can challenge students to define words on their own and determine if they are close to dictionary entries.** For activity 4, you can challenge them to modify words so that they change their categories. For instance, the adjective *absorbing* can change to the verb *absorb*.



Quiz Time

1. Read the following paragraph and select the verb in bold that best matches the content of the message.

Finding online friends is more common than meeting them on the street. However, young people **(must) / mustn't** (a) pay attention to these online friendships. Here is a short list of things you **(need to) / don't need to** (b) be careful about when you meet a person online. **(Be) / Don't be** (c) real, but **(be) / don't be** (d) careful. People who tell lies have problems later on. **Talk / Don't talk** (e) too much about yourself. **Express / Don't express** (f) so openly your ideas about topics such as politics or religion; they can be tricky.

2. Read the following situations. Write a piece of advice for each of these people.

A friend started guitar lessons, but she did not like them. She needs to tell her parents. They paid for the entire course in advance. Your friend is more into outdoor activities such as hiking.

Answers may vary.

A friend of yours wants to start a hobby, but he is not sure about which one. He is very good at problem solving activities and he is good with details.

Answers may vary.

3. Complete the following paragraph. Use the Word Bank.

Movie watching is a very entertaining hobby. Moreover, (a) it does not require a lot of time or money. Movies are always changing, but there are people who collect some specific types of movies. That is, (b) movie collectors buy movies related to a particular genre such as horror or drama; others are more interested in a particular actor or actress. For example, (c) there are people who follow an actor or actress such as Brad Pitt or Julia Roberts, so they buy all their films and study these performers' careers.

Word Bank

- That is
- Moreover
- For example

Self-Evaluation

Now I can...

- Talk about hobbies and leisure activities.
- Express personal opinions on controversial issues.
- Determine main ideas, supporting information and examples in a reading.
- Talk about rules, express advice and emphatic opinions.

Very Well

OK

A Little

Glossary

A-E

absorbing: **adj.** taking one's attention (syn. involving, fascinating, engaging).

agree: **v.** to converge in an opinion. *The class agreed to have a party on Sunday.*

appealing: **adj.** having some sort of attraction or charm (syn. charming, enchanting; ant. unattractive).

bill: **n.** a piece of paper money.



clay: **n.** a type of soil used to mold things due to its loose texture. *She made some clay models for a school project.*



coin: **n.** a flat piece of metal used as money.

commitment: **n.** the state of being loyal or interested in a particular activity (syn. dedication, attachment, fidelity).

craft: **n.** an occupation that includes manual work or the product of such an occupation.

crowd: **n.** a large gathering of people; a particular social group. (syn. crush, horde, jam).



disagree: **v.** to diverge in an opinion or decision (ant. agree). *The class disagreed about the date for the party.*

dress up: **v.** to wear special clothes for a particular occasion.

expose: **v.** to deny protection or care by leaving something out in the open (syn. uncover, disclose; ant. conceal).

F-J

hobby: **n.** a particular activity that people do in their free time for the purposes of relaxation.

jewelry: **n.** objects made of precious materials such as gems.



K-O

karate: **n.** a martial art that emphasizes techniques for punching and kicking in self-defense.



memories: **n.** pl. images, or impressions that are retrieved in remembrance.

P-Z

promote: **v.** to help with the growth of something (syn. encourage; ant. demote). *Families are promoting healthy diets for children.*

senior: **n.** a person older in years. (ant. junior) *Seniors usually join clubs to meet other seniors.*

stamped: **n.** sudden movement of a mass of people or animals.



Colloquial Expressions

To blow away the cobwebs: to make changes in one's life to feel better.

To make a big thing of something: to behave as if something were more important than it actually is.

To be in full swing: to be at the busiest, liveliest or most successful moment.

To be in one's element: to do something very well and enjoy doing it.

To be the life and soul of the party: to be the most amusing and interesting person in an event.

What are you up to? What are you doing?.

24/7: around the clock, all the time.

That's terrific! That's great!

Don't get me wrong: Don't misunderstand me.





Unit 3

Glossary Activities

1. Complete the chart.

WORDS	SYNONYMS
adj. fascinating	<i>absorbing</i>
v. uncover	<i>expose</i>
n. horde	<i>crowd</i>
n. dedication	<i>commitment</i>
adj. charming	<i>appealing</i>

2. Find the antonyms.

disagree v. _____ *agree*

junior n. _____ *senior*

unattractive adj. _____ *appealing*

conceal v. _____ *expose*

demote v. _____ *promote*

3. Find words for these concepts.

a. Having some type of charm.
_____ *appealing*

b. To help something advance in rank, dignity or position.
_____ *promote*

c. A large group of people gathered together.
_____ *crowd*

d. A sudden movement of a mass of people or animals.
_____ *stampede*

e. A flat piece of metal used as money.
_____ *coin*

4. Classify the following words: *craft, disagree, dress up, clay, absorbing, appealing, promote, commitment.*

NOUNS	ADJECTIVES	VERBS
<i>craft</i>	<i>absorbing</i>	<i>disagree</i>
<i>clay</i>	<i>appealing</i>	<i>dress up</i>
<i>commitment</i>	----	<i>promote</i>

5. Unscramble the words and match them with the pictures.

a. yewlejr _____ *jewelry*

b. pasetedm _____ *stampede*

c. odrwc _____ *crowd*

d. illb _____ *bill*



b



c



a



d

The World is the Limit 4



Skills

CEF Standards

Indicators

Listening

Can understand spoken language, live or broadcast.

- Identifies specific details that describe places, landmarks and countries around the world.
- Understands the development of a conversation based on turn-taking exchanges.
- Transfers information to complete charts or specific texts.

Reading

Can read different texts with a large degree of independence.

- Categorizes words based on specific criteria.
- Identifies cognates as a vocabulary aid in reading comprehension.
- Uses graphic organizers to summarize key information from a reading passage.
- Answers information questions to establish the content of a reading.
- Summarizes the contents of a paragraph.

Oral Expression

Can give or ask for information on general knowledge topics.

- Asks and answers questions about places, landmarks and people.
- Creates dialogs based on language prompts.
- Uses idiomatic expressions to talk about everyday topics.

Oral Interaction

Can give a short presentation on a specific topic.

- Asks and answers questions about general knowledge topics.
- Recombines language elements to create new ideas and dialogs.

Written

Can write clear and well-structured texts about general information.

- Writes a profile of a celebrity from the sports world.

The World is the Limit



► **General Objective**

You will be able to make comparisons about places and people.

► **Communication Goals**

You will learn how to

- talk about landmarks and compare them.
- make comparisons in terms of superiority.
- write profiles.
- have an informal dialog making comparisons.
- listen for specific details.

► **CLIL**

- Amazing Facts around the World
- Some Countries and their Records
- The Guinness World Records
- Success

Vocabulary

- Vocabulary related to the degrees of the adjective
- Words about geographical landmarks such as rivers, mountains, cities and countries.

Grammar

- Comparatives and Superlatives

► **Idioms and Colloquial Expressions**

- | | |
|---|---------------------------------------|
| • <i>To be a class act</i> | • <i>To find one's match</i> |
| • <i>To be head and shoulders above</i> | • <i>I'll go for</i> |
| • <i>To go places</i> | • <i>Here you are</i> |
| | • <i>Not to be in the same league</i> |

► **Project**

A Personal Profile

You will work in groups to create a profile of a famous athlete or sports celebrity.



Discuss:

- What's the longest river in the world?
- What's the highest mountain in your country?
- Does your country hold any world records?
- Are there people who hold world records in your country?





Lesson 1

Amazing Facts Around the World

1. Put the words in their corresponding category. Use the Word Bank below.



▶ Mountains
Everest

Aconcagua

McKinley



▶ Rivers
Amazon

Nile

Missouri



▶ Countries
Mexico

Brazil

United States



▶ Planets
Venus

Mars

Earth

Word Bank

- Brazil
- Venus
- Amazon
- Aconcagua
- Mexico
- United States
- McKinley
- Mars
- Nile
- Missouri
- Everest
- Earth

Vocabulary Strategy Make groups of words around a central concept to help you remember vocabulary.

2. Complete these facts. Use some of the words in exercise 1.

a. The *Aconcagua* is the highest mountain in South America.

b. *Missouri* is the longest river in the United States.

c. Mount *McKinley* is the highest mountain in the United States.

d. The *Nile* is the longest river in Egypt.



3. Read and listen to the conversation. Then complete the grammar chart on page 49.

Speaking Strategy

To keep informal conversations going, use expressions like you know, look, like this, etc.

A: Hi, buddy. Can I help you?

B: Sure. I am looking for an encyclopedia, about daily things like, which is bigger, Mars or Earth?

A: Let me see. I have an encyclopedia of the universe. Look, here it is. Here you can find facts like this, look: it says that Earth is bigger than Mars.

B: That's great. But what about an encyclopedia of the world's most interesting landmarks. Do you have one?

A: Well, here. Look, I have this book. It says, for example, that Mount Everest in Asia is higher than Mount Kilimanjaro in Africa. Brazil, for example, is the largest country in South America, but it is smaller than the United States in North America.

B: Do you have anything else?

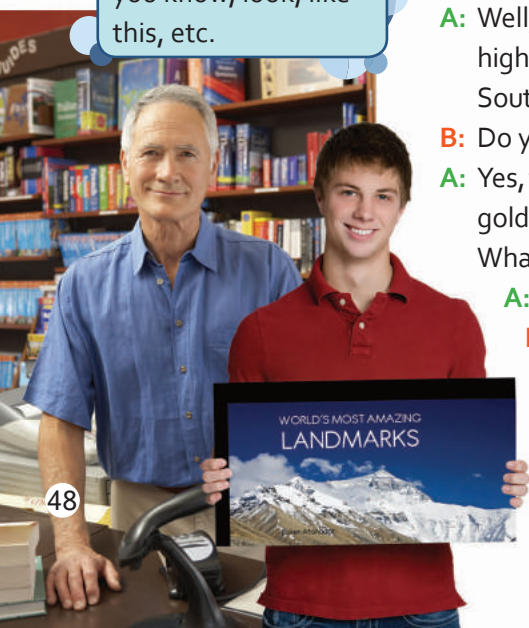
A: Yes, this book is about the smallest things on Earth. Look, it says here that the Brazilian gold frog is the smallest one. Look, this frog is more interesting than other varieties. What do you think?

A: Well, I'll go for the world landmarks encyclopedia.

B: That's a great choice. Here you are.

Key Expressions

I'll go for: I'll choose... Here you are: Take it.





Lesson 1

Amazing Facts around the World

Planning

Learning Goal	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to compare information about famous places and landmarks.	<ul style="list-style-type: none"> ■ Categorizes words about specific geographical landmarks. ■ Uses formulaic expressions to keep the flow of a conversation. ■ Compares geographical landmarks and their specific characteristics. ■ Creates dialogs giving his/her opinion about landmarks around the globe. 	<p>Structures Comparative forms of adjectives. adj + er than... (taller than) more + adj + than (more interesting than)</p> <p>Vocabulary Countries: Brazil, Mexico, United States. Planets: Venus, Earth, Mars Rivers: Nile, Amazon, Missouri Mountains: Aconcagua, McKinley, Everest</p>	<ul style="list-style-type: none"> ■ Making lists of words about a concept to help in vocabulary learning

WARM UP (books closed) L I K

You may start the unit by having students play a game to categorize words. Play STOP. Give them a grid with some categories in which you include: a name, a country, a mountain, a river and a color. Students get points depending on the level of difficulty to find words associated. Tell students they will be given a letter, and that they have to look for a word in each category beginning with this particular letter. The first student to finish shouts STOP. All students have to put their pens down. Then they proceed to count their words. If a word is not repeated among participants, they will be given the total number of points. If a word is repeated by several people, they will only be awarded half the points.

PRESENTATION 1 L V M

1. Put the words in their corresponding category. Use the Word Bank below.

Tell students to look at the pictures and use the Word Bank to categorize words. You may ask students further questions about these landmarks. For example, they may draw a circle with some arrows for students to add ideas, based on their knowledge of social studies. Write down some of their ideas on the board since this information may become valuable for the next activity.



Students need to establish the continent, the specific country and location of the landmark as well as its height, length or width. For example: *The Aconcagua is located in South America. It is on the border between Argentina and Chile. It has a height of 6,962 m.*

The purpose of the activity is to help students gain a clear idea of the location of each landmark with regards to the continent, country and specific location. By doing this, students will not see these places as isolated features around the world.

PRACTICE L I

2. Complete these facts. Use some of the words in exercise 1

Tell students to read the sentences without providing any answers. Determine if any of the information was given on the board. Help them to get started with the first one and let them work on their own.

PRESENTATION 2 L M

3. Read and listen to the conversation Track 34. Then complete the grammar chart on page 49.

Ask students about the things they normally buy. Ask them about their preferences regarding books. Next, have them read the dialog. Ask them some questions to check comprehension. Emphasis the ideas of comparison. Do a quick opinion poll about the books they like buying. Have them role-play the dialog. Pay attention to the way students use expressions such as: *Let me see, Look, That's great.*

Ask students about the comparisons they found in the dialog. Have students read the chart and complete it accordingly. Give students new adjectives and have them come up with their comparative forms. **You can also encourage them to provide new examples so that they can check their ideas with the Reflect on Grammar chart. Ask them to create their own dialog based on the model and using the Key Expressions.**

▶ PRACTICE **L**

4. Make sentences comparing landmarks.

Ask students to complete the chart based on the context. Have them practice the sentences using the adjectives in their positive (base) and comparative forms such as: *The River Nile is 6,650 kilometers long. It is longer than the Missouri River.* Have students create their own sentences using the information in the chart. You may bring some other famous landmarks so that students write more examples.

▶ APPLICATION **L**

5. Make your own informal dialog.

Have students pair up to make their dialogs. You may suggest some ideas on how to structure the dialog. **For instance, you can work specifically on the meanings of expressions such as: Look, here...! Let me see... Remind them of using exercise 3 as a model dialog.**

6. Think of two places **L I**

Ask students about the things they normally buy. Ask them about their preferences regarding books. Next have them read the dialog. Ask them some questions to check comprehension. Emphasize the ideas of comparison. Do a quick opinion poll about the books they like buying. Have them role-play the dialog. Pay attention to the way students use so of expressions such as: *Let me see, Look, That's great.*

7. Talk to your partner about them. Use the Word Bank.

Tell students that this exercise is a follow up of the ideas in exercise 4. You may bring pictures of some of these places and suggest adjectives to describe them. Ask students how much they agree or disagree with these descriptions.

▶ EXTRA IDEAS **L I**

Bring examples of local landmarks. Have students describe them using adjectives such as: *high, long, short, attractive, interesting* and *exciting*. Then have them work as a group and illustrate some of them on a map of their region or country. Students will work on their posters so that they can share them with the class.

Project Stage 1 **L I**

First, have students get together and decide on a famous athlete they would like to write about. Tell students to select a person they know a lot about, so they will have interesting or new information for their classmates. **You may give the example of Lionel Messi to see how much they can talk about him based on their general knowledge of the player.** You may also suggest ways of categorizing the information, for example, personal information, career achievements and awards.

REFLECT ON GRAMMAR

Basic Adjectives

- *big
- high
- large
- *good
- *bad

Comparative Adjectives

- bigger
- higher
- larger
- better**
- worse**

Comparative Sentences

- The Earth is **bigger** than Mars.
- Brazil is **smaller** than the United States.

Basic Adjectives

- interesting
- dangerous
- expensive
- beautiful

more

Comparative Adjectives

- interesting
- dangerous
- expensive
- beautiful

Comparative Sentences

- This frog is **more interesting** than other varieties.

To make comparisons add **er** to **one-syllable adjectives**.

Notice: Use the particle **than** in comparative sentences.

To make comparisons with two or **three** -syllable adjectives, use the basic adjective between the words **more** and **then**.

4. Make sentences comparing landmarks.

PLANET diameter	RIVER length	MOUNTAIN height	CITY population	COUNTRY size
Mercury 4,900 km	Mississippi 6,275 km	Kilimanjaro 5,891 m	Montreal 3,401,000	Argentina 2,766,590 km ²
Earth 12,800 km	Amazon 6,400 km	Aconcagua 6,962 m	Bogotá 6,834,000	Brazil 8,511,960 km ²
Saturn 125,000 km	Nile 6,650 km	Everest 8,848 m	Tokyo 32,450,000	China 9,596,960 km ²

- a. *Mercury is smaller than the Earth.*
- b. *Answers may vary.*
- c. _____
- d. _____
- e. _____

5. Make your own informal dialog.

- A:** Hi, buddy. What can I do for you?
B: Well, I'm looking for..., you know, things like that.
A: Let me see. Here I have this book about...
 Look, here it says that... is bigger/taller/higher/better/worse than...
B: Well, yes, that's really interesting. But...
A: That's a great choice. Here you are.
Answers may vary.

6. Think of two places. Talk to your partner about them. Use the Word Bank.



Machu Picchu



Madrid



Mount Everest



Jerusalem

I think Machu Picchu is **more relaxing than** Mount Everest.

Yes, I agree, but I think Mount Everest is **more interesting than** Machu Picchu.

Word Bank

- exciting
- relaxing
- interesting
- popular

Speaking Strategy
 Recombine known elements in a new way.

Project Stage 1

- Get together as a group. Decide on a famous sports person you would like to write about.
 E.g. *Lionel Messi is more famous than Iglesias in Barça Football Club. Rafael Nadal is more popular than Roger Federer.*



Lesson 2

Some Countries and Their Records

1. Locate these countries on the map.



- | | | |
|----|--|-------------------|
| a. | | Finland |
| b. | | Iceland |
| c. | | Japan |
| d. | | The United States |
| e. | | Canada |



2. Listen to some record announcements. Write the country for each one of the records you hear. Then listen again and complete the grammar chart below.



- Iceland is the most peaceful country in the world.
- United States is the most popular business destination.
- Japan has the oldest population around the world.
- Finland has the cleanest air in the world.
- Canada has the most expensive cell phone plans.

Listening Strategy

Pay attention to specific details by focusing on words you know.

GREENWICH LAB

REFLECT ON GRAMMAR

Basic Adjectives

old
clean
fast
long
*good
*bad

Superlative Adjectives

oldest
cleanest
fastest
longest
best
worst

Superlative Sentences

Japan has the **oldest** **population** around the world.
Finland has **the** **cleanest** air in the world.

Basic Adjectives

interesting
famous
dangerous
amazing
popular
expensive

the most

Superlative Adjectives

interesting
famous
dangerous
amazing
popular
expensive

Superlative Sentences

Canada has the **most** **expensive** **cell phone plans**.
Iceland is **the** **most** **peaceful** **country** in the world.

Add **est** to **one-syllable adjectives** for their superlative form. Always use the article **the** in superlative sentences.

Use the article **the** and the word **most** before **two** or **three** -syllable adjectives to make superlative sentences.

3. Listen again and complete the sentences below.

- Iceland has one of the biggest fishing industries in Europe.
- The USA is the third largest country in the world.
- Japan has the most famous festivals and cultural activities.
- Canada is the most exciting country for winter sports.
- Finland is one of the richest countries in natural resources.

Grammar Strategy

- Pay attention to **adjectives that double their last consonant**, like *big / bigger*.
- Two-syllable **adjectives ending in -y** follow the rules of **one-syllable adjectives** *Friendly / friendlier*.

Some Countries and Their Records

Planning			
Learning Goal	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to describe places using the superlative degree of adjectives.	<ul style="list-style-type: none"> Identifies and uses the superlative form of adjectives. Expresses ideas about places using the superlative form of adjectives. Uses his/her knowledge of vocabulary and structures to play a language game. 	<p>Structures Superlative forms of adjectives the + adj + est (the highest) the + most + adj (the most interesting)</p> <p>Vocabulary Finland, Iceland, Japan, the United States, Canada</p>	<ul style="list-style-type: none"> Paying attention to details by focusing on words the student already knows Paying attention to adjective formation in superlative forms

WARM UP (books closed)

Have students write the five continents on a piece of paper. Tell students that you are going to read out the names of some countries and they have to classify them according to their continents. Once they finish, give them feedback about their locations. Use the same map to have students find some other countries.

EXTRA IDEAS

This is a good opportunity for you to use the map again and practice with your students some countries and their nationalities: *Italy – Italian, Colombia – Colombian.*

PRESENTATION 1

1. Locate these countries on the map.

Have students locate the countries on the map. Ask them if they know what these countries are famous for. You may write some of this information on the board and encourage them to express their ideas using adjectives.

PRACTICE 1 / PRESENTATION 2

2. Listen to some record announcements. Write the country for each one of the records you hear. Then listen again and complete the grammar chart below

The idea in this exercise is to practice using the names of the countries and to create superlative sentences.

Tell students that they will listen about some countries and records they have. You may have students read the ideas and predict the answers. Draw students' attention to the Listening Strategy and ask them to explain it to you. Explain the idea of listening for details by focusing on words they

know (which was the purpose of presenting vocabulary first). Then they listen to the radio program to confirm their predictions.

You may take this idea a little bit further and ask students if they know of any records from their countries or cities.

Tell students to complete the Reflect on Grammar chart. You may ask them how this chart is similar or different to the one about comparatives.

PRACTICE

3. Listen again and complete the sentences below.

Tell students they are going to practice creating of superlative sentences by completing the exercise. Have them listen to the audio once again. It would be a good idea to look for information on the Internet to expand students' knowledge about these countries. For instance, it has been said that Japan has the most famous festivals and cultural activities. You could bring pictures or a short video of a particular Japanese celebration.

You can have students play around with the information about these countries. *You can ask them to write negative sentences or interrogative ones so that they widen their knowledge about these countries.*

4. Unscramble these sentences. **L M**

Students are already familiar with this type of exercise. The idea is to highlight the regularity of language structures.

Provide students with some more examples where they can see the relevance of the information in the Reflect on Grammar chart.

APPLICATION

5. It's play time. Listen to your teacher for the game instructions. Take turns tossing a coin (heads = 1; tails = 2). Follow the instructions on each card. **L K I**

Tell students about the popular game *Snakes and Ladders*. Give some instructions about how to play the game. Then have students play on their own. Circulate among students so that you help them as a source of input whenever they have to speak, especially if they have to keep a conversation going or talk about a particular subject for a minute or two.

Project Stage 2

Students need to have the information about a famous athlete, using the categories suggested in stage 1. At this stage, students need to determine the reasons why this person is outstanding in his/her sport and the ways in which this person is the best, the tallest, the fastest or the most skillful. They need to support their ideas like in the example of Kobe Bryant.



4. Unscramble these sentences.

- a. Asia/is/the/richest/country/in /Brunei/./
Brunei is the richest country in Asia.
- b. tourists/for/Mexico/is/one/of/the/?/most/destinations/popular/
Is Mexico one of the most popular destinations for tourists?
- c. Mexico/has/some/most/famous/is/of/.the/in the world/also/sites/historical
Mexico has some of the most famous historical sites in the world.
- d. Oslo/expensive/the/is/most/city/in/Europe/./
Oslo is the most expensive city in Europe.
- e. interesting/the/is/most/Egypt/?/one/of/Africa/in/countries
Is Egypt one of the most interesting countries in Africa?

5. It's play time. Listen to your teacher for the game instructions. Take turns tossing a coin (Heads = 1; Tails = 2). Follow the instructions on each card.

1 Compare several countries. Include comparative and superlative sentences.	2 Make a sentence with the superlative of "good."	3 Go to a shop and order a book. Keep the conversation going.	4 Make a comparison with the word "high."
8 What are the most interesting, relaxing and popular places in your country?	7 Make a comparison with the word "long."	6 Give an example with the superlative of "amazing."	5 Make a negative sentence with the superlative of "friendly."
9 Make a sentence with the comparative of "large."	10 Ask a question with the superlative of "famous."	11 Compare two planets.	12 Talk about some world records.
16 Compare two rivers.	15 Ask a question with the comparative of "happy."	14 Compare two sports people.	13 Compare two cities.

Project Stage 2

- Write the facts you have about this famous athlete. Compare this person with the rest of the people doing the same activity.
- Give the reasons this person excels in this particular field.
E.g. *Kobe Bryant is the fastest basketball player. He is not very tall, so he can move faster than other players.*



Guinness World Records

1. Find words that are similar in English and Spanish in the text.

ENGLISH	SPANISH	TYPE OF COGNATE
idea	idea	true
humanity	humanidad	true
popular	<i>popular</i>	true
<i>adjudication</i>	adjudicación	true
verify	<i>verificación</i>	true
<i>process</i>	proceso	true
<i>license</i>	licencia	true
claims	*clamores	false

Reading Strategy

Identify **cognates**: words that look similar in English and Spanish. These words may be **true** when their meanings **coincide**, but they may be **false** if their meanings are **different**.

idea: idea (true cognate)
***claim**: afirmación (false cognate)

2. Read the text and summarize each paragraph.



THE GUINNESS BOOK OF WORLD RECORDS

In 1951, Sir Hugh Beaver came across the idea of finding the answers to a series of questions that most people had difficulty answering, so he thought that a book containing the answers to those questions would

be beneficial for humanity. After a few years, the first "Guinness Book of World Records" appeared on the market and became very popular.

The Guinness Book of World Records is a publication that is constantly looking for amazing events and facts around the world. The Guinness representatives contact people or organizations in many countries to determine their claims to be the fastest, the slowest, the highest, the shortest, the most or the least in who they are, or what they do.

Each year the company receives thousands of applications, and different adjudication teams verify the records and certify them. The adjudication process is relatively easy and has almost instant authorization and publicity together with a license to use the Guinness World Record logo.

The company has a record of the records which are not always extraordinary events. Something as simple as the longest motorbike, the largest robot dance, or the smallest telephone is part of the book of records published every year. However, the Guinness World Records does not accept certain **claims**. For example, records involving animal cruelty or bodily harm in human subjects are not acceptable.

Reading Strategy

Use graphic organizers to summarize key information.

★ The Guinness Book of Records began as a book ... *containing answers for difficult questions.*

★ The Guinness representatives... *contact people to determine their claims to be the fastest, the slowest... in who they are or what they do.*

★ Adjudication teams... *verify the records and certify them.*

★ Some records are not always extraordinary... *events.*
The company does not accept... *records involving animal cruelty or bodily harm.*



Lesson 3

Guinness World Records

Planning

Learning Goal	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to use graphic organizers to summarize information from a reading.	<ul style="list-style-type: none"> Identifies cognates. Determines whether words are either true or false cognates. Summarizes the content of a paragraph. Uses graphic organizers to categorize key information in texts. 	<p>Vocabulary</p> <p>True cognates in English and Spanish: humanity - humanidad idea - idea popular - popular process - proceso adjudication - adjudicación licence - licencia</p>	<ul style="list-style-type: none"> Identifying cognates Using graphic organizers to summarize key information

WARM UP

Bring sample pictures or show students photos online of people who have won Guinness World Records. Ask students if they know what these people are famous for. Listen to their ideas and write them on the board. Provide new vocabulary so that the formulation of ideas is successful.

Pre-Reading

Ask students how much they understand the chart at the top of the page. Explain to them what these words mean and how they are used. **You need to introduce some true cognates and point out that they are words that are very similar in both Spanish and English. These words may help or cause difficulties in reading comprehension.** Ask them if they know any other words that behave in the same way. You need to tell students that some of these words may be true or false cognates and explain to them the difference. Finally, ask students if they know if their countries or people in their country hold any world record. It is very important that you know this information beforehand so that you can help your students.

1. Find words that are similar in English and Spanish in the text.

Tell students to read the text below very quickly and complete the chart. Then have them read the Reading Strategy and write true or false in the third column according to what they think. The overall idea is to preview the vocabulary in the text so that students activate their previous knowledge and get ready to read for meaning.

While-Reading Track 37

2. Read the text and summarize each paragraph.

You need to tell students that part of being a successful reader is to be able to summarize information. In order to do so, they need to select the parts that contain the most important ideas in a paragraph.

There is an audio version of the reading, so you can listen to it and work with students to summarize the first paragraph. This way they can see the criteria for selecting and determining the idea that best summarizes the entire paragraph. Next have students listen and read to complete the exercise. Then tell them to pair up and share their summaries. Finally, have the class work on a summary of the entire reading passage.

▶ Post-Reading **L I**

3. Answer the following questions based on the information in the text.

Tell students to solve the questions which will also help them to summarize the information. They have two ways to go about summarizing information from a reading. First, they may formulate one idea using the content of the paragraph, or second, they can ask specific questions intended to help understand the content of each paragraph.

▶ EXTRA IDEAS **L I V**

You may show students sample graphic organizers to help them summarize ideas in texts. You may find information about graphic organizers on different websites.

You need to bring other short texts and allow students to summarize them using the graphic organizers you selected from the webpages.

4. Complete this paragraph about the “Guinness Book of Records.” Use the true cognates in Spanish as a guide to fill in the blanks with the corresponding word in English. **L I**

Tell students that one of the best things about knowing two languages like Spanish and English is that knowing one language helps you acquire the other. Ask them to solve the exercise and reflect upon the meanings of cognates.

▶ Writing **L M K**

5. Writing. Use the letter on the left to write a similar request for a record with your own ideas.

Ask students about any world record they would like to have. You can give them ideas about daily activities like: walking, jogging or playing games.

Tell students to read the letter and summarize the information. For instance, you can ask students for the key ideas in paragraph 1 and paragraph 2.

This is also a good moment to either review or introduce letter writing formats and the type of language to use depending on the level of formality.

Tell students that they are going to write a letter to the team of judges for a record they have or intend to make. Students need to write a draft version or an outline of their ideas. Then they can go to the text and complete the letter.

Give students time to complete the assignment, walk around the class helping them with some possible language for their letters. Finally, have some students read their letters to their partners. **Select the letters that they feel have more chance of being considered by the team of Guinness World Records judges. Display them on the bulletin board.**

3. Answer the following questions based on the information in the text.

- a. Who created the "Guinness Book of Records?" *Sir Hugh Beaver*
- b. What is the publication about? *Amazing events and facts*
- c. How do people contact the organization? *Through applications*
- d. What is the procedure for record adjudication? *The application is verified and certified.*
- e. What kinds of records do they not certify? *The ones involving animal cruelty or bodily harm.*


4. Complete this paragraph about the "Guinness Book of Records." Use the true cognates in Spanish as a guide to fill in the blanks with the corresponding word in English.

Obtaining a world record is not a long process. People write to the Guinness World Organization to tell them about their idea. The Adjudication team members verify the type of record. If it satisfies all the requirements, they give the person or the organization an instantaneous record that allows them to have the Guinness World Record license and logo. Sometimes the adjudication teams do not find some proposals acceptable. For example, when they involve animal cruelty or bodily harm in individuals.

Word Bank

- idea
- proceso
- licencia
- verificar
- instantáneo
- acceptable

5. Writing. Use the letter on the left to write a similar petition for a record with your own ideas.

Guinness World Records Limited 

3rd Floor, 184-192 Drummond Street,
London,
NW1 3HP, United Kingdom.

Dear Adjudication Team,

My name is Luis Sánchez. I am from Perú, South America. I am writing to you because I think I must have a world record. I studied for my algebra class for 14 hours. I solved around 250 exercises. I want your record because I want recognition for my dedication to my studies.

At the moment, I am studying for an English test. I am good at languages too. Recently, I bought a grammar book at a bookstore and did many grammar exercises. The next day, I was the fastest student to solve the exercises the teacher gave us.

I look forward to hearing from you.

Sincerely,
Luis Sánchez

Guinness World Records Limited

3rd Floor, 184-192 Drummond Street,
London,
NW1 3HP, United Kingdom.

Dear Adjudication Team,

Answers may vary.

(personal information)

(reasons for writing)

(give examples of your achievements)

I look forward to hearing from you.

Sincerely,



Lesson 4

Finding One's Match

1. Read the letter and complete the statements below. Guess the meaning of the expressions from the context. Then listen and check.

To: From: Subject: Send Attach Cancel

Dear mom,

I want to thank you for the football you sent William on his birthday. Now he is thirteen and **is a class act** in his soccer practice; his skills with the ball are really good. In school he is doing fine; he is one of the most intelligent students in his class. Moreover, he claims he **is going places** in his studies. He is now very good with numbers, reads very fluently and gets excellent grades. He says his teachers tell him he **is head and shoulders above** his class, as all his answers are right. We always talk to his teachers because we want him to stay out of trouble and behave well. Most teachers say he does. They say it is difficult to **find his match** in most class activities. Most of his classmates do not do so well in their subjects. We should not be this proud of our son, but he does like his school these days. Sometimes we wonder if the school is **not in his league**. You know he does everything apparently without much effort; he definitely needs a challenge.

Love,

Emma

a. To be a class act...

- 1. To be really good
- 2. To have a good show
- 3. To be the worst

b. To go places...

- 1. To travel a lot
- 2. To be successful
- 3. To be unstable

c. To be head and shoulders above...

- 1. To be taller
 - 2. To have less talent
 - 3. To be the best
- ### d. To find one's match...
- 1. To find an opponent
 - 2. To find somebody with equal talent
 - 3. To find a good friend

e. Not to be in one's league...

- 1. To be better
- 2. To compete against others
- 3. To be of inferior quality

2. Complete these dialogs with the idioms.

Conversation 1

A: What do you think of Shakira?

B: Well, she is a class act.

Conversation 2

C: Can we compare the Olympic Games with any other sport tournament?

D: Well, there is not a tournament like the Olympic Games. Other tournaments are not in their league.

Conversation 3

E: I am really tall. I want to join the basketball team.

F: Certainly, you'll go places.

Conversation 4

G: Rafael Nadal is one of the best tennis players in the history of tennis. He is the number one player today.

H: I know. He is definitely head and shoulders above the rest.

Reflect on Values

	Always	Sometimes	Never
■ I value other people's talents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I work towards excellence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I recognize the value of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gap Activity

Student A goes to page 88.
Student B goes to page 91.



Lesson 4

Finding One's Match

Planning

Learning Goal	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to use daily idioms related to achievements and personal success.	<ul style="list-style-type: none"> ■ Defines idiomatic expressions. ■ Uses idiomatic expressions in daily conversations. ■ Gives an oral presentation. ■ Evaluates cooperative work. 	<i>to be a class act</i> <i>to be head and shoulders above</i> <i>to go places</i> <i>to find one's match</i> <i>to not to be in the same league</i>	<ul style="list-style-type: none"> ■ Associating idioms to a particular context

▶ WARM UP (books closed)

Bring pictures of famous athletes or even celebrities. You may find them in newspapers or magazines. Motivate students to talk about each one of them. **As always, it is important that you write down their ideas on the board so students realize that they are in fact sources of input.** Help them with difficulties regarding grammar or spelling, but make sure they need to feel that they have contributed ideas.

▶ PRESENTATION Track 38

1. Read the letter and complete the statements below. Guess the meaning of the expressions from the context. Then listen and check.

Have students read the letter, notice the expressions in bold and guess their meanings based on the context. Once they have understood the letter, have them go to the items below to match the idioms with the meanings. Do not translate, ask your students to use the context as a source of information. Then have them do the listening part to confirm or disregard their answers.

▶ PRACTICE

2. Complete the dialogs with the idioms.

Tell students to go to the dialogs and complete them using the idioms. Then have them role-play the short conversations.

You can also expand on these conversations by establishing how much they agree or disagree with the people or the events that are being talked about in each of the dialogs.



▶ Reflect on Values

Tell students to think about one talent they are sure they have. For instance, they might be good at sports, games or at their studies. Have them think that each one of their talents contributes to the class in some way. However, this does not mean that they will automatically be given the responsibility for something. Then ask students what they want to achieve in life and possible ideas to get there.

Gap Activity

Tell students that the purpose of the activity is to create short dialogs based on information they need to share with their partners. You may review some of the adjectives studied in the unit so that students can associate them with the descriptions of cities and countries.

Share Your Project

Before they evaluate their group work, have students think of what each person did for the group and give him/her some recognition.  

1. Discuss your experience

Read the following ideas about working collaboratively. Grade them in order of importance from 1 (the most important) to 5 (the least). Be ready to support your answers.

Tell students to do the evaluation. Then allow some time to reflect upon each one of the answers. Part of the class session can be devoted to figuring out solutions or alternatives for possible problems with each one of the descriptors.

2. Profile Writing Track 39

Have students listen and read what profile writing is about. Ask them some questions to check comprehension. You can review the idea of do and don'ts. Then tell them to solve the exercise.

3. Read the profile.

Have students read Daniel Radcliffe's profile. Ask them if it fits the ideas about profile writing. Tell to support their answers.

Tell students that keeping a checklist of items is a very good way of having a record of their ideas for when they have a writing assignment.

You may have them write a profile of somebody famous that interests them. Have them work on their text and tell them to follow the checklist.

Have students rehearse their presentations about their particular athlete. Have them check their presentation against the criteria in the Give your Presentation box.

Share Your Project

1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1 (the most important) to 5 (the least). Be ready to support your answers.

- participate actively listen to others help one another
 take on responsibilities do the activities



2. Profile Writing

Profiles are biographical pieces of information about people. However, they require more information than the usual personal details about people's lives. Moreover, they have to be interesting so that the reader wants to know more about the people you want to profile.

A profile has to show the personality of the person. You can add some short stories or anecdotes. You also want to show the very best of a person, so you should pay special attention to the adjectives you use. Be careful, don't exaggerate with the use of superlatives. Readers don't like when people are head and shoulders above the rest. Finally, be very honest with the information you are giving. People may find erroneous information and doubt people's sense of integrity.

3. Read the profile. Mark the items the writer took into consideration (yes/no) and the lines where you can find them.



1. Daniel Jacob Radcliffe was born on July 23, 1989 in London, England. He
2. became an actor very early in his childhood.
3. He reached stardom with his role as the young magician Harry Potter in
4. 2001. Recently Daniel participated as an actor in a play in a London West
5. End theater. He got very good reviews on his acting. He says that his favorite
6. Harry Potter book is *Harry Potter and the prisoner of Azkaban*. Daniel is
7. one of the richest young actors in England, but he is also one of the most
8. generous as he donates money to different charity organizations regularly.

Profile Checklist		
Yes/No	Lines	
Yes	1	Biographical information
Yes	3/4	Interesting facts
Yes	7	Appropriate use of adjectives

Give your Presentation

- Summarize the main facts about your celebrity.
- Use adjectives in their comparative or superlative forms to describe your celebrity.
- Find interesting or new ideas about the person you are profiling.

Useful Expressions

- Our celebrity is ... He/She is tall/short/young/old
- He/She is the... He/she became famous as a...



Game

Play Time

Play with your partners.

- The first one to reach the end of the journey wins.
- Toss a coin to move your counter on the grid.
- If your answer is incorrect, you miss a turn.



25

24
Which of these planets is the biggest?
 Mercury
 Earth
 Saturn

23
Is a day longer on Venus or the Earth?

22
Which is the hottest planet in the Solar System?

21
Give the missing adjective here:
 • Good
 • _____
 • Best

16
6,962 m is the height of:
 Mount Everest
 Kilimanjaro
 Aconcagua

17
What is the most expensive city in Europe?

18
Which country is the most popular destination for business meetings?

19
Make a comparison with **expensive**.

20
Who is one of the most famous actors in the "Harry Potter" movie series?

15
Make a comparison with the adjective **old**.

14
Give an example with: **to be a class act**.

13
Give the comparative form of **high**.

12
What is the largest city in your country?

11
Give the missing adjective:
 • _____
 • worse
 • worst

6
Which one of these idioms means to be successful?
 to be a class act
 to find one's match
 to go places

7
Mention the best tennis player in your country.

8
Give the superlative form of **hot**.

9
Is the word **popular** a true or a false cognate?

10
Which is the most peaceful country in the world?

5
Which river is longer, the Amazon or the Nile?

4
Which country has the cleanest air?

3
What is the tallest mountain in the world?

2
What is the oldest city in your country?



▶ Game Play Time



Before you get started with the game, have students become familiar with the game format. Try out a couple of questions with the students. Walk around the class so that you are able to see students playing. You need to tell students that the purpose of the game is to provide complete answers. Consequently, words or phrases in isolation will not count.

It would be good that you look for answers to local questions beforehand. Here are the other answers:

3. Mount Everest
4. Finland
5. the Nile
6. to go places
8. hottest
9. true
10. Iceland
11. bad
13. higher
16. Aconcagua
17. Copenhagen
18. the USA
20. Daniel Radcliffe
21. better
22. Venus
23. on Venus
24. Saturn

Quiz Time

Tell students that the quiz is a moment for them to think about how much they have learned. It is also a moment to think of possible re-teaching activities in order to clarify any possible doubts. **L**

1. Complete the paragraph with the comparative or superlative forms of the adjectives beneath the lines.

Tell students to read the paragraph first. Then decide whether they have to use the comparative or superlative form of the adjectives. Then have them complete the activity.

2. Read the information about these cities. Then write comparative or superlative sentences. Use the Word Bank.

For this particular activity, students are encouraged to come up with as many ideas as possible to write their own sentences.

3. Complete the paragraph with the idioms in this unit. Use the Word Bank.

Ask students to go to the paragraph and give it a preliminary reading. Have them look at the Word Bank so that they are able to relate the idioms with the contents of the paragraph. Tell them to complete the exercise.

Self-Evaluation **L** **I**

Take each one of the items and discuss it with your class. Elicit examples of the ideas they are expected to handle at this point of the unit.

Glossary

Tell them to read the glossary with the same criteria they used in previous units, that is, look for definitions, parts of speech, examples and think of synonyms and antonyms.

Quiz Time


1. Complete the paragraph with the comparative or superlative forms of the adjectives under the lines.

The Guinness World Records recently announced a list with the newest (a) additions to the records (new) this year. Earlier in the year a Chinese man claimed he was the tallest (b) person on Earth, but a Mexican businessman proved he was taller (c) than the Chinese guy. Something similar happened to a Brazilian girl who said she was the shortest (d) person in the world, but the World Records adjudication team found a Venezuelan boy who was shorter (e) than the Brazilian girl. (short)

2. Read the information about these cities. Then write comparative or superlative sentences. Use the Word Bank.



Buenos Aires, Argentina
 Area: 202 km²
 Population: 2,891,904
 Date Foundation: February 3rd, 1536.



Lima, Peru
 Area: 2664 km²
 Population: 7,605,742
 Date Foundation: January 18th, 1535.



Santiago, Chile
 Area: 641 km²
 Population: 5,428,590
 Date Foundation: February 12th, 1541.

Word Bank

- large
- small
- old
- young
- interesting
- popular
- attractive

- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
- Answers may vary.*

3. Complete the paragraph with the idioms in this unit. Use the Word Bank.

Usain Bolt is a Jamaican athlete with an impressive career as a sprinter. From a very early age he was a class act (a) when he first showed his running talent. He was always head and shoulders above (b) his running companions. In 2004, he became a professional sprinter and started breaking records. In 2008, he participated in the Olympic Games in Beijing, did not find his match (c) as he won three gold medals in sprinting events. People consider him an amazing runner, and they say other runners are not in his league (d). He does not want to retire yet. He feels he can still go places (e) in his career.

Word Bank

- To be a class act
- To go places
- To be head and shoulders above
- To find one's match
- To not be in one's league

Self-Evaluation

Now I can...

- Talk about and compare landmarks such as mountains, cities and countries.
- Write a profile of a sports celebrity.
- Use graphic organizers to summarize key information from a reading.

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-E

adjudication: **n.** the act of solving a legal dispute. *The court will adjudicate our rights to protest.*

amazing: **adj.** causing an unexpected reaction in a person (syn. astonishing, stunning; ant. boring, unimpressive)

clerk: **n.** a person whose job is to sell goods or services in a store. *The clerk sold us the most recent collection of encyclopedias.*

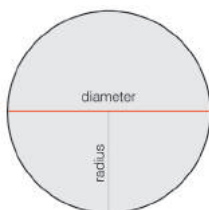


cognate: **n.** words that have similar spellings in two languages, but their meanings may or may not coincide. In the first case, one can talk about a **true** cognate or when the meanings do not coincide, a **false** one.

customer: **n.** a person who buys goods or services from a business (syn. buyer, consumer; ant. seller, vendor)



diameter: **n.** measurement of the distance through the center of something from one side to the other.



Everest: **n.** the highest mountain above the sea level in the world with a height of 8,848 m. It is located in the Himalayas on the border between China and Nepal.



F-J

fulfill: **v.** to do or perform as an act of duty (syn. satisfy). *The director fulfilled his promise and gave us a day off.*

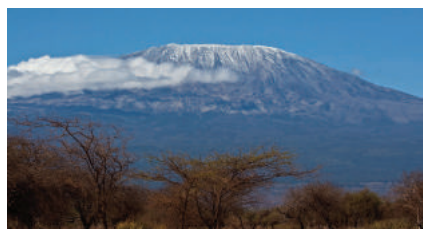
Gold frog: **n.** the smallest frog in the Southern hemisphere. It measures 9.8 mm. It can be found in the Brazilian rainforest.



Guinness Records: **n.** the world's most famous organization in charge of recording amazing facts and activities from people around the world. *The Guinness Records organization published a list with the most recent sports achievements.*

K-O

Kilimanjaro: **n.** the highest mountain in Africa with a height of 5,895 m. It is located in the north of Tanzania.



landmark: **n.** an important structure or location that marks a particular place. *The Eiffel Tower is the most famous landmark of Paris.*



P-Z

profile: **n.** brief set of data to represent the characteristics or descriptions of a person or a product. *I updated my Facebook profile this morning.*

record: **n.** an official proof of top performance. *The officials adjudicated the record to the baseball player.*

requirement: **n.** a condition or requisite necessary for something to happen (syn. requisite, demand; ant. nonessential)

Colloquial Expressions

To be a class act: To be good at something.

To go places: To be successful at one activity.

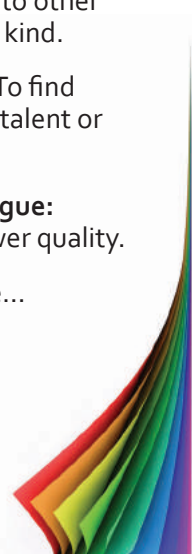
To be head and shoulders above: To be superior to other members of the same kind.

To find one's match: To find somebody with equal talent or quality.

To not be in one's league: To be of inferior or lower quality.

I'll go for...: I'll choose...

Here you are: Take it.





Unit 4

Glossary Activities

1. Read the definitions. Decide if they are right (R) or wrong (W). Fix the wrong ones.

- W** clerk: **n.** a person who buys goods or services.
a person whose job is to sell good or services
-
- R** diameter: **n.** the measure of the distance through the center of something circular from one side to the other.
-
- W** Everest: **n.** the highest mountain above the sea level. It is located in Tanzania, Africa and has a height of 5,895 m above the sea level.
It is located on the border between China and Nepal and has a height of 8,848 m above the sea level.
-
- R** landmark: **n.** an important location that marks a particular place.
-
- W** record: **n.** an unofficial proof of top performance.
an official proof of top performance
-

2. Provide synonyms for the words below.

- a. requirement: *requisite*
- b. customer: *consumer*
- c. fulfill: *satisfy*
- d. amazing: *astounding*

3. Complete the chart.

COUNTRY	LANDMARK/SPECIAL ANIMAL OR OBJECT
<i>China and Nepal</i>	The Everest
<i>Tanzania</i>	Kilimanjaro
<i>Brazil</i>	Gold Frog
<i>France</i>	The Eiffel Tower

4. Complete this paragraph with some words from the glossary.

I wrote a profile of the city of Paris in France. I thought about some of the most famous landmarks in Paris. I included the Eiffel Tower, The Arc de Triomphe and Notre Dame Cathedral. I was happy with my writing. I think it fulfilled all my expectations. I hope my readers like it as well. Readers are like customers because they buy or enjoy what writers do.

5. Find in the glossary words that are related to the ones in the chart.

GLOSSARY WORD	WORD ASSOCIATION
<i>requirement (n)</i>	v. require
<i>fulfill (v)</i>	adj. fulfilling
<i>adjudication (n)</i>	v. adjudicate
<i>profile (n)</i>	v. profile

Test Training B

Tell students that part of their studies in English is to prepare themselves to take English tests in order to show how much they have learned. These tests have some questions about the language skills (listening, speaking, reading and writing). The tests will also look at their knowledge of grammar and vocabulary.

Tell students that this preparation also requires students to become familiar with the types of activities in which they will show their knowledge.

Show students the parts of the test. Tell them how they are supposed to answer to each one of the test sections.

Listening Track 40

Listen to a short conversation twice. There are five questions. For questions 1-5, check (✓) the right answer.

Tell students that they are going to listen to a person talking about his/her vacation activities. Tell them to pay attention to the specific information they need to listen out for.



Test Training B

Listening

Listen to a short conversation twice. There are five questions. For questions 1-5, check (✓) the right answer.

Example:

0. The man went on vacation to...



Brazil

A



Argentina

B



Ecuador

C

Answers

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

1. He visited...



Sao Paulo

A



Rio de Janeiro

B



Brasilia

C

2. You must come to Brazil in...

February

A

May

B

June

C

3. Maracanã is the largest...



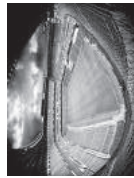
Swimming pool

A



Sports Center

B



Stadium

C

4. The man also went to...



Santiago

A



Buenos Aires

B



Lima

C

5. The city is the most...

interesting

A

popular

B

expensive

C

Reading

Read the text below. Select the correct form of the verb for each space. Mark the best word (A, B, C) for each space.

I think swimming is the (0) _____ relaxing sport there is. I took swimming lessons when I was a little child. I was (6) _____ than many of my classmates, but it was not a problem. Unfortunately, I did not continue, so I lost the hang of it. When friends ask me for some advice about sports for their children, I tell them that their children (7) _____ try all sorts of sports at a young age; it seems to be the best word of advice before they can decide on a specific discipline with rules and obligations. After a few years, I decided that karate was my sport. This time again, I was the (8) _____ in class. In addition, my trainer was the (9) _____ demanding person in the world. For example, he always made me train with kids who were (10) _____ than I for a couple of years. I (11) _____ emphasize that this training was really hard, but after all these years, I think my trainer was right all along. Now, I can see that his words were the (12) _____ advice any student can hope for. My karate lessons were probably the (13) _____ interesting experience in my life when I was younger.

Answers

0	A	✓	C
6	✓	B	C
7	A	B	✓
8	A	B	✓
9	A	✓	C
10	A	B	✓
11	✓	A	C
12	✓	B	C
13	✓	B	C

A
more

B
most

C
best

0. shorter

shortest

short

1. have to

must

should

2. short

shorter

shortest

3. more

most

worst

4. oldest

old

older

5. should

have to

must

6. good

better

best

7. most

more

better

Writing

Write a description of a hobby or a free time activity you enjoy.

- ▶ Write
 - What the activity is about
 - Give advice for new people
 - Talk about some rules to consider
- ▶ Your description has to be between 30 and 45 words.

Speaking Candidate B

You still don't know where you are going on vacation. Ask student A about a vacation plan he knows about in Argentina. Here you have some of the possible questions.

- Tell me more about this vacation plan in Buenos Aires.
 - Hotel accommodation: Where? / How much?
 - Activities: What can...?
- Where can I stay?
 - Any special places: What are the most...landmarks to see?
- How much does it cost to go to a hotel?
 - Any advice to enjoy Buenos Aires: What should I do...?
- What should I do?

Speaking Candidate A

You have an advertisement about a vacation destination. Answer candidate B's questions.

- I have this information about vacation trips to Argentina.
- What do you want to know?
- Is there anything else you need?

Buenos Aires: The city and the countryside in one package

- ▶ We offer you
 - The best hotel accommodation: single rooms, suites, luxury suites.

International hotel	La Pampa Suites	La Plata Suites
⊙ ⊙	⊙ ⊙ ⊙ ⊙	⊙ ⊙ ⊙ ⊙
US \$50	US \$100	US \$220
single rooms	suites	luxury suites only
suites	luxury suites	

- The most exciting tours of the city and a special trip to La Pampa.
 - | | |
|------------------|---|
| City tour | City and the countryside |
| 5 museums | 3 museums and a visit to a traditional "Estancia" |
| Botanical garden | suites |
 - Ride horses and spend a day as a real "Gaúcho."
 - Tours to the most famous landmarks in Buenos Aires: Palermo, La Bombonera, Plaza de Mayo

- ▶ A word of advice:
 - Enjoy every activity.
 - Do not worry about late nights.
 - Try tango lessons.

▶ Reading

Candidate A

Read the text below. Select the correct form of the verb for each space. Mark the best word (A, B, C) for each space.

Tell students that the paragraph requires information based on the comparative and superlative forms of adjectives. They also need to pay attention to ideas of obligation and advice.

▶ Writing

Write a short description of a hobby or a free time activity.

Students will be asked to write a text describing a particular hobby. Tell students to pay attention to the instructions so that the text does what the instructions regarding what to include and the word limit.

▶ Speaking

Give students guidance about the speaking task. Make sure they understand their roles in the activity so that they are able to provide the language forms required for this specific task.



5 Jobs and Occupations



Skills

CEF Standards

Indicators

Listening

Can understand spoken language, live or broadcast.

- Listens for specific information such as words, numbers or particular details.
- Follows conversations and provides specific information that completes dialogs.

Reading

Can read different texts with a large degree of independence.

- Predicts the content of a reading by working on word association activities beforehand.
- Pays attention to words and/or expressions that facilitate the reading of facts, numbers and statistics in texts.
- Is able to use synonyms to facilitate reading comprehension.
- Reads graphs and tables to aid his or her reading comprehension processes.

Oral Expression

Can give a short presentation on a specific topic.

- Gives information about people's jobs or occupations.
- Describes jobs and occupations.
- Uses idiomatic expressions to talk about everyday topics.

Oral Interaction

Can give or ask for information on general knowledge topics.

- Asks and answers questions about career choices and occupations.
- Uses formulaic expressions to keep the flow of a conversation.

Written

Can write clear and well-structured texts about general information.

- Writes a career prospect.

5 Jobs and Occupations



▶ General Objective

You will be able to talk about career choices and occupations.

▶ Communication Goals

You will learn how to

- talk about occupations and professions.
- make predictions regarding career choices.
- read graphs and tables to help your reading comprehension.

▶ CLIL

- Unusual Occupations
- Career Choices
- The Job Market
- Creative Thinking

Vocabulary

- Vocabulary related to jobs and occupations
- Complex nominals

Grammar

- Compound words
- Future tense predictions and decisions with "will"
- Future plans with "going to"

▶ Idioms and Colloquial Expressions

- *To be a number cruncher*
- *To be the cream of the crop*
- *To call it quits*
- *To learn the ropes*
- *To think out of the box*
- *To have a sweet tooth*

▶ Project

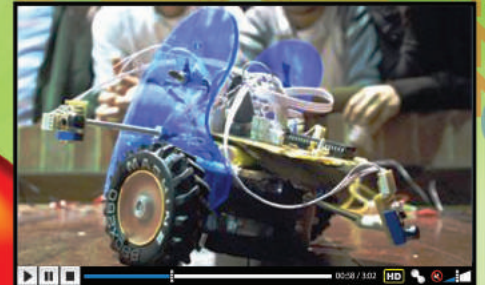
A Poster Presentation

You'll make a group poster presentation of a career or an occupation.



Discuss:

- What are you going to study?
- What career choices will you consider?
- Are you going to study a profession in medical science, technology, architecture?





Lesson 1

Unusual Occupations

1. Number the following jobs. Give 1 to the strangest and 4 to the most common.

Ranking



dog walker



snake milker



Braille translator



toy designer

Answers may vary.

Odd Job or Occupation

2. Listen to the conversations and tick (✓) what each person does.

Vocabulary Strategy

Discriminate word parts to find the meaning of a compound word.

Person's Name	Occupation		
Tom	a. <input checked="" type="checkbox"/> snake milker	b. <input type="checkbox"/> veterinarian	c. <input type="checkbox"/> zookeeper
Mary	a. <input type="checkbox"/> book reader	b. <input checked="" type="checkbox"/> Braille translator	c. <input type="checkbox"/> counselor
Nancy	a. <input type="checkbox"/> game designer	b. <input type="checkbox"/> toy tester	c. <input checked="" type="checkbox"/> toy designer
Elizabeth	a. <input type="checkbox"/> dog trainer	b. <input type="checkbox"/> dog expert	c. <input checked="" type="checkbox"/> dog walker

Key Expressions

have a sweet tooth: to be willing to eat all sorts of candies and sugar

Listening Strategy

Listen for detailed information by playing an audio two or three times.

3. Listen to the conversations again and complete.

- A snake milker milks snakes to get their poison and make antidotes.
- A Braille translator translates symbols into the Braille system for blind people to read them.
- A toy designer designs new toys for children and adults.
- A dog walker walks dogs when their owners cannot do it.

Reflect on Grammar

Compound nouns have two parts.

The first part establishes the *purpose* or the *reason* of an occupation, and the second defines the *person* or the *activity* as such.

Word Bank

- movie director
- computer programmer
- ice-cream taster
- party planner

4. Match each advertisement with the corresponding occupation. Use the Word Bank.

WANTED
 a. Experienced person in technology is required. Candidate will create solutions for new software problems.

computer programmer

WANTED
 b. Person experienced in media is needed.
 • movie making
 • documentary production

movie director

WANTED
 c. Applicants for this job must certainly have a sweet tooth.
 • diet specifications will be determined

ice-cream taster

WANTED
 d. Looking for very well organized people
 • special attention to details
 • big events

party planner



Lesson 1

Unusual Occupations

Planning

Learning Goal	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to exchange information about career choices and occupations.	<ul style="list-style-type: none"> Identifies some non-traditional occupations. Makes compounds words. Describes specific requirements to work in some special occupations. 	<p>Structures Compound words (noun + noun)</p> <p>Vocabulary dog walker, snake milker, party planner, Braille translator, toy designer, movie director, computer programmer, ice-cream taster</p>	<ul style="list-style-type: none"> Identifying word parts to establish the meaning of a compound word

▶ WARM UP (books closed)

Give students a list of words containing unusual occupations. Ask them if they think they are real or just made up by the teacher. Have students determine what the people who have those occupations do. Ask students if they like any of those occupations. They need to give you reasons.

▶ PRESENTATION

1. Number the following jobs. Give 1 to the strangest and 4 to the most common.

Tell students to look at the pictures and describe them. Encourage them to give complete ideas of the images they are describing. Provide students with vocabulary if they need special words or language constructions. Ask them to rank the occupations mentioned. You may ask students further questions about these occupations based on their rankings. Ask them what they think these people do. Refer them to the Vocabulary Strategy for them to analyze each compound noun. Explain to them that the main noun is the last word in the phrase. *It is important to personalize this type of activity so that students have a chance to be involved in what is being talked about in class. For this reason, you need to ask students about their opinions about these occupations and their any preferences they have.*

2. Listen to the conversations and tick (✓) what each person does.

Have students predict the content of the listening activity. You may have them work on their ideas regarding what each person does: have them tell you what the people in the chart do for a living. Then have them listen to the audio and confirm what each person does.

▶ PRACTICE

3. Listen to the conversations again and complete.

Have students complete the exercise after they listen to the conversation several times. Refer them to the Listening Strategy and have them explain to you what they understand by listening for detailed information. Have them notice these are definitions. You may bring some more examples of these professions so that students define them.

Tell students to work on the Reflect on Grammar chart to confirm their ideas about making noun + noun compound words.

4. Match each advertisement with the corresponding occupation. Use the Word Bank.



Ask students to read each advertisement. Check their comprehension. You may even ask them if they would be interested in any of these job offers. Have students write the corresponding compound nouns. Ask them for the reasons they had for the matching. List their ideas about each one of the occupations. It is important to emphasize on the particular abilities a person needs to have for a particular occupation because they will require this information to create dialogs on the next page.

▶ EXTRA IDEAS

Have students come up with ideas for unusual occupations that they see in their everyday lives. Have them create an advertisement with these particular occupations. They also need to make sure they include some of the tasks related to these occupations. The class can select the funniest or most creative advertisement.

5. Find 8 occupations in the word search. Pay attention to the -er/or word endings. Use some of the words for the job descriptions in activity 6.

Tell students to list some of the occupations in activity 4. Ask them about what these occupations and / or professions have in common in terms of their word endings. Then have students find the occupations in the word search. Since students are familiar with the structure of compound words, you can have students create some possible occupations or professions by combining nouns.

▶ APPLICATION   

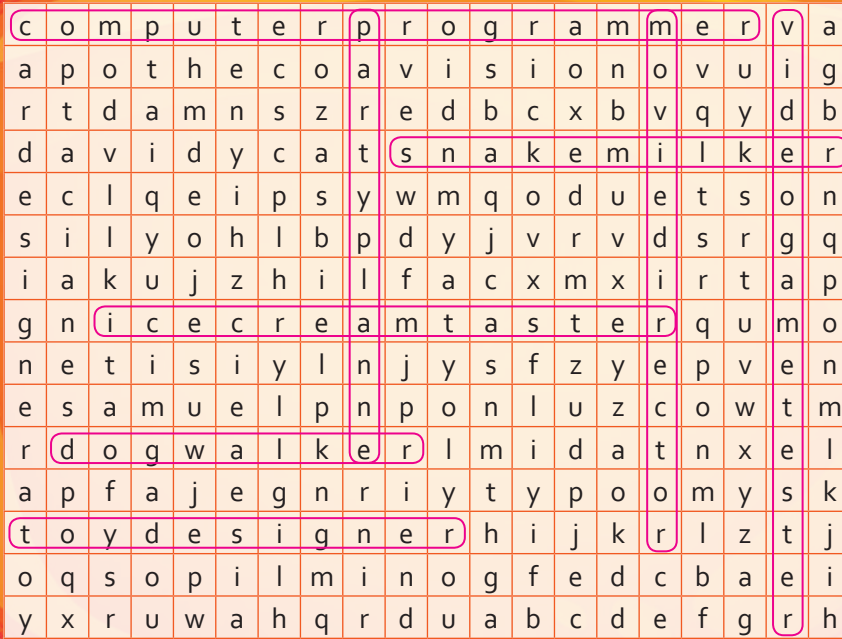
6. Read the following job descriptions and write the title of the professional required. Create dialogs based on your preferences.

Tell students to read the descriptions to solve the activity. Then have them look at the sample dialog and how the descriptions for different jobs are used in it. Have them also notice the dialog structure, given as an example in the box on the left. Then ask them to create their own dialogs. *You can refer them to the Speaking Strategy and have them explain to you what they understand by it. You could also create some dialogs, together with the students so that they see a model from the teacher.*

Project Stage 1  

First, have students get together and decide on the particular career or profession they want to share with the class. You may give examples of some of these professions and what to say about them. *You need to tell students that they have to be very eloquent about their career choice so that they sound convincing in their presentations.*

5. Find 8 occupations in the word search. Pay attention to the -er/or word endings. Use some of the words for the job descriptions in activity 6.



1. *computer programmer* ▼
2. *snake milker* ▼
3. *ice-cream taster* ▼
4. *dog walker* ▼
5. *toy designer* ▼
6. *party planner* ▼
7. *movie director* ▼
8. *video game tester* ▼

6. Read the following job descriptions and write the title of the professional required. Create dialogs based on your preferences.

computer programmer

- flexible hours
- write reports
- test new computer software

ice-cream taster

- follow a special diet
- go to special events
- eat a lot of ice-cream

party planner

- work on weekends
- excellent pay
- plan events

dog walker

- flexible hours
- excellent pay
- special job offer for animal lovers

What job do you like?

I think being a _____
is really exciting/boring/interesting
because you...
In addition, you...

What about you? What job do you like?

I think being a _____
is...
You should...
For example, you...

What do you think of being a movie director?

Why do you think it is interesting?

Yes, you are right!
It is definitely very interesting.

That seems to be very interesting!

You work flexible hours.

In addition, you work with the most famous actors and actresses!

Project Stage 1

- Get together with your friends. Agree on a career or occupation you want to present to your class.
- E.g. *I think being a party planner is a really interesting job.*
In my opinion, being a movie director is the most exciting job.

Speaking Strategy

Build conversations using sets of ideas or formulaic expressions as cues.



Lesson 2

Career Choices

1. Label the pictures. Use the Word Bank.



a. *robotics engineer*



b. *medical researcher*



c. *computer scientist*



d. *landscape architect*



e. *systems analyst*

Word Bank

- robotics engineer
- computer scientist
- systems analyst
- medical researcher
- landscape architect

2. Listen to the dialog and complete it. Then complete the grammar chart.

Alicia: Do you have the results of my career orientation tests, Dr. Peters?

Dr. Peters: Yes, I do. They are really interesting. You *will not be* a landscape architect (a) as you were thinking.

Alicia: What do you think I should study?

Dr. Peters: You did really well in math and technology. You *will probably have* a future as a robotics engineer (b) or computer scientist (c).

Alicia: My mom is a class act in architecture, but I *will not follow* her lead, definitely. My dad is a doctor, so I *ll think* of something related to medicine.

Dr. Peters: Will I see you at the hospital some day?

Alicia: I *ll apply* for medical school, so I become a medical researcher (d), but I *won't work* in hospitals with patients, definitely.

Reflect on Grammar

Future Predictions and Decisions

Affirmative	Negative	Questions
I will = I'll...	I will not = I won't	Will I...?
You will...	You will not...	Will you...?
He/she/it will...	He/she/it will not...	Will he/she/it...?
We/they will...	We/they will not...	Will we/they...?
Alicia will probably <u>have a future as a computer scientist.</u>	Alicia will not <u>be a landscape architect.</u>	Will <u>I see you at the hospital?</u>

The future tense uses **will** to make predictions or announce decisions. Use **won't = will not** in negative sentences.

Use adverbs such as **definitely**, **absolutely**, or **probably** to state the **probability** of your predictions or decisions.

Time expressions for future predictions and decisions:
next summer - next year - someday - in the future - soon

3. Ask three classmates about the career they find interesting to follow.

You: What *will* you probably *study* in the future?

Your partner: I *will* probably *study*...

Classmate's Name

Career Option

Answers may vary.

Key Expressions

To follow someone's lead: to imitate.

To be a class act: to be successful.



Lesson 2

Career Choices

Planning			
Learning Goal	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to talk about predictions, plans and decisions.	<ul style="list-style-type: none"> Identifies and uses the future tenses with <i>will</i> and <i>be going to</i>. Expresses predictions, plans and decisions. 	<p>Structures Future tenses: <i>will</i> and <i>be going to</i></p> <p>Vocabulary robotics engineer, medical researcher, computer scientist, landscape architect, systems analyst</p>	<ul style="list-style-type: none"> Building conversations using sets of ideas or formulaic expressions as cues

▶ WARM UP (books closed)

Give students a list of professions. Tell them to pay attention to the words. Decide with them if those professions are real or not. If some of them are not real, ask if they could be real in the future and what these professionals would do. For the ones which are real, ask students what they know about these people and what they do.

▶ PRESENTATION 1

1. Label the pictures. Use the Word Bank..

Have students look at the pictures and describe each one of them. Ask them if they know these professions and what these professionals do. Have students match the professions with the people in the pictures. Ask them if they would be interested in doing the job. If they would, ask them about the skills they would need to have to work in those professions.

▶ PRACTICE 1

2. Listen to the dialog and complete it. Then complete the grammar chart. Track 43

Tell students to read the dialog and ask some preliminary questions to see if they understand. Ask them if they know what a *career orientation test* is. Elaborate on some ideas based on their answers. Next have them listen to the dialog and complete it with the professions. Work with them on the idea of decisions and predictions for future events in life. Have students role-play the dialog. Finally, tell students to work on the Reflect on Grammar chart.

Work on students' answers and explanations from the Reflect on Grammar chart. Ask them to go over each sentence in the dialog to see if they express decisions or predictions.



▶ APPLICATION

3. Ask three classmates about the career they find interesting to follow.

Before students walk around asking their classmates about their career options, ask students some other career choices that they know of or that are popular in their countries.


In many countries, medicine, law, and business administration are still very popular despite the emergence of science and technology.

Students are now ready to walk around and ask their classmates questions using the model. Tell them to include the Key Expressions. They have to write down the names of the people they talk to. You can expand this activity by creating some sort of quick statistics about the most or least favorite career. You can also find a profession that is more appealing to boys than to girls.

4. Complete these sentences using the forms of will and the verbs in parentheses.  

Tell students that they will continue working with the idea of future predictions and decisions. Explain to them the formation of affirmative, negative and interrogative sentences. Tell students about the contractions with *will* and the negative *won't*, or you could ask them to go back to the Reflect on Grammar chart to look at the patterns.

PRESENTATION 2   

5. Listen to the dialog, fill in the blanks and practice with your partner. Then complete the grammar chart.  *Track 44*

Tell students that this dialog also deals with future ideas, but they are more oriented towards plans. In this case, the use of *be going to* is more appropriate.

Have students listen to the dialog for the first time and check their comprehension. Elicit some of the vocabulary from their ideas. Next, tell them to complete the dialog. Ask them some questions to check comprehension. Give some further examples based on everyday experiences in their homes and school. Have students go the Reflect on Grammar chart and complete it.

Check students' answers in the Reflect on Grammar chart. Give them some more contexts and examples where the use of *be going to* is likely to appear in either spoken or written English.

PRACTICE 2  

6. Look at the pictures and write the plans these people have. Look at the information in the chart. Make affirmative, negative and interrogative sentences for each person.

Tell students about the exercise. *Make sure they understand how to do it by helping them with the example.* Have them work individually and check their answers. Then pair students up to create some mini-dialogs based on their answers.

APPLICATION 

7. Decide if these sentences express predictions or future plans. Underline the word(s) in parentheses that indicate the appropriate use of future.

Tell students that the purpose of the following exercise is to establish the distinction between the uses of *will* and *be going to*, based on the circumstances. Tell students to pay attention to adverbs such as *probably*, *definitely*, and *absolutely* to make such distinction.

Project Stage 2  

Tell students to work with their classmates on the ideas they have for the presentation on a specific career or profession. *Insist on the idea that they have to be persuasive. That is why they need to think of very good ideas in terms of future predictions or future decisions, concerning different fields of study.*

For example, countries such as Canada have an increasing number of seniors citizens so careers such as occupational therapy and physical therapy are going to be really important for the country and for people interested in working in there.

4. Complete these sentences using the forms of *will* and the verbs in parentheses.

- a. It's raining really hard. I doubt I will be (be) at the park for tonight's concert.
- b. Will you come (come) to the party? Do not worry. I 'll be (be) there.
- c. Mary phoned in the morning because she missed her flight. She won't come (not-come) tomorrow.
- d. David and Samuel are really good at science. They 'll study (study) engineering, definitely.
- e. Will Helen call (call) us after her biology test as she promised?



5. Listen to the dialog, fill in the blanks and practice with your partner. Then complete the grammar chart.

- A: Congratulations on your high school graduation, you are going to be in college for the next few years!
- B: Thank you. I am going to register for this term.
- A: What are your plans for the semester?
- B: I am not going to sign up for all classes, but will probably take some courses. What about you?
- A: I am going to start architecture next fall. I already registered for the semester. Do you know anything about David? *Is he going to study robotics engineering?*
- B: Yes, he is. He is going to become a robotics engineer.

Reflect on Grammar

Future Plans

Affirmative Anne is going to be in college.

Negative Maria is not going to register for all classes.

Questions Is David going to study robotics engineering?

Express future plans with **going to**.
For predictions, the choice of **going to** over **will** is based on the presence of evidence.

6. Look at the pictures and write the plans these people have. Look at the information in the chart. Make affirmative, negative and interrogative sentences for each person.

	1	2	3
A Affirmative	 architecture	 movie director	 toy designer
N Negative	 robotics engineer	 hotel	 toys
Q Questions	 design toys	 computer scientist	 hotels

- Nancy: A1-Q3- N2.
Nancy is going to study architecture.
Is she going to build hotels?
She is not going to build hotels.
- Marcia: N1-Q2-A2
Marcia is not going to be a robotics engineer.
Is she going to be a computer scientist?
She is going to be a movie director.
- Martin: A3-Q1-N3
Martin is going to be a toy designer.
Is he going to design toys for children?
He is not going to design toys for children.

7. Decide if these sentences express predictions or future plans. Underline the word(s) in parentheses that indicate the appropriate use of future.

- a. Robotics (will – is going to) be an important field of work in the future.
- b. Maria (will – is going to) study robotics next semester. She registered for some courses already.
- c. You (will – are going to) probably find more job opportunities as a computer analyst.

Project Stage 2

- Once you have chosen your career, determine some predictions or plans people need to consider to make their choice.
E.g. *You will find many opportunities as a computer programmer. People use computers for everything.*



Lesson 3

The Job Market



1. Match the careers on the left with the job family on the right.

Career

- a. computer programmer
- b. medical researcher
- c. movie director
- d. landscape architect
- e. robotics engineer

Job family

- b** health care and investigation
- d** building and house maintenance
- a** systems analyst
- c** arts, media and entertainment
- e** robots design and electronics



2. Listen to the reading. Use the information in the paragraphs to complete the graphs.

Job Families and The Market

A recent prospective study of job preferences shows what 18,000 high school students will choose as their careers based on the job market in the future. The results indicate the 15 most attractive professions, the 5 best choices among recent high school graduates, and the least favored professions among the 15,000 participants' selections. The information also shows that careers related to food preparation and service will be the most favorite with 60% popularity among the participants. The second favorite job family will be sales and advertising with 30%. Personal care and service

will be the third option with 10%; however, it is part of the ranking of the most attractive professions that young people are going to study after they finish high school.

Among the best choices participants will select, it is very important to mention that architecture will be the top one with 40%. The next best option will be robotics engineering with 30%. Surprisingly, medical science will be the third with 15% in people's best choices. The least favored professions are careers in jobs such as computer analyst with 10% and protective services such as fire fighters and police officers with only 5%.

Reading Strategy

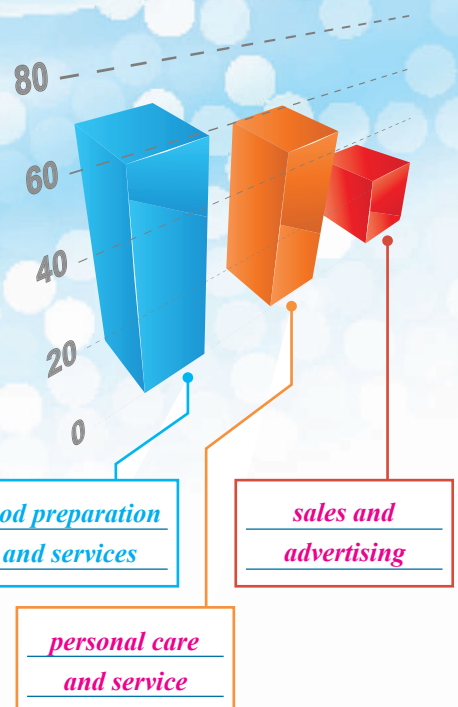
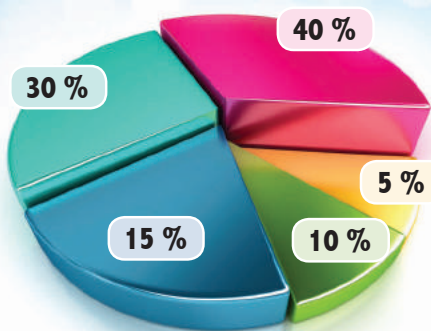
Transfer information from texts to graphs and tables for you to understand texts.

Total participants 18,000

The most attractive professions 15

The best choices 5

Participants' selections 15,000





Lesson 3

The Job Market

Planning

Learning Goal	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to read graphs and tables as an aid in their reading comprehension processes.	<ul style="list-style-type: none"> ■ Uses information contained in graphs and tables as an aid in reading comprehension. ■ Answers reading comprehension questions based on numerical information. 	Vocabulary computer programmer, medical researcher, movie director, landscape architect, robotics engineer Expressions One/Two/Three out of...	<ul style="list-style-type: none"> ■ Using information from texts to graphs and tables as an aid to understand texts

▶ WARM UP

Ask students if they know or remember from the last class what a *career orientation test* is. If possible show them a sample of the questions in one of those tests. You can also work with students on an exercise in which they have to categorize professions or occupations into areas. For example, give students several professions to be categorized in the areas of health and medical sciences, human sciences or computer sciences.

▶ Pre-Reading

1. Match the careers on the left with the job family on the right.

Tell students that the exercise is similar to the one they just did, but this one will help them predict the content of the reading. You may ask them one or two questions so that they can predict the content of the reading. **You may bring up the fact that the reading has information in terms of numbers and percentages.** Ask students if they are familiar with pie charts and bar graphs.

You may establish connections between what they study in mathematics with reading a graph. For instance, ask if they are able to understand the information on the axes or the distribution of information. Have them look at the graphs on the page so that they become familiar with them for the purpose of the reading comprehension activity that follows.

▶ While-Reading

2. Listen to the reading. Use the information in the paragraphs to complete the graphs. Track 45

Tell students to listen first without reading the text. Ask them what they understand from the audio. Then have them listen to the audio and after the reading have them complete the graphs and tables. Pair up students to share their answers. Solve possible doubts by going back to the audio or by providing the answers. Then refer the students to the Reading Strategy and have them explain what they understand.

Spend a moment working with students on the expressions they need to use to understand and read the information in the tables. For instance, they need to understand that the information is divided into percentages. **You also need to tell students that they need to read information from 0 to 10 to make statements such as. One/two out of ...**

▶ Post-Reading

3. Select the answer that best matches the reading passage.

Tell students that they need to answer the questions based on the ideas they just learned with their teacher. Have students work on the exercise and check their answers. Go back to both the tables and the text as many times as needed.

▶ Pre-Writing

4. Read this career orientation test.

Tell students to read the information in the pie chart. Make sure they can establish Jonathan Burke's skills. You may ask them what Jonathan would be good at in terms of possible career choices. Write down their ideas on the board and leave them handy for the exercise that follows. You may help them make some predictions about Jonathan's career choices. You can also suggest some possible alternatives for plans.

▶ Writing

5. Now write a career prospect for Jonathan based on his test results.

Have students brainstorm first by selecting possible professions. Tell them to write down some initial ideas. Then tell them to go to the text and look at the type of information they need to write the career prospect. Once you see they have notes, tell them to complete the assignment. Then have students read their ideas to the class.

▶ EXTRA IDEAS

Students may create their own career prospect by establishing the areas they feel they are good at and the professions they are interested in. Tell them to write a similar text with their own information.

Project Stage 3

At this stage students should be ready with their ideas about their professions. Nonetheless, help them with things they are unsure of. Students need to provide some sort of conclusion to their ideas. You may also encourage students to give examples of successful people and/or companies within their particular professions.

Remind students that the information in the Writing Strategy box suggests that writing has to do with developing ideas from key concepts, so that the writing exercise is focused.

3. Select the answer that best matches the reading passage.

- a. Food preparation is one of the most...
 1. interesting career options
 2. attractive career options
 3. lucrative career options
- b. Three out of ten people will choose...
 1. food preparation as their career
 2. personal care and service as their career
 3. sales and advertising as their career
- c. Out of ten people, _____ will choose a career in personal care and service.
 1. one 2. two 3. three

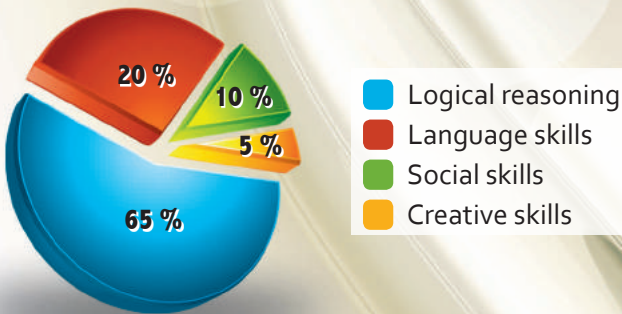
- d. Both _____ and _____ will make up 70% of people's best career choices.
 1. medical science / protective services
 2. computer analyst / architect
 3. architecture / robotics engineering
- e. _____ people out of ten will consider architecture as their best career option.
 1. three
 2. four
 3. one

Key Expressions

out of: a number indicating choice or selection from a group.

4. Read this career orientation test.

Career Orientation Test for Jonathan Burke



Job families

- **Logical reasoning:** robotics engineering, computer analyst, computer programmer
- **Language skills:** Braille translator, interpreter, teacher, journalist
- **Social skills:** party planner, social worker, psychologist, communicator
- **Creative skills:** movie director, landscape architect, artist, designer, dancer

Project Stage 3

- You may give advice so that people fulfill their predictions successfully.
 E.g. *You will encounter a lot of mathematics as a computer programmer. You should get a professional calculator.*

5. Now write a career prospect for Jonathan based on his test results.

**CAREER PROSPECT
 JONATHAN BURKE**

Jonathan got 65% in logical reasoning, so he _____

 (make a prediction)

The second area was language skills. He _____

 (state a plan)

The score in the area of social skills was 10%. He _____

 (make a prediction)

If Jonathan wants to work in careers such as _____
Answers may vary.
 _____, he must work hard on his creative skills.

Writing Strategy

Develop texts following key concepts or ideas to focus the content of the message.



Lesson 4

Creative Thinking

1. Read the profile. Pay attention to the idioms in color.



- Dean L. Kamen was one of the
- most important recent inventors;
- he **was the cream of the crop** with
- the newest ideas about transport.
- Kamen went to college, but he
- did not stay there for a long time.
- He decided **to call it quits** to
- starting working on his own ideas.

- He eventually **learned the ropes**
- of inventing with many amazing
- creations. This inventor is famous for
- “reinventing the wheel” as he created
- a vehicle called Segway™. His creation
- is a good example of Kamen’s genius;
- he used **to think out of the box** in
- the search for new inventions. Kamen
- was **a number cruncher** because of
- his many talents in mathematics. His
- calculations helped him to patent
- many of his inventions.



2. Select the definition that best replaces each idiom in the profile.

a. **was the cream of the crop** in line 3 can be replaced with...

1. was the least important person
2. was the most famous person
3. was the richest person

b. **to call it quits** in line 7 is...

1. to call someone from home
2. to put an end to an activity
3. to begin an activity

c. **learned the ropes of** in line 9 is...

1. learned how to do something
2. learned how to do a job correctly
3. learned how to teach something

d. **to think out of the box** in line 15 is...

1. to think aloud
2. to think creatively
3. to think carefully

e. **a number cruncher** in line 17 is a person who...

1. works poorly in mathematics
2. has a hard time with numbers
3. is good at numbers and calculations

3. Look at these famous inventors or creative thinkers. Use the idioms to rewrite the idea.

Joanne Rowling



She is **the cream of the crop** among the most humanitarian women in the world.

Steve Jobs



His company had technological innovations every year. He was the kind of person who **thinks out of the box**.

Melinda Gates



J.K. Rowling **learned the ropes** of writing and created the famous *Harry Potter* book series.

Toru Kumon



Kumon created his famous math academies. People who study there become **number crunchers**.

Reflect on Values

- I value other people’s abilities and talents.
- I show respect towards other people’s choices.
- I see the value of all careers and occupations in society.

Always Sometimes Never

<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"/>

Gap Activity

Student A goes to page 90.

Student B goes to page 92.



Lesson 4

Creative Thinking

Planning

Learning Goal	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to use daily idiomatic expressions related to achievements and personal success.	<ul style="list-style-type: none"> ■ Defines idioms. ■ Uses idioms in every conversation. ■ Gives an oral presentation. ■ Evaluates group work. 	<i>to call it quits</i> <i>the cream of the crop</i> <i>to learn the ropes</i> <i>to think out of the box</i> <i>to be a number cruncher</i>	<ul style="list-style-type: none"> ■ Associating idiomatic expressions to a particular context

▶ WARM UP (books closed) **L** **I**

Give students names of some of the inventors in unit 1. Review what they remember about these famous inventors. You can direct students' attention to the idioms. For instance, you can ask them if they think that Thomas Edison was a really famous inventor, in other words, *the cream of the crop* among inventors of his time.

▶ PRESENTATION **L** **I**

1. Read the profile. Pay attention to the idioms in color.

Have students read the inventor's profile. Check their understanding by asking them some questions. Point to the idioms and have students guess their meanings by using contextual information. Guide their answers so that they are ready for the next exercise.

2. Select the definition that best replaces each idiom in the profile. **L**

Tell students to go to the reading again to complete the activity. Check students' answers and have them think about these expressions regarding their everyday lives. You can also use the reading of the profile as an exercise to check intonation and pronunciation patterns.

▶ PRACTICE **L**

3. Look at these famous inventors or creative thinkers. Use the idioms to rewrite the idea.

Ask students about the people in the pictures. Provide them with information about each person so that students get ready for the activity. Then have students solve the exercise. You can discuss the reasons for their answers since they may argue for a particular idiom to go with a specific personality.

▶ Reflect on Values **L** **I** **I**

Tell students to think about one talent they are sure they have. For instance, they are good at sports, games or their studies. Have them think that each one of their talents contributes to the class in some way. Then ask students what they want to achieve in life and possible ideas to get there.

▶ Gap Activity **L** **I**

Tell students that they are going to create some dialogs about people and their career prospects according to the information in some pie charts. You need to model a dialog so that they know how to use the information in their dialogs.

Share Your Project

Before they evaluate their cooperative work, have students think of what each person did for the group and give him/her some recognition. **L I K**

1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1 (the most important) to 5 (the least). Be ready to support your answers.

Tell students to do the evaluation. Then allow some time to reflect upon their answers. At this point in the book, you may have a much more comprehensive discussion about group work since they have been evaluating the same criteria in the previous units. You may ask students if they found some points about group work that are worth mentioning.

2. Poster Presentations. Track 46

Ask students if they are familiar with poster presentations. Write down their ideas and be ready to make connections with the exercise. Have students do the reading to check if their ideas were similar to the ones in the short paragraph.

3. Answer the following questions.

Have students solve the questions about poster presentations. Clarify any doubts so that they proceed to clarify their ideas for the poster presentation they have. Remind students that they have to comply with the criteria for poster presentations that they just learned.

Now it is time for students to get ready for their presentations. Insist on the idea that they need to prepare their presentation in terms of both content and the language they will use. Rehearse with the groups so that they cover the elements of their presentations. You can help students with the language expressions they will use in their project presentation.

Share Your Project

1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1 (the most important) to 5 (the least). Be ready to support your answers.

- participate actively listen to others help one another
 take on responsibilities do the activities



2. Poster Presentations

A poster presentation is an oral production which is very similar to writing a text, so you need to make an introduction, a body and give conclusions.

In the introduction you can talk about the title of your poster, why you chose it and what it represents, and how you organized your poster, that is, if you used columns from left to right, or other forms of organization.

In the body of your talk you can explain the contents of your poster, that is,

talk about the career you chose as your subject. At that moment you can talk about your predictions for such a career or occupation.

In the conclusion, you could mention the advice you may give to those people who might get interested in such a career or occupation, as well as state what you learned through doing the activity. In the conclusion you can also mention any final considerations about making visual aids to communicate ideas, which in this case is the poster.

3. Answer the following questions.

- a. How many parts does an oral production have? Why?
Three. Because it is similar to writing a text.
- b. What can you talk about in the introduction?
About the title and what it represents.
- c. What can you talk about in the body?
You can explain the contents.
- d. What can you talk about in the conclusion?
You could mention the advice and state what you learned trough doing the activity.

Give your Presentation

- Think of the main ideas about your career or occupation.
- Be emphatic about the importance of the career.
- Give some future predictions about this particular career.

Useful Expressions

- I/We think "X" is the career of the future ...
It will... because...
- Young people are going to...
In this field, you must/have to...
- As a professional in "X," you will...
You should...





A Whiz Kid: Thomas Alva Edison



Read and listen.

1. Milan, Ohio, USA, 1860.



Why are you so happy?

I created a new toy. I am going to be an inventor.

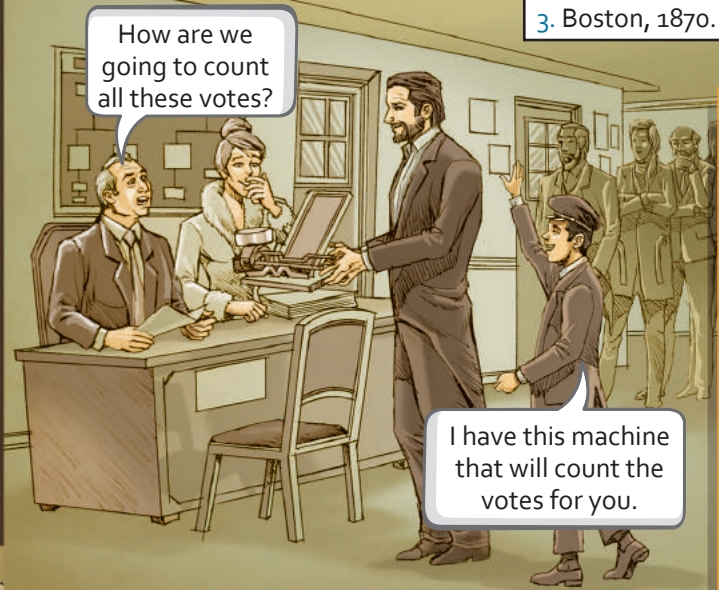
2. Later that day at the train station...



What are you going to do with those newspapers, son?

I am going to sell them on the train. People will have something to read, and I will have more money.

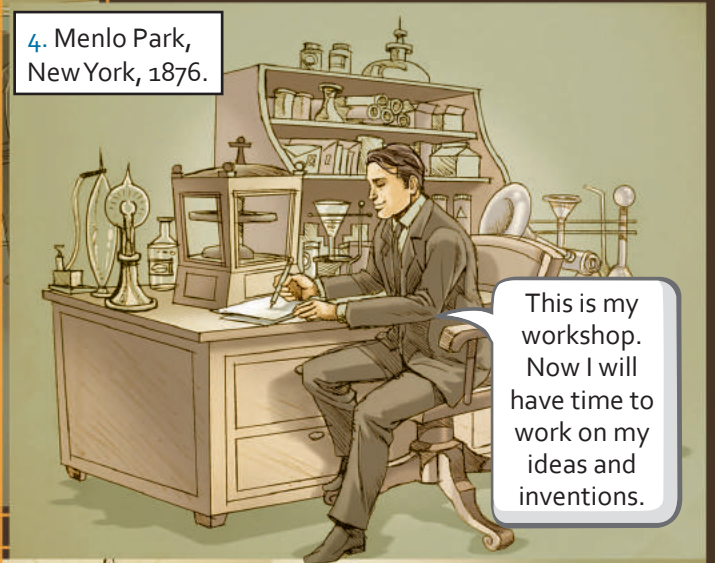
3. Boston, 1870.



How are we going to count all these votes?

I have this machine that will count the votes for you.

4. Menlo Park, New York, 1876.



This is my workshop. Now I will have time to work on my ideas and inventions.

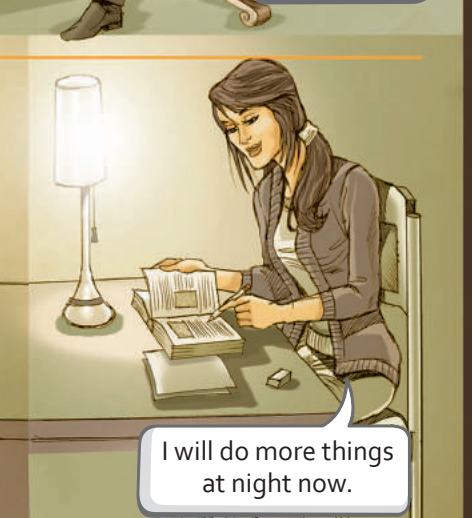
5. Edison's workshop, August 1877.



This phonograph will help people record their voices and music.



Bulb light will give people longer days.



I will do more things at night now.

6. Edison's workshop, August 1879.

A Whiz Kid: Thomas Alva Edison

Read and listen.

Get ideas from the students about activities that people do throughout their lives from birth to the old age. Classify these activities accordingly. Now ask students if they feel the lives of inventors and creative people are similar to those of ordinary people. Now have them think of the life of an inventor such as Thomas Edison. Ask them to think of possible activities he did in his life as a child, a young boy, an adult and a middle-aged man.

Read and listen. Track 47

Have students listen to the comic, still with their books closed. Then tell them to open their books and go to the comic. Have students summarize the story line of the comic. Check their understanding and provide further vocabulary for some of the ideas in the story.

Have students discuss the benefits humankind received from Thomas Edison's hard work.

Quiz Time

Tell students that the quiz is a moment for them to think about how much they have learned. It is also a moment to think of possible re-teaching activities in order to clarify any doubts. **L**

1. Complete the advertisements. Use the Word Bank.

Tell students to read the different ads first. Then have them think of all the options in the exercise. Tell them to pay special attention to the information in the ad to select the most appropriate occupation.

2. Underline the appropriate use of the future tense in the paragraph.

Tell students that the purpose of this activity is to review the use of *will* and *be going to*. Have them think of each one of the uses and the language expressions that people use to distinguish them.

3. Complete the dialogs with the idioms in the Word Bank.

Tell students to go to the paragraph and give it preliminary reading. Have them look at the Word Bank so that they are able to relate the idioms with the content of the dialogs. Tell them to complete the exercise.

Self-Evaluation

Take each one of the items and discuss it with your class. Elicit examples of the ideas they are expected to handle at this point of the unit, so they also become aware of the need for a clear understanding of their own skills. This way they can re-orientate their efforts in case they haven't achieved the expected goals.

Glossary

Tell them to read the Glossary using the same criteria they used in previous units, that is, look for definitions, parts of

speech, examples and the use of synonyms and antonyms. Then have them solve the glossary activity page for the unit.

Quiz Time

1. Complete the advertisements. Use the Word Bank.

Word Bank

- landscape architect
- movie director
- toy designer
- computer programmer
- Braille translator

A toy designer

is required for a company's line in children's products and entertainment.

A landscape architect

is needed for a new construction project in the city.

An educational company needs a Braille translator

to make its product accessible to blind people.

A new company needs a a movie director

for making special films and cartoons for young people.

A computer programmer

is needed to design special effects software for a new movie company.

2. Underline the appropriate words in the future tense in the paragraph.

Mark is a young boy in his last year of high school. He studied several career options. He thinks technology is the future, so he (is going to – will) probably look for options in robotics or artificial intelligence. In fact, he (is going to – will) register for an introductory course on robotics at the university next week. After the course, he (is going to – will) decide on his future as a university student.

But first, he (is going to – will) travel around some countries during the summer. He has a travel plan to visit some countries. Mark also thinks his future (is going to – will) be in a field related to human relationships because he is good with people. He taught mathematics to teens in high school. As a result, he (is going to – will) probably study human sciences together with technology.

3. Complete the dialogs with the idioms in the Word Bank.

Conversation 1

Peter: What are you going to study?

Mike: I am a number cruncher, so I will do something with mathematics.

Conversation 2

Mary: Will you study fashion design?

Anne: I still don't know, but it has to be something creative. You know me; I like to think out of the box.

Conversation 3

Josh: Did you finish your training in music production?

Mike: I certainly did. I learned the ropes of music production. As a result, I am going to start my own record company.

Conversation 4

Patricia: Did you hear about Nicole?

Melanie: Yes, I did. She studied with the cream of the crop in medical science. She is now a famous researcher.

Patricia: Well, she had the best professors.

- to be a number cruncher
- to call it quits
- to learn the ropes
- to be cream of the crop

Word Bank

Self-Evaluation

Now I can...

- Talk about some professions and occupations.
- Write a career prospect.
- Use graphs and tables to aid reading comprehension.

Very Well

OK

A Little

Glossary

A

advertisement: **n.** a message used to promote a particular product or service. *The movie advertisement is in the newspaper today.*

analyst: **n.** a person whose work is to conduct analysis. *The analyst evaluated the business results.*



applicant: **n.** a person who applies for a particular position related to work or studies (syn. candidate, aspirant).

C

career: **n.** a particular field of study or work. *He had a successful career in medicine.*

computer programmer: **n.** a person who runs and tests programs for computers.

console: **n.** an electronic device used to run games on screens such as television sets.



D

documentary: **n.** a movie that is intended to show evidence of a particular view of reality.

disease: **n.** a condition of organism (syn. illness, ailment; ant. wellness, health)

H

health: **n.** general condition of the body. *The doctor said she was in good health.*

hire: **v.** to give somebody a job or contract. *They hired him as a medical researcher.*

M

maintenance: **n.** the act of maintaining something in good condition.

O

occupation: **n.** a particular activity people do as a way of living.

odd: **adj.** different from the usual (syn. strange, weird; ant. common, normal).

P

party planner: **n.** a person whose job is to be in charge of preparing social events such as weddings.



poison: **n.** a substance whose chemical components cause bad reactions in people's bodies or even death. *The poisonous snake bit a tourist guide.*

S

seek: **v.** look for, search. *She is seeking a job in robotics.*

T

translator: **n.** a person who transfers sets of symbols into others.

taster: **n.** a person who is able to distinguish flavors and give opinions.



tester: **n.** a person whose job is to use an object or equipment to check their quality and service. (syn. reviewer, checker)



Colloquial Expressions

To be a number cruncher: to be good at numbers.

To be the cream of the crop: to be the best in an activity.

To call it quits: to put an end to an activity.

To learn the ropes: to do a job correctly.

To think out of the box: to think creatively.

To have a sweet tooth: to be willing eat all kinds of sweets

To follow someone's lead: to imitate, to replicate somebody's idea.

out of: a number indicating choice or selection from a group.





Unit 5

Glossary Activities

1. Match the words in columns A and B to make up words related to occupations.

COLUMN A

1. computer
2. video game
3. party
4. Braille

COLUMN B

- | | |
|---|------------|
| 3 | planner |
| 4 | translator |
| 1 | programmer |
| 2 | tester |

2. Find in the glossary words that are related to the ones in the chart.

GLOSSARY WORD	WORD ASSOCIATION
<i>analyst</i>	v. analyze
<i>health</i>	adj. healthy
<i>applicant</i>	v. apply
<i>tester</i>	v. test
<i>taster</i>	v. taste

3. Read the words and find a synonym in the glossary list.

Words	Synonym
strange, weird	<i>odd</i>
illness, disease	<i>ailment</i>
reviewer, checker	<i>tester</i>
candidate, aspirant	<i>applicant</i>

4. Complete the dialog.

Jennifer: Are you going to join the video game club?
Luis: Yes, I am. I am going to get my membership card.
Jennifer: What is it that you do in the club?
Luis: I am a video game (a) tester. I play games in a (b) console.
Jennifer: What is that?
Luis: It is a machine you use to play games.
Jennifer: Do you fix this equipment?
Luis: No, we don't. We (c) hire people to do that. Actually, these machines need (d) tests very often because we are

5. Write the idiom that goes with each of the following definitions.

A number cruncher is a person who is really good with numbers and calculations.
The cream of the crop describes the best person in a particular activity.
To call it quits is to put an end to an activity.
To learn the ropes is to learn how to do an activity with a lot of skill.
To think out of the box is to have creative ideas

6. Write the names of the following objects or occupations.



console



analyst



taster

Lifetime Achievements 6



Skills

CEF Standards

Indicators

Listening
Comprehension

Can understand spoken language, live or broadcast.

- Listens for specific information such as names, verb forms or particular details.
- Follows conversations and provides specific information to complete charts.

Reading
Comprehension

Can read different texts with a large degree of independence.

- Predicts the content of a reading by working on knowledge activation activities.
- Understands the subject being talked about in a reading by combining previous knowledge with the information in the reading passage.
- Uses reference words to keep track of ideas in a reading.
- Infers information from facts presented in a reading passage.

Oral
Interaction

Can give a short presentation on a specific topic.

- Describes talents and abilities for particular jobs or occupations.
- Uses idioms to talk about life achievements.

Oral
Expression

Can give or ask for information on general knowledge topics.

- Asks and answers questions about career choices and occupations.
- Uses formulaic expressions to keep the flow of a conversation.

Written
Expression

Can write clear and well-structured texts about general information.

- Writes a short composition about the achievements of a famous person.

Lifetime Achievements



► **General Objective**

You will be able to talk about people and their achievements.

► **Communication Goals**

You will learn how to

- talk about achievements.
- describe people's personal characteristics and abilities.
- use reference words to aid reading comprehension and achieve cohesion in writing.

► **CLIL**

- Inspiring Young People
- A Life of Achievements
- Inspirational Lifelong Learners
- Success Stories

Vocabulary

- Vocabulary related to achievements
- Words about personal characteristics and abilities

Grammar

- Present Perfect tense
- Time Expressions with the Present Perfect tense
- Past Participle forms of regular and irregular verbs

► **Idioms and Colloquial Expressions**

- *Back to square one*
- *To have come a long way*
- *It will never fly*
- *A moment of truth*

► **Project**

Nobel Prize Timelines

You'll work in groups to make a timeline presentation of a Nobel Prize winner in any field.

Discuss:

- What are your lifetime goals?
- How can you become an example for younger people?
- Have you met people who are inspirational?





Lesson 1

Inspiring Young People



1 Listen to the description of these people's lives and achievements and write their names.



Mathew



Tom



Samantha



Bert



Ericka

- Ericka
- Samantha
- Tom
- Bert
- Mathew

Listening Strategy Look at images to activate your previous knowledge. It helps to anticipate the content of what you will listen to.

Vocabulary Strategy

Associate words with pictures to remember them better.



2. Listen again and write on each card the initial of the corresponding person (B, S, E, T, M).



intelligent **S**



sensitive **B**



artistic **T**



social **B**

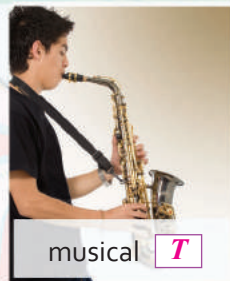
Key Expressions

Whiz-kid: A young person whose career advances quickly.

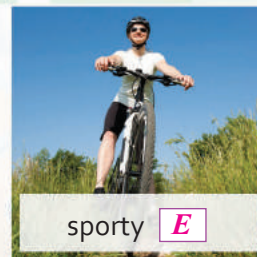
Pronunciation

If a word ends in a consonant and the next word begins with a vowel, the two sounds will occur together.

- win a trophy
- win a medal
- win a tournament



musical **T**



sporty **E**



creative **T**

win a tournament **E**



win a trophy **E**

win a medal **S**



Lesson 1

Inspiring Young People

Planning

Learning Goal	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to exchange information about talents, abilities and achievements.	<ul style="list-style-type: none"> Identifies and uses words to describe people's talents and abilities. Makes descriptions of people in terms of talents, abilities and achievements. 	<p>Structures S+V (to be) + complement I am.../I was...</p> <p>Questions about personality and abilities What were you like as a child? What are you like now?</p> <p>Vocabulary intelligent, sensitive, artistic, social, musical, sporty, creative, win a medal/tournament/trophy, whiz-kid</p>	<ul style="list-style-type: none"> Associating images and words to remember them better Transferring audio information on to a chart

WARM UP (books closed)

Review with your students words and expressions to describe people in terms of both physical appearance and personality.

Write down the words since this vocabulary will help them in this unit.

You can also ask students to give you ideas on how they feel they have changed from the time they were little. You need to help them categorize these ideas into physical aspects, psychological aspects, talents and abilities.

Tell students to open their books to page 75.

Have them describe the pictures. Ask them if they feel they are similar or different to the teenagers in the pictures.

Ask students what they understand by the title of the lesson: "Inspiring Young People." Have them predict some of the talents and abilities of these youngsters.

PRESENTATION 1 Track 48

1. Listen to the description of these people's lives and achievements and write their names.

Tell students to listen to the audio to catch the general gist of it. Ask them to give you the general ideas they understood. Tell them to write down the names of the teenagers in the pictures.

2. Listen again and write on each card the initial of the corresponding person (B, S, E, T, M).

Track 49

Before students listen to the narration, refer them to the Listening Strategy. Have them explain what they understand by it and have them tell you as many details from the pictures as they can. Once you have established what these teenagers are like, have them guess which picture and description might go with each person.

Then play the audio and ask them to write the initials in the corresponding squares. Have them compare the answers with their predictions.

Pronunciation Track 50

Work with students on the pronunciation of series of words joined by the indefinite article. Speakers tend to link the last sound of the word with the indefinite article to make a unit. As a result, the last consonant becomes a syllabic sound.

Ask students directly what they think they are like, so that they use words such as: *intelligent, sensitive, artistic, social, musical, sporty* and *creative*, and, if possible, the Key Expression.

PRACTICE **L** **M**  Track 51

3. Listen to the description again and complete the chart. Then correct the sentences below.

Refer students to the Listening Strategy. Ask them what they understand by transferring information to specific charts or graphs. Explain to them that usually they do not need to understand absolutely everything from a lecture or an audio; they just need to pay attention to content words that usually carry the most important information. Have students complete the exercise after they listen to the conversation several times, if possible, by first writing the isolated words in the columns, and then working on the sentences below the chart, so that they correct them based on the listening.

APPLICATION **L** **I**

4. Follow the model to create dialogs about your personality, abilities/talents and achievements.

Have students read the information in the chart. Ask them to think of the characters in the pictures.

Define their roles as interviewer or interviewee. Students need to create dialogs that resemble an interview. Ask them to pay attention to the questions and the answers in the model dialog. Role-play a conversation with one or two students. Then let them work in pairs to create their own dialogs. Jump in when you feel it is appropriate to help your students with their conversations.

EXTRA IDEAS **L** **I**

You may give students a list of famous people. You will take on the role of each one of them by answering students' questions. The students will guess the famous character you are impersonating. Students may ask both *yes/no questions* and information questions.

Project Stage 1 **L** **I**

First, review with students the purpose of the group project and the expectations of the group as a whole and of each member the group. They need to find a Nobel Prize winner from any field and prepare a presentation about this person. *You can encourage them to find Nobel Prize winners from Latin America. Next, establish the elements you expect to find in their presentations. Give them the example in the box. You can also give them some other examples to explore in their research.*



3. Listen to the description again and complete the chart. Then correct the sentences below.

Inspiring teen	Personality	Ability/Talent	Achievement
Tom	<i>creative</i>	music	He has been a solo performer for his orchestra in some concerts.
Bert	sensitive	<i>social</i>	He has worked as a volunteer for seven years.
Mathew	<i>curious</i>	analytical	<i>He has learned the ropes of train driving.</i>
Ericka	<i>competitive</i>	sporty	<i>She has won four championships since 2005.</i>
Samantha	intelligent	<i>imaginative</i>	She has sold her designs to some famous designers in Europe.

- a. Tom has played the saxophone all his life. *He has played the saxophone since the year 2005.*
- b. Bert has been a very creative person all his life. *Bert has been a very sensitive person all his life.*
- c. Ericka has been curious about trains. *She has always been sporty.*
- d. Mathew is very competitive. *He has been curious about trains all his life.*
- e. Samantha is a very social person. *She is a very intelligent person.*

Listening Strategy

Use charts to transfer information from audio CDs. Having categories to classify information will facilitate listening comprehension.

4. Follow the model to create dialogs about your personality, abilities/talents and achievements.

	You	Your Partner
Personality	What were you like?	I was...
	What are you like?	I am...
Abilities/ talents	What are you good at?	I am good at...
	What are your abilities?	I can...
Achievements	Have you won a medal/ trophy?	Yes, I have.
		No, I have not.
		But I have...



Project Stage 1

- Get together with your friends. Agree on a Nobel Prize winner in a specific field. E.g. *I think our timeline should be about a scientist. Marie Curie was very intelligent and creative.*



A Life of Achievements



1. Listen to the conversation and fill in the blanks. Use the Word Bank below. Then complete the grammar chart.

Alan: Can I see those pictures on your table?

Patricia: Sure. This is me when I was eight. I have taken pictures of all my free time activities.

Alan: You were an athlete, then.

Patricia: I have practiced some sports since I was little.

Alan: Have you participated in tournaments yet?

Patricia: Actually, I have. I won a

tennis tournament when I was ten. This is me when I received my trophy.

Alan: Have you been in other tournaments since you were ten?

Patricia: No, I have not been in other tournaments. I have taken up other activities such as music and arts. I have played the guitar for the last two years and I have studied art. I like painting.

- table tennis
- free time
- athlete
- trophy
- music
- pictures
- sports
- arts
- guitar
- tournament

Word Bank

Reflect on Grammar

Present Perfect

Affirmative

I **have taken** pictures of all my free time activities.

She **has taken** pictures of all her free time activities.

Use **have/has** as a helping verb.

Negative

I **have not been** in other tournaments.

She **has not been** in other tournaments.

Add the word **not** for negative ideas.

Questions

Have you **been** in tournaments yet?

Has she **been** in tournaments yet?

Place the helping verb **have/has** at the beginning of questions.

The Present Perfect tense expresses that an event **began in the past** and **is still occurring** in the present or **has consequences** or **effects** in the present or that an event has occurred repeatedly over a period of time.

Simple Past: I **won** a table tennis tournament when I was ten.

Present Perfect: I **have won** table tennis tournaments all my life.

The verbs in the Present Perfect take their past participle form.

Regular verbs

practice

practiced

practiced

take

participate

participated

participated

win

Irregular verbs

took

taken

won

won

2. Complete the chart with the past participle form of the verbs.

Base form of the verb	Past form	Past participle form
take	took	<i>taken</i>
participate	participated	<i>participated</i>
receive	received	<i>received</i>
practice	practiced	<i>practiced</i>
win	won	<i>won</i>
be	was/were	<i>been</i>

Pronunciation

Some past participles have similar spellings and similar pronunciation.

/ɒt/

bought

/ən/

ridden

thought

written

taught

awaken

brought

spoken

caught

stolen



A Life of Achievements

Planning			
Learning Goal	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to talk about life achievements.	<ul style="list-style-type: none"> Identifies and uses the Present Perfect tense to talk about events that began in the past and have effects in the present. Establishes the duration of actions in the Present Perfect. 	<p>Structures Present Perfect tense with the auxiliary <i>have/has + V</i> (past participle)</p> <p>Vocabulary table tennis, free time, athlete trophy, music, pictures, sports arts, guitar, tournament, take, participate, receive, win, practice, be</p>	<ul style="list-style-type: none"> Establishing patterns between the endings of some irregular verbs in their past and past participle forms

▶ WARM UP (books closed)

You may ask students to bring pictures of themselves when they were little. You can ask them to find pictures when they took part in a particular school or sports event.

If these pictures are not available, then you can bring sample pictures of young kids taking part in sports or music events.

▶ PRESENTATION 1

- Listen to the conversation and fill in the blanks. Use the Word Bank below. Then complete the grammar chart.

Have students read the title of the lesson and tell you what they understand by it. Then have them read the dialog with the blank spaces and discuss the same question again. After that, have them listen to the audio and start completing the dialog. Once they are finished, have them role-play the dialog several times.

Tell students to go to the Reflect on Grammar chart and solve it. Provide students with input as they require, it in terms of the structure and the meaning of this particular tense. You need to be ready to provide further examples or contexts where the Present Perfect is likely to be used.

▶ PRACTICE

- Complete the chart with the past participle form of the verbs.

You can have students look at the verb list and complete it. Review the regular past tense ending and irregular verbs. Tell students to notice that even the irregular verbs may have regularities, like the verbs in the pronunciation box.

▶ Pronunciation

Have students repeat the verbs in this activity individually and chorally.

▶ EXTRA IDEAS

You can give students other verbs so that they add them to their lists of irregular verbs. Remember to have students give you ideas about the verbs they are learning. You can also take each one of the verbs and explore ideas a little bit further. For example, the verb: *teach-taught-taught*. Ask them to make conversations using the verb *taught*, like: *Who teaches English/Spanish this year? Did he/she teach it last year? Who has always taught it?*



PRACTICE

3. Complete the following paragraph with the Simple Past or the Present Perfect. Use the verbs in parentheses. Then listen to confirm.



Ask students what they know about Selena Gómez. Have them read the paragraph silently. Ask them to complete the exercise and then listen to confirm. Have one or two students rephrase the content of the exercise.

You can ask them to think of somebody they know and have them describe his/her life. Encourage them to use the verbs in the paragraph to build their descriptions. For example, they can think of people such as Justin Bieber or the Jonas Brothers.

4. Look at these events in Selena's life and decide if they occurred at a specific time in the past (P) or if they establish a relationship between the past and the present (PP).  

Tell students that there are certain words that go with the Present Perfect in order to establish the duration of activities that began in the past and have an effect in the present. These words are the adverbs of time: *already, for, since, and yet*.

Tell students to solve the activity using events from Selena's life. Then tell them to go to the Reflect on Grammar chart and pay attention to both the explanations and the examples.

5. Complete the following dialogs using the time expressions for the Present Perfect tense.



Tell students that the purpose of this particular exercise is to practice the use of the adverbs of time that usually go with ideas in the Present Perfect tense.

You need to prepare some other examples where students need to use these adverbs of time.

Project Stage 2

Ask students to work with their teammates on the ideas they have for the presentation on a Nobel Prize winner. Insist on the idea that they need to present interesting information about this person. It is good to show aspects from his/her childhood and adolescence. It is also important to emphasize the talents and abilities that this particular person has shown all his/her life.



3. Complete the following paragraph with the Simple Past or the Present Perfect. Use the verbs in parentheses. Then listen to confirm.

Selena Gómez was born in 1992. Since she was a little girl, she (show) **has shown** (a) an enormous talent for acting. First, she (take) **took** (b) a job on a show called *Barney and Friends* in 1999. She (be) **has been** (c) on different television shows for the last five years. She (receive) **has received** (d) some nominations for her acting. She (win) **has won** (e) some awards such as the *Nickelodeon Kids' Choice Award* for her role on the show *Wizards of Waverly Place*. Selena (show) **has shown** (f) her abilities as a singer as well. She (record) **has recorded** (g) songs for her television shows. In 2008 she (start) **started** (h) her band *Selena Gomez and the Scene*.

4. Look at these events in Selena's life and decide if they occurred at a specific time in the past (P) or if they establish a relationship between the past and the present (PP).

- a. **P** Selena was born in 1992.
- b. **P** She took a job on a show called *Barney and Friends* in 1999.
- c. **PP** She has been on different television shows for the last five years.
- d. **PP** She has shown her abilities as a singer.

Reflect on Grammar

Time Expressions in Present Perfect

For	Since	Yet	Already
It specifies the duration or repetitions of an action or event until the present.	It shows the beginning of an action in the past, which is still in progress.	It shows some expectations about the occurrence of an event (by the time of speaking).	It confirms occurrence (before the time of speaking) of an expected event.
I have studied music for a year .	I have studied music since January .	Have you studied yet?	I have already studied.

5. Complete the following dialogs using the time expressions for the Present Perfect tense.

Joseph: How long have you practiced karate?

Helen: I have done it **for** three years.

Joseph: Have you won any tournaments **yet** ?

Helen: I have won two championships **already** .

Helen: How about you? Will you practice karate again?

Joseph: I have not practiced it **since** 2010. I had a serious accident that year. I will probably train again in a couple of months.

Project Stage 2

- Find all the information about your Nobel Prize winner. Categorize the information. E.g. *Rigoberta Menchú won the Nobel Peace Prize in 1992. She was born in Guatemala. She has worked for human rights.*



Lesson 3

Inspirational Lifelong Learners

1. Do you know any of these personalities? Answer the following quiz about their professions.

- | | |
|--|---|
| <p>a. George Washington was...</p> <p><input checked="" type="checkbox"/> 1. a president of the United States</p> <p><input type="checkbox"/> 2. a writer</p> <p><input type="checkbox"/> 3. an inventor</p> | <p>d. Walt Disney was...</p> <p><input checked="" type="checkbox"/> 1. an inventor</p> <p><input type="checkbox"/> 2. a scientist</p> <p><input type="checkbox"/> 3. a president of the United States</p> |
| <p>b. Nikola Tesla was...</p> <p><input checked="" type="checkbox"/> 1. an inventor</p> <p><input type="checkbox"/> 2. a writer</p> <p><input type="checkbox"/> 3. an athlete</p> | <p>e. Quentin Tarantino is...</p> <p><input type="checkbox"/> 1. an inventor</p> <p><input checked="" type="checkbox"/> 2. a movie director</p> <p><input type="checkbox"/> 3. a president of the United States</p> |
| <p>c. William Gates is...</p> <p><input checked="" type="checkbox"/> 1. an inventor</p> <p><input type="checkbox"/> 2. a writer</p> <p><input type="checkbox"/> 3. a president of the United States</p> | <p>f. Florence Nightingale was...</p> <p><input type="checkbox"/> 1. a writer</p> <p><input type="checkbox"/> 2. a president of the United States</p> <p><input checked="" type="checkbox"/> 3. a nurse</p> |



2. Read the text *Lifelong Learners* and write the name of the corresponding person in each paragraph.

Lifelong Learners

1. What do Quentin Tarantino, Florence Nightingale, George Washington, Bill Gates and Nikola Tesla have in
2. common? **They** accomplished great achievements in their lives, yet none of them got a formal education.
3. Instead, they decided to follow their own ideas and projects.
4. George Washington was the first president of the United States. He did not have any formal education,
5. but he enjoyed mathematics very much. In fact, he worked with his family as a surveyor, that is, a person
6. who examines property such as houses and gives an evaluation to assess their value. Later in **his** life, he
7. participated in the American war of independence against Britain and became president.
8. Florence Nightingale was a British woman who became a model for nurses around the world. **She**
9. decided to help British soldiers who had war injuries, so she spent her life as a nurse. She also worked
10. hard to have better hygienic conditions for patients in hospitals. Florence's greatest achievement was the
11. recognition of nursing as an important profession.
12. Nikola Tesla went to the university in Austria, but he did not complete his studies in engineering.
13. Tesla did a lot of reading and spent a lot of his time developing his ideas which he believed were visions
14. for inventions or projects he had to do. Part of **his** fame was his personal competition with Thomas Alva
15. Edison in the United States where he had moved to become an American citizen. Tesla's achievement was
16. the acquisition of patents for many of his inventions such as the first radio and radio transmission equipment
17. for the military.
18. William Gates has been one of the most influential men of our times. He showed great abilities in
19. computational skills since **he** was in high school. He went to Harvard University, but did not follow a specific
20. career because he had various interests related to computer projects. He joined other colleagues at Harvard



Lesson 3

Inspirational Lifelong Learners

Planning

Learning Goal	Indicators	Vocabulary and Structures	Strategies
<ul style="list-style-type: none"> This lesson will enable learners to activate prior knowledge to predict the content of a text. Use referents to keep track of ideas in a text. 	<ul style="list-style-type: none"> Predicts the content of a reading by working on knowledge activation activities. Uses reference words to establish the relationship among ideas in a reading. 	<p>Vocabulary</p> inventor, writer, movie director, president, nurse, Quentin Tarantino, George Washington, Nikola Tesla, William Gates, Florence Nightingale	<ul style="list-style-type: none"> Using reference words to keep track of ideas in a text

WARM UP

Ask students if they understand the phrase: "inspirational lifelong learners". Work word by word with them so that they understand the phrase.

Be prepared to have an example of a person who has accomplished some achievements without necessarily being educated in college. You may take, for instance, people like actors, actresses or singers. There are also other possible examples in other fields of work.

Pre-Reading

1. Do you know any of these personalities? Answer the following quiz about their profession.

Tell students that the idea of this exercise is to see how much they know about these famous people. Tell them to solve the exercise and check their answers. You can ask students to give you some extra information about each character. Do not forget that the idea is to have students activate their previous knowledge in order to facilitate reading comprehension.

While-Reading

2. Read the text *Lifelong Learners* and write the name of the corresponding person in each paragraph.

Tell students to skim the text first. Then have them establish of the famous person being talked about in each paragraph. Have students read the text out loud. Check their understanding by establishing what each one of the celebrities is or was like.

You can have students either make a main idea map of the reading or summarize it. You need to tell students that they already have a range of reading strategies at their disposal which they can use to gain a more thorough understanding.

▶ Post-Reading

3. Read these statements about the famous people in the readings. Write their names in front of each one of the statements.

Work with students to help them understand that the information in a reading can be used in many different ways to guarantee a thorough understanding.

Tell them that many times reading requires not only information that is stated in the text but also information that needs to be inferred based on external factors, such as general or specific knowledge in a field.

Have students do the exercise and check their answers. You may invite students to provide similar statements to the ones in the exercise, based on the information they possess about some of these people.

4. Use reference words to link information in a reading.

Explain to students the process of referencing in texts. Give some examples with information from this unit or previous ones. Have students read the Reflect on Grammar chart and elicit some more examples with some of the words in it.

Finally, have students do the exercise on reference words. Check their answers by going back to the text. You may give students some extra practice by providing paragraphs in which they have to identify reference words to establish links among sentences.

5. Complete the paragraph about another personality who is alive. Use the appropriate reference words to complete the ideas in the text and finish with the Present Perfect tense.



Tell students that the purpose of this exercise is to see how processes, such as referencing, contribute to the cohesion of ideas in a paragraph. Students will write their paragraphs following some examples about the use of reference words and tenses.

Bring a sample paragraph and show it to the class so that they know how to work on their own in activity 5.

Give students time to think of their own paragraphs. Monitor to help them with their ideas. Have students share their paragraphs with a classmate. Finally, select some paragraphs for some general class comments.

▶ EXTRA IDEAS

Tell students to go back to previous units and select a dialog or a reading. Tell them to pay attention to the use of reference words in them. Have students share their findings with the class.

Project Stage 3

At this stage students have to be ready with their ideas about their Nobel Prize winner. Nonetheless, help them with ideas they are unsure of. Remind students that their project needs to incorporate the ideas in the unit. *For example, if they are to present a Nobel Prize winner, they need to incorporate aspects of their lives as children or adolescents, as well as their talents and abilities.* Finally, they need to state the achievement for which this person was awarded the prize.

21. and started his own computer company years later. William Gates' achievements
22. have always been represented in his eagerness to work on new and creative ways
23. to use computers.
24. **Quentin Tarantino** _____ is an American movie director, writer and actor whose
25. movies have changed the traditional ways to tell stories. **He** became interested in
26. movies as a child. As a young boy, he worked in a film store where he developed
27. many of his ideas about script writing and movie making.
28. These five inspirational figures are the best examples of lifelong learners. **They**
29. found that they could enjoy lifelong education via different means, not necessarily
30. at school, such as direct experience, relatives or friends and reading books.

Reading Strategy

Use reference words to keep track of ideas in a reading.

3. Read these statements about the personalities in the readings. Write their names in front of each one of the statements.

- a. He enjoyed mathematics very much. George Washington
- b. He learned the ropes of movie making in a store. Quentin Tarantino
- c. She helped soldiers who had injuries. Florence Nightingale
- d. He had very good computational skills. William Gates
- e. He competed with Thomas Edison over their inventions. Nikola Tesla
- f. The personalities in the reading were all Americans except Florence Nightingale.
- g. The personality that lived in the XVIII century was George Washington.

4. Use reference words to link information in a reading.

1. **They** in line 2 refers to All the personalities
2. **His** in line 6 refers to George Washington
3. **She** in line 8 refers to Florence Nightingale
4. **His** in line 14 refers to Nikola Tesla
5. **He** in line 19 refers to William Gates
6. **He** in line 25 refers to Quentin Tarantino
7. **They** in line 28 refers to All the personalities

Reflect on Grammar

Reference Words

These are words used to avoid repetition in writing. They refer to ideas presented earlier. Some common referents are:

Subject pronouns	I, you, he, she, it, we, they
Object pronouns	me, you, him, her, it, us, them
Possessive adjectives	my, your, his, her, its, our, their

5. Complete the paragraph about another personality who is alive. Use the appropriate reference words to complete the ideas in the text and finish with the Present Perfect tense.

Answers may vary.

_____ (name) is an _____ (nationality) Nobel Prize winner in _____ .
 _____ (subject pronoun) was born in _____ (place) in _____ (time).
 _____ (subject pronoun) developed _____ (possessive adjective) career in
 _____ (field). _____ (name) began his/her career as a _____ (profession).
 Since _____ (time) _____ (subject pronoun) has _____ (past participle)
 _____ (complement).

Project Stage 3

- Organize the events of your Nobel Prize winner in order.
 E.g. *Rigoberta Menchú was born in Guatemala in 1959. As a child she helped her family on their farm. She became a political activist when she was a teenager.*



Lesson 4

A Moment of Truth



1. Listen and read this conversation about successful teens.

Anthony: Did you hear about Mary?

Emily: No, what about her?

Anthony: She **has come a long way** with her clothes designing.

Emily: Oh, yes, she has. Even though she **has had to go back to square one** with her designs.

Anthony: I remember she had a **moment of truth** with her business last year. She almost closed it.

Emily: It was definitely a very decisive moment. Sometimes people think their ideas **will never fly**.

Anthony: Yes, you are right. You have to believe that your ideas will be successful.

Emily: I have known Mary since she was a little girl, and she has always achieved her goals **with flying colors**.



2. Match the idiom on the left with the definition on the right.

IDIOM

- a. to go back to square one
- b. to come a long way
- c. will never fly
- d. with flying colors
- e. a moment of truth

MEANING

- 1. a decisive moment
- 2. be unsuccessful
- 3. to start again from the beginning
- 4. achieve something with a lot of success
- 5. progress a lot

3. Complete the sentences with the idioms in activity 2.

- a. I **have come a long way** in my studies. I am going to graduate in a year.
- b. The idea of sending men to Mars **will never fly**. Mars is really far from the Earth.
- c. Journalists evaluated the athlete's great performance **with flying colors**.
- d. We have an important exam tomorrow. We will have **a moment of truth** to end our school year.
- e. They will have to **go back to square one** with their party plans. They have cancelled the celebration. It will take place next month.

4. Talk with your partner about your school life.

Yes. I have my final exams next week. It is going to be a moment of truth.

Have you come a long way in your studies?



Gap Activity

Student A goes to page 90.
Student B goes to page 92.

Reflect on Values

- I value other people's achievements.
- I respect people's ideas and projects.
- I see the value of helping people who are less privileged.

Always Sometimes Never

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Lesson 4

A Moment of Truth

Planning

Learning Goal	Indicators	Vocabulary and Structures	Strategies
This lesson will enable learners to use daily idioms related to achievements and personal success.	<ul style="list-style-type: none"> Defines idioms. Uses idioms in daily conversations. Gives an oral presentation. Evaluates cooperative work. 	<i>a moment of truth</i> <i>to have come a long way</i> <i>to go back to square one</i> <i>with flying colors</i> <i>it will never fly</i>	<ul style="list-style-type: none"> Associating idiomatic expressions to a particular context

WARM UP (books closed) **L**

Have students guess the meanings of the idioms for this particular unit. Guide their answers based on the appropriateness of their ideas. Have them listen to the audio and confirm or discard their ideas.

PRESENTATION **L M A**

1. Listen and read this conversation about successful teens. **Track 56**

Have students listen to the conversation and follow it in the book. Ask them some questions to check comprehension, based on the dialog. Make sure they get the idea of the idioms based on the context.

Have them think of other possible life experiences or circumstances where they can use these idiomatic expressions.

2. Match the idiom on the left with the definition on the right. **L A**

Have students do the matching exercise. Then provide real life situations that match the meaning of the idiom and have students give you their ideas.

PRACTICE **L A**

3. Complete the sentences with the idioms in activity 2.

Have students read the sentences. Ask them the most appropriate idiom to use. You can expand on this idea by having them use the idioms to develop a particular situation, like having people go to Mars or having exams tomorrow.

Reflect on Values **L A I**

Tell students to look at the person in the wheel chair. Ask them to think about their own lives without limitations and the achievements that they can have .

Ask them if they know about people with special life circumstances, who still manage to succeed in life.

Gap Activity **L A**

Tell students that they will guess the name of some people based on some information they have about them. The idea is to ask and answer questions in order to establish the identity of a person based on his/her talents and achievements.

Share Your Project

Before they evaluate their group work, have students think of what each person did for the group and give him/her some recognition. **L I**

1. Discuss your experience

Read the following ideas about working collaboratively. Grade them in order of importance from 1 (the most important) to 5 (the least). Be ready to support your answers.

Tell students to do the evaluation. Then allow some time to reflect upon each one of the answers. Part of the class session can be devoted to figuring out solutions for or alternatives to possible problems with each one of the descriptors.

2. Read and decide if the statements below are true (T) or false (F). Track 57

Ask students if they are familiar with timelines. Write down their ideas and be ready to make connections with the exercise. Have students do the timeline exercise in the book.

You can ask students to make their own timeline, for example, by connecting aspects of their lives with achievements in science and technology.

Now it is time for students to get ready for their presentations. Insist on the idea that they need to prepare their presentation in terms of both the content and the language they will use.

Ask students to rehearse with their group so that they cover all the elements of their presentation. You can help students with the language expressions they will use for their project.

Share Your Project

1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1 (the most important) to 5 (the least). Be ready to support your answers.

- participate actively listen to others help one another
 take on responsibilities do the activities

Answers may vary.



2. Read and decide if the statements below are true (T) or false (F).

Timelines

Timelines are visual representations of the most important events in a person's life.

The important dates are the turning points in a person's life.

Timelines are very useful in fields such as history.

The organization of events takes intervals of time and labels important dates.

Timelines can run on either a horizontal or a vertical axis.

1. Timelines show all events in a person's life. F
2. Timelines show the most important events in a person's life. T
3. Timelines can run only on a horizontal axis. F
4. Timelines are very useful in fields such as history. T

Give your Presentation

- Think of the main ideas about your Nobel Prize winner.
- Organize the events based on the most important turning points in a person's life.
- Show the progression of events in the person's life.

Useful Expressions

- Our Nobel Prize winner is/was... He/She was...
- He/She received the Nobel Prize in...
- He/She had abilities for... His/Her most important achievements are...



Game

Play Time

Play with your partners. The first one to reach the end of the journey wins. Throw the dice to move your counter on the grid. If your answer is incorrect, you miss a turn.



1

Who has starred the Pirates of the Caribbean saga?



2

Who has played the Spiderman character in the first three movies?



3

Describe a city you have visited in your country.



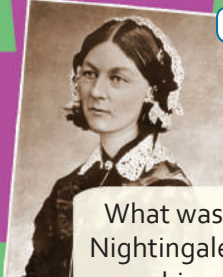
6

Mention one sport you have practiced for some time.



5

How long have you been in school?



4

What was Florence Nightingale's lifetime achievement?



7

This movie director has done the "Indiana Jones" movie sequel.



8

Talk about a movie you have seen recently.

9



Who was Thomas Alva Edison's big competitor?



10

How long have you lived in your city?



12

Which American president enjoyed mathematics?



11

Which famous movie director started his career at a movie store?



13

Which team has been the soccer world champion five times?



14

Who has won a Nickelodeon Kid's Choice Award for the show *Wizards of Waverly Place*?



15

Name two famous Latin American actors or actresses.



▶ Game Play Time



Ask students if they are familiar with trivia games. Give examples such as the popular game, *Who wants to be a millionaire?*

Tell students that the purpose of the activity is to review the unit content they need to know, as well as their general knowledge.

Tell students to go to the page and become familiar with the game board. Have students pair up to start playing. As always you need to monitor to make sure they are following the rules and, more importantly, if they are engaged in the task using English as the medium of communication.


Quiz Time

Tell students that the quiz is a moment for them to think about how much they have learned. It is also a moment to think of possible re-teaching activities in order to clarify possible doubts. **L**

1. Complete the paragraph with the words from the Word Bank.

Tell students to read the words in the Word Bank first. Then have them think of all the options in the exercise. Tell students to check their answers by analyzing the words they picked against the context of the sentences.

2. Listen and complete the following paragraph.

Tell students that the purpose of this activity is to review the use of the Present Perfect tense. Have them read the paragraph first so they have an idea of the possible verb forms they need to complete the paragraph.  *Track 58*

3. Complete the following sentences with these time expressions: *for, since, yet, already*.

Tell students that they need to think of the use of these adverbs in terms of the duration of activities or whether they have already happened or not..

Have them solve the exercise. Tell students that if they happen to have doubts, they need to try the adverbs and think of the meanings to see if they make sense or not.

Self-Evaluation **K** **I** **I**

Take each one of the items and discuss them with the class. Elicit examples of the ideas they are expected to handle at this point of the unit.

Glossary

Tell them to read the Glossary using the same criteria they have used in previous units, that is, look for definitions, parts of speech, examples and the use of synonyms and

antonyms. Then have them do the glossary activity for the unit. **L**

Quiz Time

1. Complete the paragraph with the words from the Word Bank.

Word Bank

• intelligent • sensitive • curious • competitive • sociable

Anthony is a very intelligent (a) student; he gets good grades all the time. However, he does not pay attention to his grades. He is not very competitive (b). He has many friends and is also very sociable (c). People like him a lot because he understands other people's feelings. He is definitely very sensitive (d). Many people agree that Anthony is really curious (e); he is always reading books and looking for a lot of interesting ideas.



2. Listen and complete the following paragraph.

Steven Spielberg is perhaps one of the most important movie directors of all times. He was born (a) in 1946. He went to the university in California where he studied for some time. He began (b) his career as a director in 1969. He has directed (c) many successful movies since that time. Some of his most famous movies are *Close Encounters of the Third Kind* and the *Indiana Jones* sequels. Recently he has participated (d) in movies and television shows.

3. Complete the following sentences with these time expressions: *for, since, yet, already*.

- Brazil has won five soccer world cups already.
- Anna has practiced karate since 1997.
- The Guinness Records has conceded records for almost sixty years.
- Peter has not gotten his World Record Certificate yet. He'll get it in two months.
- Anna has been a landscape architect for twelve years.

Self-Evaluation

Now I can...

- talk about people's characteristics and abilities.
- talk about people's achievements.
- use reference words to aid reading comprehension.
- use reference words as cohesive devices in paragraph writing.

Very Well

OK

A Little



Glossary

A-E

achievement: **n.** the result of important efforts in a particular area (syn. accomplishment, success; ant. failure, defeat).

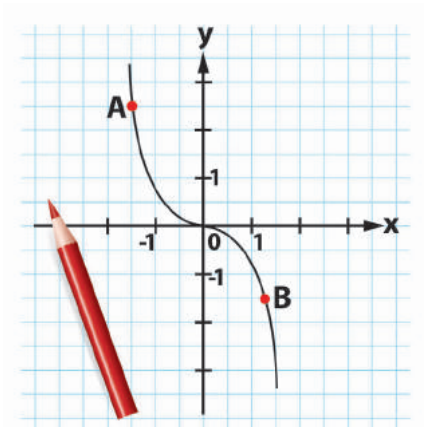


analytical: **adj.** the ability to separate something into several component parts (syn. logical, rational; ant. illogical, irrational).

art: **n.** area of learning in the human sciences that is related to the production of aesthetic products.



axis: **n.** a straight line that establishes a division in a coordinate system.



chronological: **adj.** arrangement of events following a particular sequence of time.

The history books show a series of events in particular chronological orders.

competitive: **adj.** a tendency or inclination towards competitions or challenges.

Olympic athletes train hard to be competitive in the tournaments they participate.

F-J

hygienic: **adj.** showing clean or healthy conditions (syn. sanitary, aseptic; ant. unhygienic, unsanitary.)

interval: **n.** space between events (syn. separation, gap; ant. continuity).

K-O

lifelong: **adj.** continuity in an event or process.

Thomas Alva Edison was a lifelong inventor.

P-Z

personality: **n.** person of fame and recognition (syn. celebrity, big name).

Some personalities in the fashion industry attended the celebration last Friday.



sensitive: **adj.** being responsive to different stimuli (syn. susceptible, perceptive; ant. indifferent, unresponsive).

social: **adj.** inclined to be around others (syn. friendly, gregarious; ant. unsociable, unfriendly).

timeline: **n.** a graphic representation of dates and events.

turning point: **n.** a particular moment that shows specific changes in a series of events. *Agriculture was one of the most important turning points in the history of mankind.*

tournament: **n.** a sports competitions (syn. championship). *The golf player came to the city and won the tournament.*



volunteer: **v.** to offer one's participation in a particular activity.

Colloquial Expressions

To go back to square one: to start again from the beginning.

Will never fly: to be unsuccessful.

With flying colors: to achieve something.

A moment of truth: a decisive moment.

To come a long way: to progress with great success.

Whiz-kid: young person whose career advances quickly.



Glossary Activities

1. Complete the chart with synonyms for the following words.

WORDS	SYNONYMS
n. achievement	<i>accomplishment</i>
adj. analytical	<i>rational</i>
adj. hygienic	<i>sanitary</i>
n. interval	<i>gap</i>
n. personality	<i>celebrity</i>

2. Find words for these concepts.

- a. space of time between events
interval
- b. permanent continuity in an event or process
lifelong
- c. a sports competition
tournament
- d. to offer one's participation in a particular activity
volunteer
- e. inclined to be around others
sociable

3. Find the antonyms of the words below.

- a. adj. social unsociable
- b. adj. sensitive indifferent
- c. adj. aseptic unhygienic
- d. adj. analytical irrational
- e. adj. competitive cooperative

4. Classify the following words: achievement, analytical, turning point, sensitive, volunteer, competitive, compete, art, chronological, fly, interval, timeline, lifelong, axis, tournament.

NOUNS	ADJECTIVES	VERBS
<i>achievement</i>	<i>analytical</i>	<i>volunteer</i>
<i>art</i>	<i>sensitive</i>	<i>compete</i>
<i>interval</i>	<i>competitive</i>	<i>fly</i>
<i>timeline</i>	<i>chronological</i>	
<i>axis</i>		
<i>tournament</i>		

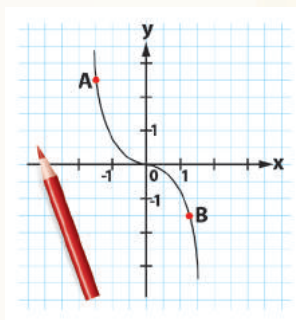
5. Unscramble the words and match them to the pictures.

- a. amteivecehn achievement
- b. mentourtna tournament

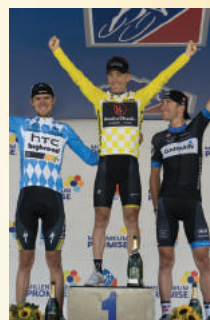
- c. ixsa axis
- d. staitric artistic



d



c



b



a

Test Training C

Remind students that they need to become familiar with tests such as the PET or IELTS to demonstrate their progress with the language.

▶ Listening Track 59

Listen to some people talk about their career choices. Match each person with the corresponding profession

Tell students that they are going to listen to some people talking about their career choices. Play the audio. Then they can do the matching exercise based on what they heard.

In items 6-11, students need to pay attention to specific information to complete the information required.

▶ Reading

Read the definitions and write the corresponding professions in front of them. Pay attention to the initial letters of the words.

Tell students that these exercises are meant to evaluate their knowledge of vocabulary and grammar through reading. Remind them to read the options first and then do the reading so that they can complete the exercise.

Items 16-20 are about the life of the Peruvian writer, Mario Vargas Llosa. Students need to complete the account of his life and the achievements that granted him the Nobel Prize for Literature.

The next items are about the life of a tennis player, who also talks about his achievements. Students need to complete the text with the appropriate verb forms.

▶ Writing

Students will be asked to write a short biography containing both personal and academic information. Remind students of the number of words required for this assignment.

▶ Speaking

Tell students that one of the assignments in international tests of English is to give impromptu speeches, in which they have to comply with certain criteria such as the ones required in this particular task.

Test Training C

Listening

Listen to some people talk about their career choices twice. Match each person with the corresponding profession.

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

Answers

Example:	People	Professions
0.	Margaret	<input checked="" type="checkbox"/> A. toy designer

- | | | |
|----|---------|---|
| 1. | Joseph | <input type="checkbox"/> A. computer programmer |
| 2. | James | <input type="checkbox"/> B. research scientist |
| 3. | Emily | <input type="checkbox"/> C. robotics engineer |
| 4. | Michael | <input type="checkbox"/> D. medical researcher |
| 5. | Joshua | <input type="checkbox"/> E. landscape architect |

Listen to a text in which a man is receiving some information about a career opportunity. Write the missing information for questions 6-11.

	Computer Scientist
6.	personality <u>analytical</u>
7.	abilities <u>good computational skills</u>
8.	working hours <u>8 - 5 on weekdays</u>
9.	responsibility <u>design software</u>
10.	work on weekends No <u>Yes</u> X
11.	salary <u>5 - 6 thousand</u>

Reading

Read the definitions and write the corresponding professions in front of them. Pay attention to the initial letters of the words.

Example:

0. This professional works with snakes to get their venom. s n a k e m i j k e r

12. This person is in charge of all preparations for events such as parties. p a r t y d i a n n e r

13. This professional helps people with their dogs. d o g w a l k e r

14. In this area of work, people need to be creative and be in touch with their inner child. t o y d e s i g n e r

15. In this profession, people try different types of ice-cream. i c e - c r e a m t a s t e r

Complete the following sentences from a short biography of a famous Nobel Prize winner. Select one of the options provided.

Example:

0. Mario Vargas Llosa was born in Arequipa, Perú in 1936.
A. has born B. was born C. had born

16. He begin his career as a writer at the age of sixteen.
A. begun B. began C. begin

17. Mario Vargas Llosa does his university studies in Perú.
A. done B. does C. did

18. He was a writer most of his life.
A. was B. has been C. will be

0	A	B	C
16	A	B	C
17	A	B	C
18	A	B	C
20	A	B	C

Answers



19. One of his most famous books _____ "La Ciudad y los Perros."

- A. was
- B. were
- C. has been

20. He _____ the Nobel Prize in literature in 2010.

- A. wins
- B. won
- C. has won

Choose the correct answer (A, B, or C) so that there is progress in the conversation.

20. What were you like as a child?
 A. I was very shy. B. I liked music. C. I was very short.

21. What were you good at?

- A. I liked arts.
- B. I was an excellent tennis player.
- C. I played the piano.

22. Did you win any tournaments?

- A. No, I have not.
- B. Yes, I did.
- C. Yes, I was.

23. Have you played tennis recently?

- A. Yes, I have.
- B. No, I did not.
- C. Yes, I did it last year.

24. What did you win?

- A. I won a medal.
- B. I have won a medal.
- C. I did not win.

25. What else did you do as a child?

- A. I played the guitar.
- B. I bought a guitar.
- C. I was a happy child.



19	B
20	A
21	B
22	C
23	C
24	B
25	C

Writing

Write a short biography.

- Provide:
- Personal information
- Academic information
- Write 45-60 words

Speaking

You will be given 5-6 minutes to talk about your personality and abilities for a career of your choice. Make sure you also talk about your predictions and your plans regarding the particular career you have in mind.

Gap Activity



Unit 1

STUDENT A

Both you and student **B** have information about some inventors and their inventions. Take turns to ask and answer information questions about these inventors or inventions. Ask what, when and where Gunpei Yoko and Samuel Fox invented something and complete the sentences below.

Gunpei Yoko created _____ in _____ in _____.

(what) (where) (when)

Samuel Fox invented _____ in _____ in _____.

(what) (where) (when)



Afterwards, student **B** is going to ask you some questions. Answer them based on the following information:

- ▶ William Morridge developed the first laptop computer in the United States in 1982.
- ▶ Levi Strauss invented blue jeans in the United States in 1873.



Unit 2

STUDENT A

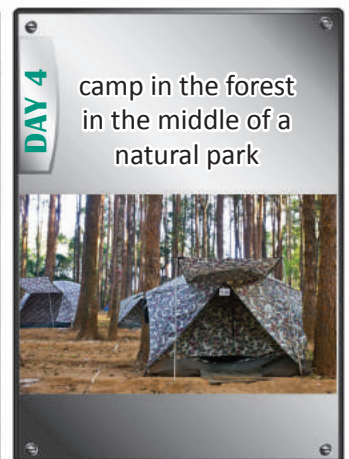
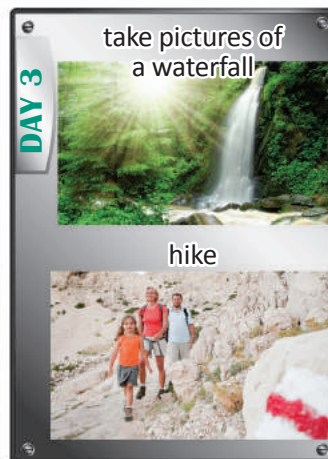
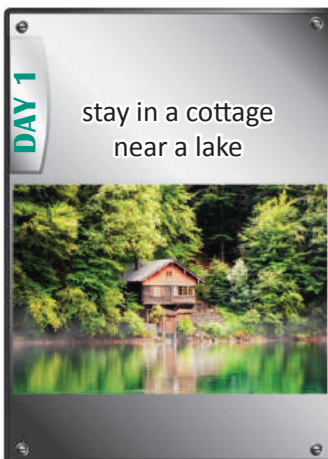
Student **B** is telling you about his/her vacation. Ask him/her what he/she did on specific days or what he/she was doing at certain times (or while something else was happening). Write down the information.

E.g. What did you do on the first day? OR What were you doing on the second day in the afternoon?

1. On the first day _____

Then, change roles. Now you answer Student B's questions based on the pictures.

E.g. On the first day I stayed in a cottage near a lake. OR On the second day in the afternoon I was riding a bike while my parents were swimming.



Gap Activity



STUDENT A

Invite Student B to join the new sports center downtown. Make a dialogue for each possible activity. Follow the model.

A: Why don't we join the new sports center downtown? I think there is nothing like that.

B: Well, yeah. I agree. But, what do you know about it? What is it like?

A: First, you have to choose an activity. What would you like to take up yoga, spinning, swimming or karate?

B: Well, what do you think about yoga?

A: Yoga is a great activity, but remember, you need time. You have to train a minimum of two hours a day.

YOGA RULES

- Train 2 hours every day
- Wear a uniform

ADVICE

- Practice at home every day

SPINNING RULES

- Use the same bike every session
- Be a sports center member

ADVICE

- Follow a training program

SWIMMING RULES

- Wear a swimming cap
- Register a week in advance

ADVICE

- Take a test every month

KARATE RULES

- Register for a number of minimum 10 sessions
- Take part in competitions

ADVICE

- Attend all classes



STUDENT A

Student B is asking you questions about countries and cities around the world. Answer his/her questions then ask yours about countries and cities in South America. Use the following clues. **Countries:** rich/poor, small/large. **Cities:** expensive/cheap, dangerous/safe, exciting/boring.

Student A: What records are you looking for?

Student B: I am looking for the richest country in the world.

Student A: The richest country in the world is...

The United States is the richest country in the world.

The Vatican is the smallest country in the world.

Tokyo is the most expensive city in the world.

Baghdad in Iraq is the most dangerous city in the world.

Paris is the most exciting city in the world to visit.

The poorest country in the world is Zimbabwe.

The largest country in the world is Russia.

The cheapest city in the world is Harare in Zimbabwe.

The safest city in the world is Luxembourg in Luxembourg.

Brussels is the most boring city to visit in the world.

Gap Activity

STUDENT B

Both you and student **A** have information about some inventors and their inventions. Initially, student **A** is going to ask you some questions. Answer them based on the following information:

- ▶ Gunpei Yoko created *Game Boy* in Japan in 1992.
- ▶ Samuel Fox invented modern umbrellas in England in 1852.



Afterwards, in your turn ask what, when and where William Morridge and Levi Strauss invented something and complete the sentences below.

William Morridge developed _____ in _____ in _____.

(what) (where) (when)

Levi Strauss invented _____ in _____ in _____.

(what) (where) (when)

STUDENT B

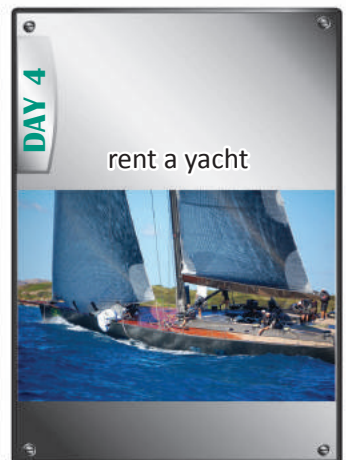
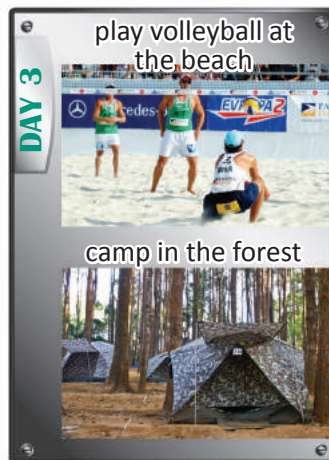
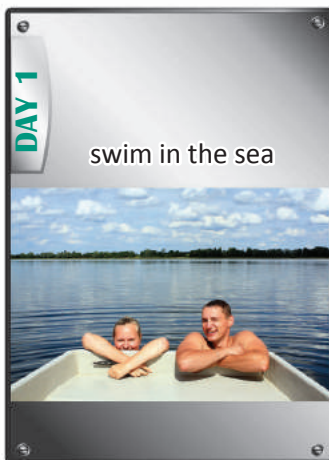
Student **A** is asking you about your vacation. Answer his/her questions about what you did on specific days or what you were doing at certain times (or while something else was happening) based on the pictures.

E.g. On the first day I swam in the sea. OR On the second day in the afternoon I was riding a bike while my little brothers were fishing.

1. On the first day _____

Then, change roles. Now, ask Student **A** about his/her vacation and write down the information.

E.g. What did you do on the first day? OR What were you doing on the second day in the afternoon?



Gap Activity



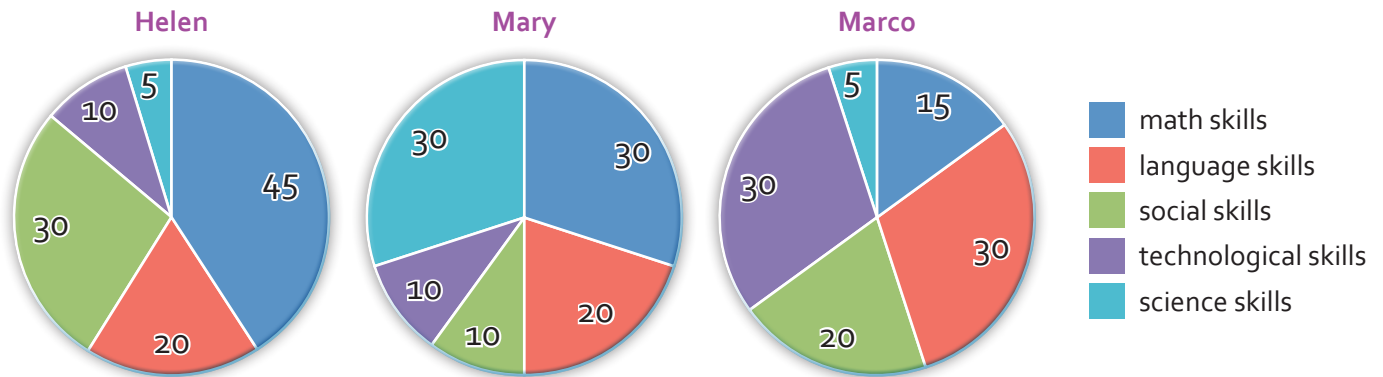
Unit 5

STUDENT A

Student B will ask you some information about the career tests results of Helen, Mary and Marco. Use the graphs to answer.

Student B: Tell me about Helen. Will she be good at robotics engineering?

Student A: I think she will. She scored 45 in math skills and 10 in technological skills. Her social skills are good. I think she will be good at careers or occupations in social sciences.



Then, ask your questions about Patricia, Peter and George.

Each person wants a particular career: **Patricia - Computer Programming; Peter - Landscape Architecture; George - Medical Research**



Unit 6

STUDENT A

Student B is trying to identify a secret character. Answer his/her questions to help him/her discover who that person is based on Card A. Then use Card B to ask student B questions for you to identify who your secret character is.

A: I have three characters.

B: What are their names?

A: Jeremy, Rosa and Judy.

B: All right, has Rosa won some medals recently?

CARD B

Ask B about a man who is sensitive. This man has volunteered for some international organizations and wants to be a social worker.

CARD A

Jeremy is analytical and has a talent for numbers. He has participated in a number of contests and has won some medals. He wants to study something related to computers.

Rosa is analytical. She is a number cruncher. She has participated in a number of mathematics contests. She has won three trophies in her latest contests. She wants to study engineering.

Judy is analytical. She is good at doing calculations. She has participated in some tournaments for mathematicians. She has won some trophies recently. She wants to study architecture.

Gap Activity



Unit 3

Then, make similar dialogs talking about the activities at a gym to which he/she is going to invite you.

STUDENT B

Student **A** is inviting you to join a new sports center. Make a dialog for each activity you can do there. Follow the model.

A: Why don't we join the new sports center downtown? I think there is nothing like that.





B: Well, yeah. I agree. But, what do you know about it? What is it like?

A: First, you have to choose an activity, What would you like to take up yoga, spinning, swimming or karate?

B: Well, what do you think about yoga?

A: Yoga is a great activity but, remember, you need time. You have to train a minimum of two hours a day.

Then, invite student **A** to a gym. Make a dialog for each activity you can do there. Follow the model.

 SWIMMING RULES <ul style="list-style-type: none"> • Register two weeks in advance • Wear a swimming cap ADVICE <ul style="list-style-type: none"> • Do physical activity beforehand 	 TENNIS RULES <ul style="list-style-type: none"> • Register for a minimum of 2 hours a day • Pay three months in advance ADVICE <ul style="list-style-type: none"> • Drink lots of water before, during and after the class 	 DANCING RULES <ul style="list-style-type: none"> • Bring your own partner • Do extra physical exercise every day ADVICE <ul style="list-style-type: none"> • Practice at home every day 	 GAMES RULES <ul style="list-style-type: none"> • Pay six months in advance • Bring your own team for the game sessions ADVICE <ul style="list-style-type: none"> • Bring your own food and drinks
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Unit 4

STUDENT B

Ask Student **A** questions about countries and cities around the world. Use the following clues.

Countries: rich/poor, large/small, expensive/cheap. **Cities:** large/small, popular/exciting.

Then answer Student **A**'s questions about countries and cities in South America.

Student B: What records are you looking for?

Student A: I am looking for the richest country in South America.

Student B: The richest country in South America is....

Chile is the richest country in South America.	Brazil is the largest country in South America.	Sao Paulo is the largest city in South America.	Buenos Aires is the most popular city in South America.	Chile is the most expensive country in South America.
Guyana is the poorest country in South America.	Suriname is the smallest country in South America.	Paramaribo is the smallest city in South America.	Rio de Janeiro is the most exciting city in South America.	Peru is the cheapest country in South America.

Gap Activity



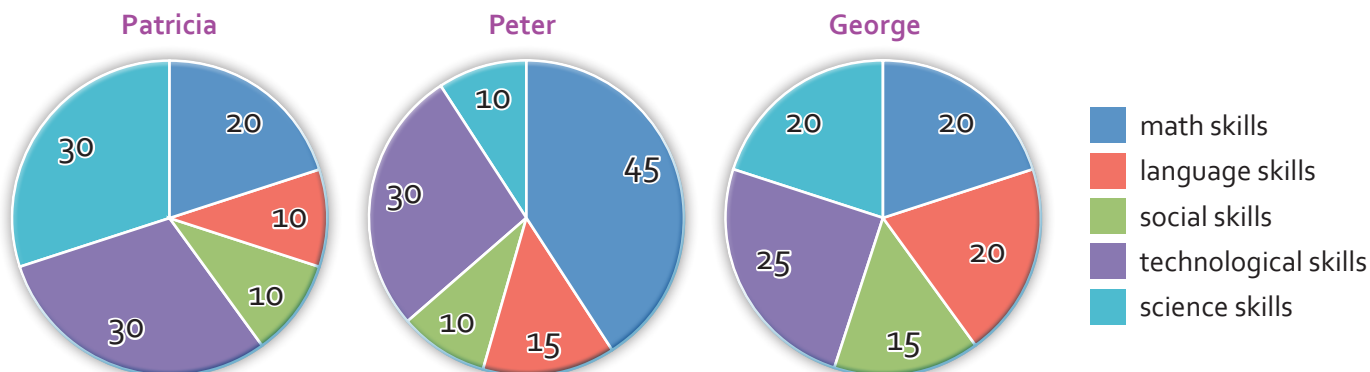
STUDENT B

Ask Student A information about the career tests results of Helen, Mary and Marco.

Each person wants a particular career: **Helen – Robotics Engineering; Mary – Movie Direction; Marco – Party Planning**

Student A: Tell me about Patricia. Will she have the skills to be a computer programmer?

Student B: I think she will. She scored 30 in math skills and 30 in technological skills. Her social skills are okay. I think she will be good at careers or occupations in computers.



Then, answer Student A's questions about Patricia, Peter and George. Use the graphs to help him identify appropriate careers for each of them.



STUDENT B

Ask Student A questions based on the information about a secret character on Card A. The idea is that you manage to identify who your character is.

CARD A

Ask A about a woman who is analytical. This woman has won three trophies in her last mathematics contests. She wants to be an engineer.

A: I have three characters.

B: What are their names?

A: Jeremy, Rosa and Judy.

B: All right, has Rosa won some medals recently?

Then answer Student A's questions for him/her to identify who his/her character is. Use the information on Card B.

CARD B

Jim is creative and is a very sensitive person. He has participated in projects to help poor people. He listens to people's problems and offers help. He wants to be a social worker in the future. He worked for an international organization in the past.

Juan is a sensitive person who helps people in his town. He offers help to people who have difficulties. He has volunteered for some international organizations. He is going to become a social worker to offer better help to people.

Rafael is creative and very sociable. He has helped people who live on the streets. He is a good listener and offers people help. He has worked for international organizations in the past. He wants to study political science so that he has more abilities to help people in the future.





Review Unit

Page 6

Audio Transcripts



Exercise 1. Listen to some people talk about free time activities. Check how they feel about them.

Narrator: Angela, Paul and Nancy are becoming friends. They are talking about their personal lives and their free time activities. This is what they had to say about their free time activities.

Angela: Hello, I'm Angela. I really enjoy my family and my house. I am comfortable when I am home and certainly enjoy what I do in my free time. I love to listen to music, so the living room is my favorite place. Sometimes I go to the gym because I like to exercise. When I don't cook or exercise, I read books. I prefer to read books over other activities such as seeing movies.

Paul: Hi, I'm Paul. I am always out of my house. I love to exercise, so I usually go to the gym or meet with my friends to go camping or hiking. When I am at home, I prefer to see movies, but I can say that I also like to cook, but not as much as like to exercise.

Nancy: Hi there. My name is Nancy. Well, I love to read books, so I always carry several books wherever I go. I do not cook at all. I prefer to exercise if I am at home. I like to exercise, but I always read books, magazines or newspapers. I think my exercising is not so active.

Radio Host: Today's show is dedicated to the memory of inventors whose work changed humanity in very positive ways. Many different fields of knowledge have benefited from the contributions of these great men and women. In today's show we will remember six of them. A few centuries ago, Johannes Gutenberg developed the printing press in his native Germany in 1440. This invention contributed to the promotion of both reading and writing and revolutionized the life of all humankind. A second invention is under Thomas Alva Edison's belt. Even though Edison worked really hard for many years in the United States to make the electric lighting system efficient for humanity, it is considered that he built such a system only in 1879. The third invention we would like to highlight today is the automobile, one of the major breakthroughs in human history. It was Karl Benz who created the first motor car in Germany in 1885. The motor car helped people to move fast from one place to another. Both the fourth and fifth contributions came from the field of science. Alexander Fleming discovered penicillin while working in his laboratory in London, England. It was 1928 and from then on, penicillin has been used all over the world to fight infectious diseases of all sorts. More recently, in 1956, Helen Murray Free did a lot of experiments until she developed the first glucose test to help patients in the United States fight diabetes. Patients could actually take the test at home, so they had much more control of their condition. The world of technology was also much developed by the work of Robert Noyce and Jack Kilby in the United States. These two scientists invented the first microchip in 1957. This invention revolutionized the world of technology and communications forever.



Unit 1

Breakthroughs in Science and Technology

Lesson 1 A Changing World

Page 10

Exercise 1. Work with a classmate and number these inventions in chronological order. Then listen and check.

Lesson 4 Accidental Inventions

Page 16

Exercise 1. Read the following expressions and their meanings. Listen to the radio program and match them.

Narrator: The names of Joseph and Noah McVicker do not ring many bells but these two men led the creation of a common household item. They were the brains behind plasticine or the commercially known *Play-Doh*. This dough is both a school and household item for many sorts of manual activities. At first the McVickers had one idea inasmuch as they wanted to create only one thing. They were working on a one-track mind invention which was wallpaper cleaner. However, they got a brightly colored nontoxic modeling clay. The inventors worked with the modeling clay for some time and got wise to it. In other words, they knew it really well. The clay was later marketed by the toy manufacturer *Rainbow Crafts*. Sometimes inventions happen by accident, they do not require rocket science precisely. The McVickers just needed a light bulb moment to create something really useful.

Lesson 4 Accidental Inventions Share Your Project

Page 17

2. Read the following information about the history of encyclopedias. Answer the questions that follow.

The word *encyclopedia* comes from the Greek language. It means "general knowledge." An encyclopedia is a collection of entries ordered alphabetically. The oldest encyclopedia is accredited to a historian called Pliny the Elder. Encyclopedias provide short definitions of words and concepts. Encyclopedias began as a single book but they evolved as a collection of several volumes. In fact, today we can find several encyclopedias online, such as *Wikipedia*. Some encyclopedias are general, but some others are highly specialized in fields such as history or literature.

Quiz Time

Page 19

Exercise 1. Listen to this short biographical lecture about George Eastman. Check the option that completes each statement.

Narrator: George Eastman was an inventor who lived in the United States. He made many improvements in the field of photography. He started the Eastman Dry Plate offices in 1881, located in Rochester, New York. Eastman and William Walker invented flexible roll film in 1882, making photography an easier art. Eastman also developed the first fixed-focus camera in 1888, which he sold for \$25.00. This was the first KODAK Camera. The company name was changed to Eastman Kodak Company in 1892 and it is still one of the largest photograph companies in the world.



Unit 2 Travel and Adventure

Lesson 1 Vacation Time

Page 22

Exercise 2. Listen and select the picture that best matches the conversation. Then listen again to complete the grammar chart.

Mark: Dad, this place does not fit the bill at all. This is nothing like you told me while we were planning this trip. I went outside and there is not a swimming pool.

Father: Son, relax, were there trails and waterfalls? I certainly remember them from my youth. There was one bike trail when I came here for the first time and I can see that there are several now.

Mark: Uh huh. You said there weren't any camping sites but I see the signs where I can camp. There are some tents a few yards from here.

Father: There wasn't a gym when I came a few years ago but they just informed me it is a new addition to the park.

Mark: Was there a fisherman's lodge?

Father: Yes, there was one, and there were many fish to catch.

Mark: I think that fishing is the only excitement we are going to have.

Father: Take it easy, son. You will have fun.

Mark: I hope so.

Lesson 1 **Vacation Time**

Page 23

Exercise 4. Listen and match each person with the picture described. Then complete the grammar chart below.

Antonio: Hi Lucy, how are you doing?

Lucy: I'm fine, thank you. Hey! Did you do the homework?

Antonio: Was it the one about bringing pictures from our last vacation?

Lucy: Yes, that one.

Antonio: I sure did, and I brought this special picture of me and my family.

Lucy: Why is it special for you?

Antonio: Hmm, this picture reminds me of a fun time and I really enjoyed the experience of being in the forest.

Lucy: Wow, the forest? What did you do there?

Antonio: Look, we decided to go to a camping site near the city and I was setting up the tent in the middle of the forest.

Lucy: In the middle of the forest? Hmmm, were you setting up the tent in the middle of the forest? Why?

Antonio: We did it in the forest because there were different things which you cannot really see in the city. There were some trails and there was a waterfall. The environment was awesome.

Lucy: Hmm, great. What did you cook?

Antonio: My father came with some fish. He washed it and then we put the fish over the fire.

Lucy: I suppose dinner was delicious.

Antonio: Yes, it was great, but tell me about your picture and your vacation.

Lucy: I have this great picture of my family vacation.

Antonio: Wow, what a cool yacht!

Lucy: This is our yacht! Well, not really, I am kidding you.

Antonio: Right, and what did you do?

Lucy: We went to the beach. There were all sorts of boats and yachts by our hotel. My brothers and I were swimming in the sea while our parents were exercising on the beach. Here my brothers were relaxing in the yacht.

Antonio: And what about you? Weren't you relaxing in the yacht?

Lucy: No, I wasn't relaxing in the yacht. I was learning how to sail it. My brothers weren't doing anything, really.

Antonio: It looks you had a lot of fun. Look, here Mark and Jeff are coming, let's ask them about their pictures.

Mark: Hello guys. What are you doing?

Lucy: We were talking about the pictures we have for homework. Do you guys want to describe yours?

Jeff: I want to ... but, Mark, why don't you go first?

Mark: Sure. Look, here my family and I went to a natural park. There were some really nice trails and waterfalls. I was riding my bike all the time. My parents were hiking while my sister was taking pictures of the exotic waterfalls.

Antonio: What a good experience, and what about you, Jeff?

Jeff: Look, there was a lake near our camping site. We rented a boat to go fishing. We were sailing when I caught this fish. It was really exciting. My parents were still celebrating when they took this picture.

Lesson 2 **Extreme Vacation**

Page 24

Exercise 1. Label the pictures. Use the Word Bank. Then listen to Antonio's narration and number the events chronologically.

Phillip: Antonio, tell me about your accident. What happened to you on your trip?

Antonio: Well, you know, it was a sunny morning on the last day of my camping trip, so we decided to climb a rock. First, we walked to the base of the rock and I started climbing. My sister came behind me. Then when we were really high up, I slipped and fell. At that moment, I was falling while my sister was trying to get hold of me, but I dragged her down.

Lesson 4 **Traveling Mishaps**

Page 28

Exercise 1. Now listen to a short conversation and write the idioms in front of their definitions.

Mark: Our vacation is over. We have to go to school again.

Antonio: What did you do all this time?

Mark: I was learning how to drive. You know, I needed some experience because before the classes I was just a Sunday driver. I wanted to get better so that I could hit the pedal to the metal, you know, I love speed.

Antonio: But now, you can drive us out of town, can't you?

Mark: Of course I can do that. You certainly have itchy feet, don't you? I mean, you are always ready to travel.

Antonio: I do. Actually, I live out of a suitcase. I am always ready for my next trip.

Mark: I think I will be ready in some weeks when I get my license. Then we can hit the road. Where would you like to go for our first road trip?

Quiz Time

Page 31

Exercise 2. Listen to a personal narrative about a travel mishap. Then check the option that best completes each statement.

Narrator: Last year my parents took us to Barbados for our Christmas vacation. One morning, our parents were at the pool while we were playing in the room with the bathroom towels. We were running around when a woman screamed really loudly, so the hotel staff came to see her. There was a snake in her bedroom. She was making her bed when the snake slid down the sheets. The hotel employees calmed her down. Then they called 911 and the police came. The snake was gliding

on the bathroom floor when the police removed it from the room. Fortunately, there was no problem: the snake was not poisonous. The police said that probably somebody brought it to the hotel and forgot it.

Test Training A

Page 33

Listen to a short conversation twice. For question 1 to 5, check the right answer.

Man: Susan, it is good to see you again! Where did you go on vacation?

Woman: I went to a historic town in Virginia.

Man: Really? What did you do there? You do not like history very much, do you?

Woman: I do. Actually, I went to a local museum. It was the house of an inventor.

Man: Do we know about him? What did he invent?

Woman: He invented a drink to cure asthma. It was red, it is all I can tell.

Man: Did you try it?

Woman: Are you kidding me? Of course I didn't, but I bought two bottles.

Man: Did you get me one?

Woman: I did. Go ahead. Try it.

Man: No, thanks. If there is something I don't have, it is asthma.



Unit 3 Hobbies, Leisure and Entertainment

Lesson 1 Hobbies

Page 36

Exercise 3. Listen to a radio talk show about the DOs and DON'Ts of some hobbies and complete the information. Then complete the grammar chart on page 37.

Host: Good evening. Today we are having a special show for our listeners. Our guests will talk about hobbies. Some of them are very common and others are not that familiar, but they want to share some of these hobby DOs and DON'Ts so you'll become interested in taking up one of them. Well, first let me introduce Peter Jennings. He is a ballet dancer. Peter, what can you tell us about ballet dancing?

Peter: Good evening, Patricia. Thanks for inviting me. Well, in order for you to be able to dance ballet, you have to ask your teacher about your steps constantly. The teacher has to give you clear ideas about your steps. One thing you should not do is stop practicing your steps. Extreme confidence is bad in ballet dancing.

Host: Thank you, Peter. So, please, dear listeners, do not forget Peter's recommendations: ask your teacher about your dance and do not stop practicing your steps. Now, let's turn to our second guest, Teresa Davids. Teresa is a nationwide and well-known jewelry maker, that is, she makes jewels. Teresa, what is your hobby about?

Teresa: Oh, hi to everybody and thanks so much for your invitation. Well, jewelry making is to make beautiful things out of raw materials. It is something really exciting. In order to become a jewelry maker don't forget some essential hints. First of all, save your designs, they are as valuable as the jewels you make. In jewelry making you also have to be careful with your

products, so do not place them on wooden surfaces, your pieces may absorb some of the substances in wood and lose some of their initial glow.

Host: Thanks, Teresa. And now, let's present another hobby, craft making. It is very popular nowadays. Freddy Mitchel works 24/7 at this hobby. Tell us something about your activity, Freddy.

Freddy: Ok, Patricia. Thanks a lot for your invitation. Well, craft making is very entertaining but do not start more than one project at a time. You must consider each project as unique. This is what makes the difference among many artists. You should also pay attention to other things such as planning. Always make a draft of the project you have in mind. It gives you a good idea of the finished piece.

Host: Thanks Freddy. Dear listeners, remember Freddy's advice, analyze, plan ahead and start one single project at a time. All right, our next guest is Mary O'Brien. She collects stamps from all over the world. Her collection is really impressive, but let's let her tell us about her hobby.

Mary: Thanks, Patricia. Well, you know, stamp collecting is very absorbing but it's a wonderful hobby. You can learn a lot from stamps. Some of them may be very valuable. It's a good idea to get to know people with the same interest, so join a local club of stamp collectors to be part of the market. You have to be very careful with your stamps. Do not put dirty stamps in your albums. If you handle your stamps carefully, they will be worth a lot of money.

Host: Thanks, Mary. And finally, we have with us Stephen Gordon, who likes plasticine modeling. What is it about, Stephen?

Stephen: Oh, well, plasticine modeling is really entertaining. You can spend many hours working on your models. Draw color pictures of your models before using plasticine, and remember, something that

is really important about plasticine modeling is how you handle your materials. For example, do not expose them to extreme temperatures if you want to have good dough to work with.

Host: Don't forget, draw color pictures before using plasticine and do not expose your materials to extreme temperatures. Ok, that's all for the time being. I want to thank my guests. I hope you, dear listeners, have a very good idea about these hobbies now. Start one soon, and do not worry about any previous experience in any of them. See you soon, bye.



Unit 4 The World is the Limit

Lesson 2 Some Countries and their Records

Page 50

Exercise 2. Listen to some record announcements. Write the country for each one of the records you hear. Then listen again and complete the grammar chart below.

Host: Hello, everyone. Here's the latest news of the day. You are probably familiar with the Guinness Records. This organization is always looking for the tallest, the fastest, the most interesting, or perhaps the slowest in any field or activity. Tonight I am giving you an update of some world records that do not necessarily appear in the Guinness Book of Records but they are also very interesting to know about.

Iceland, perhaps one of the most exotic countries, is the most peaceful country according to the rankings of the countries around the world. I think this has to do with the size of the country and its population. The size of the country is 103, 701 square kilometers with a population of 320,000 inhabitants. Every Icelander has about 3 km of space for himself or herself. Iceland also has one of the biggest fishing industries in Europe.

There are many companies that exploit sea products. The United States holds the record for many different things. One of these records is to be the most popular destination for business meetings. Business people have this country as the most favorite when it comes to deciding on a place for meetings. This country holds other records among many other countries. For example, it is the third largest country in the world after Russia and Canada.

We are all very familiar with the ancient traditions of Japan. This country holds a very particular record. It has the oldest population around the world. An average person in Japan may live up to 70 years. It goes without saying that this country has the upmost respect for their traditions. The country has the most famous festivals and cultural activities, such as the Sapporo Snow Festival in February or the Floral Festival in April each year.

Other countries have records that may not be so amazing or exciting. Canada, for example, has the record for the most expensive cell phone plans. If you are thinking about getting this service in Canada, you need to pay attention to this world record. Canada is not only famous for its living standards, the country has a long winter season, which makes it the most exciting country for winter sports such as snowboarding and skiing.

People around the world are really concerned about the environment. Some countries are competing for being the most contaminated.

However, Finland has the cleanest air in the world. People from Finland must be very proud of themselves because they really care about their country. Besides this record, Finland is one of the richest countries in natural resources in Europe: the country has many different species of animals and exotic vegetation.

That is all for tonight. Tune in tomorrow night for another update with news around the world. Remember that you are also part of this world, so don't be surprised if we are reporting live from your backyard or your garden.

Test Training B

Page 59

Listen to a short conversation twice. There are five questions. For questions 1 to 5, check the right answer.

I had the best time of my life my last vacation. I spent some weeks in Brazil, the largest country in South America. I visited Rio de Janeiro. I was there for the most famous carnival in the world. You must come to Brazil in February. The carnival is the most popular festivity, but there are many other activities in this month.

Rio de Janeiro has some of the most popular landmarks in Brazil like the "Christ the Redeemer", a statue of Jesus Christ on a hill with his arms well open or *Corcovado* and the "Sugar Loaf", a hill called *Pão de Açúcar* in Portuguese. However, even if they don't go anywhere else, most people go to *Maracanã*; the largest stadium in Brazil and the world. It has the capacity to sit 85,000 spectators. At this moment there is some construction going on for the soccer World Cup in Brazil in 2014 and the Olympics two years later.

I also went to other places in Brazil. Then I flew to Chile. I spent some days in Santiago, which is one of the most beautiful cities in Latin America. It is also the most expensive, as I could compare some prices with Brazil and my home country, Ecuador.



Unit 5

Jobs and Occupations

Lesson 1 Unusual Occupations

Page 62

Exercise 2. Listen to the conversations and tick what each person does.

Dialog 1

Leah: What is it that you do for a living, Tom?

Tom: I work at the zoo. I milk snakes to get their poison and make antidotes.

Leah: What kind of a job is that?

Tom: Well, I am a snake milker.

Leah: Isn't it dangerous?

Tom: Yes, it is. You have to have training first. Then you do it under some sort of supervision.

Dialog 2

Helen: Mary, what do you do for a living?

Mary: Well, I translate symbols into the Braille system for blind people to read them.

Helen: What's that? What do you call it?

Mary: Well, I am a Braille translator.

Dialog 3

Luke: What is it that you do for a living, Nancy?

Nancy: I design new toys for children and adults. At the moment I am working on a new game console, it is going to be in the market by Christmas.

Luke: Do you like being a toy designer?

Nancy: Yes, very much.

Dialog 4

Steve: What are you doing these days?

Elizabeth: You know me. I love animals, especially dogs. In fact, I walk dogs when their owners cannot do it.

Steve: How is that?

Elizabeth: I go get them every Saturday morning. I take them for a walk in the park.

Steve: Do you do it for free?

Elizabeth: Well, I don't. You can make some good money walking dogs.



Unit 6

Lifetime Achievements

Lesson 1 Inspiring Young People

Page 74

Exercise 1. Listen to the description of these people's lives and achievements and write their names.

Narrator: The youth center in our town decided to look for some teens whose lives have had an impact on our community because of their achievements. In a recent event, we took pictures of some of these outstanding whiz kids.

Tom Menezes

Tom was born in 1995. When he was five years old, he showed his artistic talent. Tom has been creative all his life. He has been best known for his musical talent. In fact, he has played the saxophone since 2005 and he has been a solo performer for his orchestra in some concerts.

Bert Richardson

Bert is 17 years old. He has been a very sensitive person all his life. Since he was little, he has had a social talent. He raised money to help poor children with their education in 2002. He joined an international organization in 2005 and has worked as a volunteer for seven years now.

Matthew Wells

Matthew is 15 years old. He has been curious about trains all his life. In fact, he has the largest collection in our town. He has good analytical abilities. He has learned the ropes of train conduction. However, he is going to go to an institute of technology to become a railway engineer.

Ericka Williamson

Ericka was born in 1994 and has always been sporty. When she was eight years old, she won her first table tennis tournament. Ericka is very competitive as well. She has won four championships since 2005. Ericka has a large collection of awards. Recently she won a trophy for her achievements in sports. She will be in the Olympics in Brazil in 2016.

Samantha Herrera

Samantha is 17 years old. She is a very intelligent person. Her abilities with colors and shapes make her a very imaginative person. She took a fashion design course when she was 11 years old. She did so well in this class that her teachers gave her a medal for her creative work. She designed some clothes and people loved it. She has already sold her designs to some famous designers in Europe.

Test Training C

Page 85

Listen to some people talk about their career choices twice. Match each person with the corresponding profession.

Counselor: What do you think of your career orientation tests? Let us begin with Margaret.

Margaret: I was really happy with my results. I thought my abilities were in computers but it seems that I am more like a designer. Toy designing is a very interesting career.

Counselor: How about you Joseph?

Joseph: I am excited with my results because they are oriented towards research and science. I think I want to be a research scientist. I believe I got similar results with James.

James: I got high grades with science and research but I am going to study architecture. I want to be a landscape architect like my father.

Counselor: And Emily? Will you go for robotics engineering?

Emily: Yes, I think so. I will look for some options in engineering. I will become a robotics engineer.

Counselor: And what about you Joshua?

Joshua: I'm very happy with my results. They confirm what I expected. I want to be a medical researcher, just like dad, who is a class act in medical research.

Counselor: Thanks Joshua. And now, you are the last one, Michael. What are you going to study?

Michael: My career tests showed that I am ready to study something related to computers. I think I'll become a computer programmer, so I can work in father's company.

Listen to a text in which a man is receiving some information about a career opportunity. Write the missing information for questions 6-11.

Our Computer High Technology Team is looking for a computer scientist. The candidate has to be very analytical. This person has to have good computational skills. They are necessary for the type of work we require. The person will have several responsibilities. For example, the computer scientist has to design software. It is a must that the candidate be available from 8 to 5 on weekdays and from 9 to 1 on weekends. The salary has good benefits and it ranges between five and six thousand dollars a month.

THIS IS THE END OF VIEWPOINTS 3.

Educación General Básica - Subnivel Superior

ENGLISH



Level

A2.1 (Teenagers)
WORKBOOK - DÉCIMO GRADO - EGB

Norma



Ministerio
de Educación

Transformar la educación
MISIÓN DE TODOS

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English A2.1,

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

- Technological and Scientific Breakthroughs
- Inventors and Inventions
- Skype
- Household Inventions
- Accidental Inventions
- Sci-Fi literature and Inventions

- Holiday Activities and Places
- Extreme Vacations
- Anecdotes and Unfortunate Happenings

- Hobbies and Entertainment
- Leisure Activities
- Commitment to Leisure Activities
- Feeling Alive

Goals

You will learn how to

- give accounts of past events.
- ask for and give information about the past.
- use time expressions when giving accounts of past achievements.

You will learn how to

- narrate past experiences.
- describe places.

You will learn how to

- write about hobbies and leisure activities.
- talk about rules, express advice and emphatic opinions.
- determine main ideas, supporting information and examples in a text.

Grammar

- The Simple Past tense (affirmative, negative, interrogative)
- Regular and Irregular Past tense verb endings
- Time Expressions for the Simple Past tense

- Simple Past tense, Past Progressive tense
- There was/there were
- Sequence connectors
- Time conjunctions

- Imperative Mood
- Modals: obligation, advice and emphatic opinions

Skills and Strategies

Grammar:

- using Wh-questions to give a complete report on a subject
- correcting mistakes to become aware of rules

Vocabulary: using diagrams to remember words that go together

Reading:

- scanning a text to find specific information
- identifying a paragraph's main idea to understand the author's essential messages

Writing:

- brainstorming ideas and organizing them before writing a text
- unscrambling a text to become aware of its structure

Grammar:

- using sequence connectors to enhance coherence
- contrasting the Past Progressive and the Simple Past tenses to show long actions that are interrupted

Vocabulary:

- looking up words in dictionaries to increase your vocabulary
- learning synonyms to help you remember the different meanings of a word

Reading:

- checking unfamiliar words before reading a text to improve comprehension
- paying attention to context clues to deduce the meaning of unknown words

Writing:

- writing a summary topic statement to communicate the central idea
- following some useful steps to write an accurate summary

Grammar: analyzing the use of modal verbs to understand how grammar patterns work

Vocabulary

- using dictionaries to develop autonomy in your learning process
- using expressions in context to understand how to adapt them to your own conversations

Reading:

- activating previous knowledge
- associating images with definitions
- asking yourself what each paragraph is about to find its main idea and the supporting details that explain or prove it

Writing: using yet to introduce a fact, situation, or quality that is surprising based on what you just have mentioned

UNIT 4



UNIT 5



UNIT 6



CLIL	<ul style="list-style-type: none"> • Amazing Facts around the World • Some Countries and their Records • Guinness World Records • Success 	<ul style="list-style-type: none"> • Odd Jobs and Occupations • Career Choices of the Future • Happiness at Work • Creative Thinking 	<ul style="list-style-type: none"> • Inspiring Young People • A Life of Achievements • Inspirational Lifelong Learners • Stories of Success
Goals	<p>You will learn how to</p> <ul style="list-style-type: none"> • write about landmarks and compare them. • make comparisons. • fill in forms. • write a letter to participate in a GWR live event. • write about amazing facts and make comparisons among them. • write a summary. 	<p>You will learn how to</p> <ul style="list-style-type: none"> • write about occupations and professions. • make predictions and plans regarding career choices. • read graphs and tables to help your reading comprehension. • write a career prospect. 	<p>You will learn how to</p> <ul style="list-style-type: none"> • write about achievements. • describe people's personal characteristics and abilities. • use reference words to aid reading comprehension and achieve cohesion in writing.
Grammar	<ul style="list-style-type: none"> • Comparatives and Superlatives 	<ul style="list-style-type: none"> • Compound Nouns • Future predictions and intentions with "will" and plans with "going to" 	<ul style="list-style-type: none"> • Present Perfect tense • Time expressions with the Present Perfect tense • Past participle forms of regular and irregular verbs
Skills and Strategies	<p>Vocabulary: using adjectives to make your readers feel, taste and see what you describe</p> <p>Grammar:</p> <ul style="list-style-type: none"> • correcting mistakes to become aware of grammar rules • asking yourself questions about the number of things / people you are comparing in order to choose the appropriate form of adjective • paying attention to the number of syllables adjectives have in order to write their superlative form correctly <p>Reading:</p> <ul style="list-style-type: none"> • using graphic organizers to summarize information • asking yourself <i>Wh-</i> questions about an article to establish relations and confirm information <p>Writing: writing effective titles</p>	<p>Vocabulary: identifying the type, purpose and person in compound nouns to write them using the correct word order</p> <p>Grammar:</p> <ul style="list-style-type: none"> • adding suffixes <i>-or, -er</i> to action verbs in order to form agent nouns (names for people) • using adverbs to express certainty and uncertainty about future events <p>Reading:</p> <ul style="list-style-type: none"> • using a word splash to build conceptual knowledge • analyzing a chart to understand specific information given through visual aids • asking yourself questions to analyze pie charts <p>Writing: following a plan to organize the ideas you want to develop in a text</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • solving a cross word puzzle to strengthen your vocabulary knowledge • paying attention to suffixes to recognize adjectives derived from nouns <p>Grammar:</p> <ul style="list-style-type: none"> • unscrambling sentences in order to become familiar with grammar structures • applying rules related to time expressions in the Present Perfect tense in context in order to become familiar with them <p>Reading: using the K-W-L method (What do I know, What do I want to know, What did I learn) in order to become familiar with the texts you read</p> <p>Writing: paying attention to the position of time expressions in a text in order to set up the timeline of events</p>

Word Bank

- sometimes
- always
- never
- often
- usually

3. Fill in the blanks with the right adverb. Use the Word Bank.

Once (a) a year, on February 14th, many people around the world celebrate Saint Valentine's Day. For example, my sister usually (b) gives cards to her friends, and she always (c) gives a present to her boyfriend. He often gives her flowers. Sometimes (d) there are people who get married on this day. I love my friends, but I never (e) celebrate this day. I prefer to demonstrate my good feelings every day.

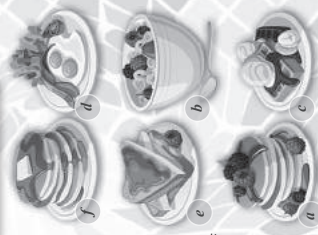
4. Use the Word Bank to complete the texts. Then, match them with the corresponding pictures.

Word Bank

- how many
- a tablespoon
- a glass
- a pinch
- a little (x2)
- some (x4)
- 3 cups
- any (x2)

Delicious and practical ideas for breakfast

- Are there any raspberries and cherries in your fridge? If so, what about some pancakes with them on top?
- Cereal is also good! Add a glass of milk and fruit and enjoy it!
- How much ice cream can you eat? If the answer is a lot, then what about some waffles with a little chocolate syrup and vanilla ice cream on top? Don't forget to add some slices of banana.
- If you have time, why don't you treat yourself with 2 fried eggs and some ham?
- There isn't any marmalade? No worries. Prepare it yourself. Peel some oranges and boil them with 3 cups of water. Add a pinch of sugar. Just a little bit! When it is cold, have it with toast!
- How many pancakes can you eat? Have as many as you want! Add a tablespoon of honey and put a little butter on top!



5. Correct the wrong conjugation of the verb to be in the Simple Present and the Simple Past tenses. There are eight mistakes.

The History of Cryptograms

Cryptograms were popular in ancient times. For example, Egyptians are the first to use non-standard hieroglyphics in communication. There are even today a Mesopotamian tablet that contains an encrypted recipe for making pottery glazes. In 50-60 B.C., Julius Caesar is the first inventor of a cipher device to communicate with his army. Nowadays, it is well known as the Caesar Cipher or the Caesar Alphabet. In the past, cryptograms are useful for hiding secrets in times of war. One of the most famous cryptograms are the Zimmerman Telegraph. It was quickly decoded by the British during the World War I, and shortly after finding out its contents, the U.S. entered the war on the side of the Allies. Today, cryptograms are still very popular, but for entertainment purposes. They are brain teasers because they challenge your mental agility!

- were
- is
- was
- is
- were
- is/was
- are
- are

Review

1. Read the chart and make comparisons using comparatives and superlatives. Use the Word Bank.

Three Divas from Hollywood Romantic Comedies

Birth Year	Height	Hair style	Salary per movie	Popularity
1 1964	171 cm	Long	\$25 million	★★★★★
2 1967	172 cm	Very long	\$24 million	★★★★★
3 1961	173 cm	Short	\$15 million	★★

Word Bank

- old
- tall
- young
- short
- high
- popular
- low

a. Sandra Bullock is older than Julia Roberts, but Meg Ryan is the oldest of them all.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

2. Find eleven verbs in the word search. Then, use can or can't plus the appropriate verb to complete the text.

Word search grid:

E L G G U U O N E B
 T C I D E R P Y G Q
 E X P R E S S Y Z P
 E T A L L P I N A M
 N R P E R F O R M F
 U C R E A T E H F E
 K Q M X J B I E
 I Q L A T F T U K
 S A C H K Q B E V F
 W S J O E E N F D M

I admire circus artists because they are agile and very talented. For example, tightrope walkers can walk on a thin rope at a great height. They can keep their balance very well. Good clowns can express many emotions and entertain people. On the contrary, bad clowns can't make people laugh. Can contortionists create the illusion of having boneless bodies? Yes, of course! They can bend their bodies in amazing ways! Magicians can predict the choice of someone in their audience. Can they defy gravity? Yes! They can levitate. A magician can't perform a trick without rehearsing many times! Jugglers can manipulate more than three objects at the same time. I'm learning juggling tricks, but I can't juggle three balls at the same time. It's difficult!

A Changing World

1. Complete the following text by changing the verbs in parentheses into the Simple Past tense.

I want to tell you about Skype, an amazing invention I discovered when I first traveled (travel) abroad. It is a free software application that allows you to communicate with people by voice, video and instant messaging online. Its original name was (a. be) Sky Peer-to-Peer. Janus Friis and Niklas Zennström created (b. create) Skype in Estonia. They invented (c. invent) it in 2003. Years later, they also developed (d. develop) a very popular internet TV service called Joost. I think Friis and Zennström definitely changed (e. change) the nature of peer-to-peer communication and content distribution around the world.



2. Complete the passage using the verbs in the Word Bank. Use the Simple Past tense.

I'm a photographer and for obvious reasons the camera is my favorite invention. Many people contributed to the creation of this magical device that revolutionized (a) the way we keep our memories. For example, in the Middle Ages, Alhazen created (b) the first camera 'obscura'. In 1727, Johann Shultze found (c) out that silver nitrate became (d) dark in the presence of light, and experimented with chemical reactions and images. In 1827, Joseph Niepce made (e) the first photographic image with a pinhole camera. In 1839, another Frenchman, Louis Daguerre discovered (f) a method to help preserve the images; in fact, the daguerrotype is under his belt. Since 1885 George Eastman worked (g) hard to make paper film. Years later, he developed (h) the celluloid film and he invented (i) the Kodak camera. All of them sure did (j) a great job!

Word Bank

- develop
- find
- contribute
- do
- create
- become
- discover
- work
- invent

3. Classify the verbs in the previous exercises in the chart below.

Regular verbs	Irregular verbs	
invent	contribute	become
develop	discover	find
create	work	do
		make

Grammar Strategy

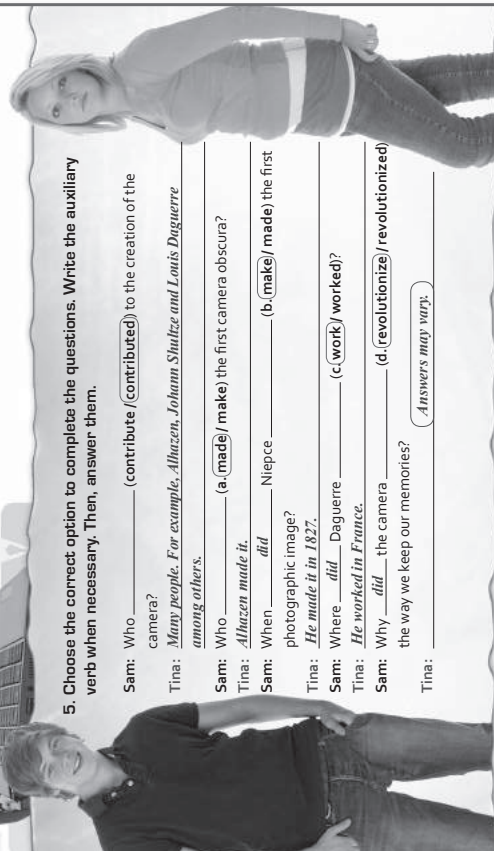
Use **Wh-words** to ask for specific information that focuses on a particular topic.

- Who:** person or people
- What:** things/actions
- Where:** places
- When:** time
- Why:** reason

4. According to the answer, write the correct **Wh- word**.
- Who** invented Skype? Janus Friis and Niklas Zennström.
- When** did they invent it? In 2003.
- Where** did they develop it? In Estonia.
- Why** did they create it? To help improve peer-to-peer communication.
- What** was the original name? Sky Peer-to-Peer.

5. Choose the correct option to complete the questions. Write the auxiliary verb when necessary. Then, answer them.

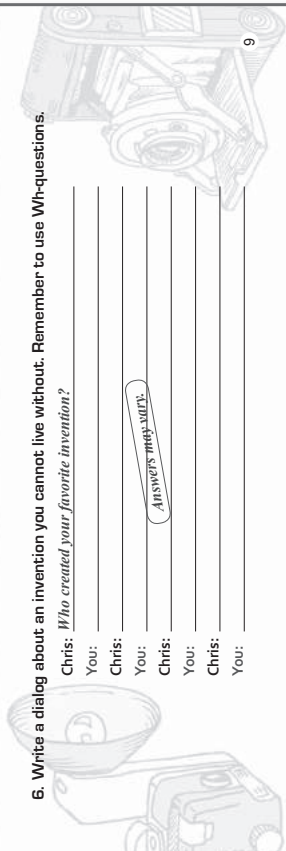
- Sam: Who contributed (contribute) to the creation of the camera?
 Tina: Many people. For example, Alhazen, Johann Shultze and Louis Daguerre among others.
- Sam: Who made (make) the first camera obscura?
 Tina: Alhazen made it.
- Sam: When did Niepce make (make) the first photographic image?
 Tina: He made it in 1827.
- Sam: Where did Daguerre work (work)?
 Tina: He worked in France.
- Sam: Why did the camera revolutionize (revolutionize) the way we keep our memories?
 Tina: Answers may vary.



6. Write a dialog about an invention you cannot live without. Remember to use **Wh-questions**.

- Chris: Who created your favorite invention?
- You: _____
- Chris: _____
- You: _____
- Chris: _____
- You: _____
- Chris: _____
- You: _____


Answers may vary.




Creative Ideas in History

LESSON 1


1. Read about Leonardo da Vinci's inventions and circle the right verb form.




I grow/grew up in Vinci and Florence and works/worked (a) in different places in Italy and France. I was/were (b) a Renaissance man because I was/were (c) talented in many different subjects. I was/were (d) a scientist, designer, artist, engineer, inventor and architect, among others. My inventions continue to benefit the world!



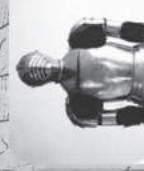
Painting Innovations
I discover/discovered (e) that chiaroscuro can/could (f) be a new painting technique.
I study/studied (g) objects and discover/discovered (h) that they was/were (i) three-dimensional bodies defined by light and shadow.




Engineering and Architecture Innovations




Leonardo make/made (j) drawings that anticipate/anticipated (k) the design of modern airplanes and helicopters.



He built/build (n) a robotic knight that can/could (o) move on its own. The knight sit/sat (p) down and move/moved (q) his head.



When he lives/lived (r) in Venice, he create/created (s) a scuba diving suit. He finds/found (t) it useful for protecting people from enemy ships underwater.



2. Circle the mistakes and rewrite the questions. Then answer them based on the text.
- a. Did he Leonardo da Vinci invented the clock?
Did he Leonardo da Vinci invent the clock?
No, he didn't. But he designed one with two separate mechanisms.
- b. Does he made drawings of flying machines?
Did he make drawings of flying machines?
Yes, he did. His drawings anticipated modern airplanes and helicopters.
- c. Did he builds a robotic knight?
Did is build a robotic knight?
Yes, he did. It moved on its own.
- d. Does he grew up in France?
Did he grow up in France?
No, he didn't. He grew up in Italy.

3. Use the Word Bank to complete the diagram below.

Word Bank




Diagrams can help you remember words that often go together.

- substance
- house
- vaccine
- tool
- robot
- idea
- technique
- product
- machine
- discovery
- system

Actions inventors do



4. Complete the chart below using affirmative and negative statements. Use the information in the text and your own ideas.

 Ruth Wakefield	I accidentally discovered chocolate chips in my house in Massachusetts! There was no baker's chocolate, so I used broken pieces of Nestle semi-sweet chocolate but they stayed solid! I then did business with Nestle. They wrote my recipe in semi-sweet chocolate boxes, and I received chocolate for free!	 Marie and Pierre Curie	We studied radioactivity. We discovered two new elements: polonium and radium. We received two Nobel prizes for our work. We used the money for research and never patented the discoveries we made!								
 Grace Hopper	I developed the first compiler for a computer programming language; it translated instructions into machine code. I received many awards like the Medal of Technology, but my team helped me a lot!										
<table border="1" style="width: 100%;"> <thead> <tr> <th>Things she / they did</th> <th>Things she / they didn't do</th> </tr> </thead> <tbody> <tr> <td>Ruth Wakefield She discovered chocolate chips by accident.</td> <td>She didn't receive any money, but... but she received chocolate for free.</td> </tr> <tr> <td>Grace Hopper She created the first compiler for a computer programming language.</td> <td>She didn't work alone. She worked with her team.</td> </tr> <tr> <td>Marie and Pierre Curie They discovered polonium and radium.</td> <td>They didn't patent the discoveries they made. They preferred to do research.</td> </tr> </tbody> </table>	Things she / they did	Things she / they didn't do	Ruth Wakefield She discovered chocolate chips by accident.	She didn't receive any money, but... but she received chocolate for free.	Grace Hopper She created the first compiler for a computer programming language.	She didn't work alone. She worked with her team.	Marie and Pierre Curie They discovered polonium and radium.	They didn't patent the discoveries they made. They preferred to do research.			
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Marie and Pierre Curie They discovered polonium and radium.	They didn't patent the discoveries they made. They preferred to do research.										

Inventions All Around

1. Scan the texts to fill in the chart below.

Invention	Sci-Fi novel where it appeared	Author	Year
Internet	<i>From the London Times of 1904</i>	Mark Twain	1898
CCTV	<i>Nineteen Eighty-Four</i>	George Orwell	1949
iPads and Kindles	<i>Return From the Stars</i>	Stanislaw Lem	1961

2. Read and check (✓) the main idea for each text.

a. Science fiction authors predicted some of the greatest inventions we enjoy nowadays. Their active imagination contributed to the scientific and technological advances that once were considered distant and impossible. We decided to dedicate this week's issue of *Teens' Viewpoints* to the inventions predicted in science fiction literature, because we interviewed some youngsters who have come across some amazing facts!

The main idea is:

- 1. Sci-fi literature is fascinating because of real inventions
- 2. Some inventions predicted in sci-fi have become real
- 3. Imagination is the bridge between literature and science

Reading Strategy

When you scan, you don't read the complete text. Run your eyes over the text, looking for specific information.



Reading Strategy

The main idea sums up the author's essential message. Sometimes you need to infer it based on the details given by the paragraph.

b. In our literature class, we read a story called *From the London Times of 1904* by Mark Twain. He published it in 1898. I didn't know that Mark Twain wrote sci-fi stories; I only read those about Tom Sawyer. Anyway, in this story, he predicted the Internet because he talked about the "telectroscope": a global network of communication that used a limitless distance telephone system. He described how this device could make "the daily doings of the globe visible to everyone" no matter how far apart people were. So, Twain developed the basic idea of the Internet almost a century before it was invented! Isn't it just amazing?

The main idea is:

- 1. Twain predicted the Internet
- 2. From Tom Sawyer to the telectroscope
- 3. Twain thought about the telectroscope first

c. I didn't believe my friend Christopher when he said the original idea of closed-circuit television (CCTV) was under George Orwell's belt because he described it in his novel *Nineteen Eighty-Four*. I asked my friend, are you sure? Because I found out that the first CCTV was created in Germany in 1942 and Orwell wrote his novel in 1949. Chris explained to me that the German CCTV was a system for observing the launch of rockets. So, yes, he was right! Orwell was the first one to think of a society where cameras could spy on people's lives. He wrote *Nineteen Eighty-Four* to criticize governments that prohibit freedom of expression.

The main idea is:

- 1. I didn't agree with my friend Chris because I didn't know about CCTV
- 2. *Nineteen Eighty-Four* is about a society where cameras spy on people
- 3. The idea about using CCTV for surveillance was under George Orwell's belt



d. I did my history homework and I loved it because I found out something very interesting about iPads and Kindles. It was Stanislaw Lem who predicted the creation of these devices. Lem wrote a novel called *Return From the Stars* in 1961, in which he anticipated digital books. He imagined touch-screen technology on which a book's content was recorded. In the same book, he also described electronic catalogs. He was definitely ahead of his time!

The main idea is:

- 1. Stanislaw Lem invented iPads and Kindles
- 2. Stanislaw Lem wrote a Sci-Fi novel in 1961
- 3. Stanislaw Lem predicted touch-screen technology



3. Based on the text, answer the following questions. Use complete sentences.

- a. What did Mark Twain predict in *From the London Times of 1904*? He predicted the Internet.
 What did Stanislaw Lem anticipate in *Return From the Stars*? He anticipated digital books.
 What did George Orwell describe in *Nineteen Eighty-Four*? He described CCTV for surveillance.
- b. Why did Orwell write about constant observation in his novel? To criticize governments that control freedom of expression.
 Why was Lem ahead of his time? Because he predicted the creation of technological devices that changed our way of living.
 Why did the Germans create a CCTV system? In order to observe the launch of rockets.
- c. Why did Orwell write *Nineteen Eighty-Four*? He wrote it in 1949.
 Why did Twain publish his story about the telectroscope? He published it in 1898.
 Why did the Germans create a CCTV system? They created it in 1942.

Writing

1. Brainstorm ideas about the following inventions. Use the Word Bank and your own ideas.

Writing Strategy

Brainstorming helps you get ideas and organize them before writing a text.

Word Bank

- gravity
- liquid fuel
- rain
- upload
- online
- video
- search engine
- engine
- sharing

The rocket

defeat gravity
liquid fuel
Answers may vary.

Windshield wipers

saw, batter
rain
Answers may vary.

YouTube

online
upload
video
search engine
sharing

2. Put the following encyclopedia entry in order. Number the facts from 1 to 7.

- He died in 1945, twenty-four years later Apollo 11 landed on the moon. 7
- American professor, physicist and inventor. 2
- During the First World War (1914-1918), he created the bazooka. 4
- As a child, he loved stories about man going to the moon and dreamed of building rockets. 3
- He built the first liquid fuel rocket in 1926, but the American army and navy did not show interest in his work. 5
- During the Second World War, in 1944, the Nazis copied Goddard's work and built the V2 rocket to attack London. 6
- Robert Goddard (1882-1945) 1

Writing Strategy

Pay attention to dates to organize the sequence of events. Unscrambling texts helps you be aware of their structure.

3. Complete the following encyclopedia entry.

Steve Chen, Chad Hurley, and Jawed Karim invented YouTube.

(definition)

(relevant information)

Answers may vary.

(examples)

Real Communication

Lesson 4

Accidental Inventions

1. Decipher the following hieroglyphics to find the expressions studied in this unit.

a. + BIG + gie = No biggie

b. + a + + = To have a one-track mind

c. + get + + to = To get wise to

d. + B + = To be the brains behind

e. + + + = To have a light bulb moment

f. + to + + B + = Not to be rocket science

2. Read the dialogs and use the most convenient expression to write a reply. Use the correct form.

- a. Alex: Oh, I'm sorry I used all your correction fluid!
You: No biggie! I'll get a new one.
- b. Peter: Wow! You managed to solve the math problem in the exam. How did you do it?
You: Well, I had a light bulb moment.
- c. Teacher: Congratulations! The plot of your theater play is brilliant!
You: Well, all of us worked on it, but to be honest, Pat was the brains behind it.
- d. Angela: Hey! Did you bring me the CD? Did you call Louis? Did you do the homework?
You: Ask me one question at a time, please! I have a one-track mind.
- e. Christopher: How did you install the printer? I tried but I was never able to!
You: I got wise to it after I read the instructions carefully.
- f. Carol: I'm fascinated with the new guy in the class! He knows a lot about poetry!
You: Well, it's not rocket science! He just reads and talks a lot!

3. Read the statements and make them true for you.

- a. I don't think math is rocket science. Answers may vary.
- b. I was the brains behind the science project. Answers may vary.
- c. I wrote the poem because I had a light bulb moment. Answers may vary.
- d. I can't do several things at a time. I have a one-track mind. Answers may vary.

1. Read and replace the definitions in parentheses with the right verb. The first letter of the missing word is given to you.

Do you want to *enjoy* (to have fun) nature without leaving your life behind? Book a room in our lodge right now!

Come and *hike* (to walk a long distance in the forest) (a) on our peaceful trails! If you are patient, go to the lake and *fish* (to catch) (b) a delicious trout for your lunch! Or *set up* (to build up) (c) your tent and just *relax* (to rest and become less active) (d)!

Ride (to travel on and control a vehicle in motion) (e) to the nearest city and take awesome pics! We offer free Wi-Fi for you to chat or download your pictures from your camera to your Facebook account! We also have a comfortable gym where you can *exercise* (to train in order to improve your health) (f) using modern fitness equipment!

Vocabulary Strategy

While you work, keep the glossary open. This will help you increase your vocabulary.

2. Compare the places below. Use *there was*, *there were*, *there wasn't* and *there weren't*.



Friendly Lodge was a very nice hostel. Now it is called Hudson's Hotel and has completely changed. Years ago, *there wasn't* a huge swimming pool, and of course, *there wasn't* (a) any toboggan either; instead, *there was* (b) a natural lake. I remember *there wasn't* (c) a gym because you could exercise outdoors, surrounded by nature. In fact, *there was* (d) a hiking trail, full of trees. When I stayed in Friendly Lodge, *there weren't* (e) any computer rooms. I mean, *there weren't* (f) computers at all. *There was* (g) a lovely camping site, but now there is no place to set up a tent. Also, *there were* (h) many trees, but now there aren't many. Oh well, at least you are far from the city!

3. Answer the survey based on the previous text. Complete the questions with *were* / *was* / *there*.

Stay Survey

The last time you went to Hudson's Hotel...

a. did you swim in the pool?	Yes, I did. There was a big swimming pool.
b. did you go to the lake?	No, I didn't. There wasn't any lake.
c. was there a camping site?	No, there wasn't.
d. <u>was there</u> an Internet connection?	Yes, there was.
e. <u>were there</u> computers for everybody?	Yes, there were.
f. <u>were there</u> beautiful bike trails?	No, there weren't. But there was a gym.
g. <u>was there</u> fitness equipment?	Yes, there was.
h. <u>were there</u> modern buildings?	Yes, there were.
i. <u>was there</u> a big city nearby?	No, there wasn't.

4. Based on the pictures, write T (true) or F (false). Correct the false ones.



Last Saturday morning...

- a. Joe and David were playing soccer. (F)
They were looking at their friends' pictures on Facebook.
- b. Peter was playing the harmonica in his bedroom. (F)
He was playing the guitar in the park.
- c. Angie and her cousins were swimming in the sea. (T)
- d. Kelly and Matt weren't camping in the forest. (F)
They were camping in the forest.
- e. Auntie Mary wasn't taking pictures in Rome. (F)
She was taking pictures in Rome.
- f. Auntie Mary was crying. (F)
She was smiling.

5. Describe a picture of your last vacation. Use the Past Progressive tense.

Answers may vary.

Lesson 2
Extreme Vacation

1. Add the sequence connectors in the Word Bank to the anecdote. Then, number the sentences from 1 to 5 to organize it.

Word Bank

- when
- half an hour later
- suddenly
- first
- finally
- then

Grammar Strategy

Sequence connectors link ideas in a logical way and provide coherence.

- 4 My nose was bleeding badly and it was getting dark. I started walking north, however, I was not so sure if I was going in the right direction. I was scared and weak.
- 5 *Then* (a), I saw some people from the rescue team and they helped me. *Finally* (b), I had a nose operation and everything went OK. I was irresponsible but lucky!
- 7 A year ago, I fell rock climbing. *First* _____, I want to tell you what I learned: any climb is dangerous, so you have to be careful.
- 3 *Half an hour later* (c), I got to the top. It was 4:30 PM. I took some pictures, enjoyed the landscape and went down. *When* (d) I was going down the mountain, I *suddenly* (e) slipped and fell on my face. I broke my nose.
- 2 I was on my own. I thought that the climb I chose was for beginners, so I did not use any safety gear. I started climbing at noon and I felt pretty well. At 4:00 PM, I was close to the top.

2. Replace the pictures with the right word. Use the Word Bank.

Vocabulary Strategy

Use pictures to help you create a mental image of words and their meanings.

Word Bank

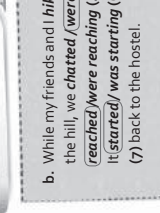
- slipped
- fell
- dragged
- hurt
- wheel chair
- cast

While I was touring Manhattan, I suddenly *slipped* _____ My girlfriend tried to help me, but I accidentally *dragged* (a) her down too. We *fell* _____ (b) onto the sidewalk. I *hurt* _____ (c) my foot. Fortunately, she was OK. I didn't feel like going to the hospital, so I asked the hotel manager if I could borrow a *wheelchair* _____ (d). I kept on touring the city in my wheelchair. When I got home, my doctor told me that I had broken a bone off my foot! I had surgery, and a *cast* _____ (e) put on my foot. Finally, after fifteen days of complete stillness, I started physiotherapy.

3. Circle the right form of the verb in the following anecdotes.



a. While I waited / was waiting for my sister Carol outside the airport, she picked up / was picking up her bags. A few minutes later, I talked / was talking to Carol on the phone to set the meeting point when a police officer told / was telling me to move the car. I started / was starting circling the airport and was getting / got lost. My sister found / was finding me thanks to another police officer. Otherwise, I would still be there!



b. While my friends and I hiked / were hiking on a trail to reach the top of the hill, we chatted / were chatting and had / having snacks. When we reached / were reaching the top, the weather was changing / changed. It started / was starting raining heavily, so we quickly were hiking / hiked back to the hostel.



c. I was playing / played volleyball on the beach when I slipped / was slipping and falling / fell. While my friends took / were taking me to the doctor, my ankle got / was getting more and more swollen. After the doctor was X-raying / X-rayed my ankle, he was deciding / decided to put a cast on my lower leg.

4. Decide if you need to use **while** or **when** to complete the following sentences.

Grammar Strategy

- Use the Past Progressive tense to refer to a longer action that was interrupted in the past. The interruption is usually expressed in the Simple Past tense.
- Use the Simple Past tense to also refer to sequences of finished actions.
- If you use the Past Progressive tense with two actions in the same sentence, it shows that the actions were occurring simultaneously.

- a. My *while* _____ my cousin was calling 911, my foot was hurting and I was shaking.
- b. Mike's parents were talking to the paramedics *when* _____ I arrived.
- c. I was reading some *Calvin and Hobbes* comics *while* _____ I was waiting for the medical appointment.
- d. I was going up the mountain *when* _____ I fell and crashed into a tree.
- e. My mother called me *when* _____ we started climbing the second rock.
- f. *When* _____ Abigail tried to help me, I accidentally dragged her down.
- g. *When* _____ my sister was trying to get hold of the tree's branch, it broke and she fell.
- h. *While* _____ I was falling down, I was wondering to myself what I was going to crash into.



Adventure Tales

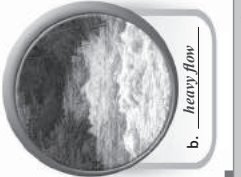
1. Label the pictures with the words in the Word Bank.

Word Bank

- misty
- moor
- milestone
- heavy flow



a. milestone



b. heavy flow



c. misty



d. moor

Reading Strategy

Check unfamiliar words before reading a text to improve comprehension and remember the words more easily.

2. Read the piece of news and identify the meaning of the words in bold.

Living to Tell the Tale: 41 Days Lost in El Cocuy National Park

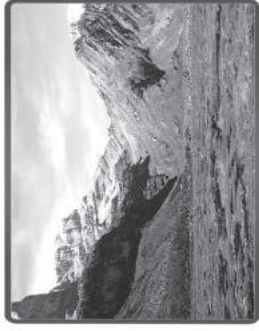


to guide hikers. As the mist was thick and a milestone was in the wrong place, they got lost. Soon they ran out of food, so they became weak and vulnerable. To make matters worse, the weather conditions were bad. During their ordeal, they tried to help each other as much as possible. While Andrea and Asdrubal were having some rest, the others picked wild mushrooms and plants for dinner.

They fought against nature. Once Edgar decided to cross a dangerous river, but the others preferred climbing a high rock instead. The rock was wet and **slippery**; as a result, they fell eight meters down. Miraculously, none of them were seriously hurt. On a sunny day, they decided to air-dry all their stuff, but the weather changed unexpectedly. While it was pouring down, they were trying to put their things inside their tent. The river carried away many things, including their shoes. Edgar and Asdrubal had to walk **barefoot**, and got thorns stuck in their feet.

On the 38th day, they got to a knee-deep stream that did not seem dangerous, but unfortunately the heavy flow took Asdrubal away from his friends. As he didn't

Reading



know how to swim, he drowned. The youngsters were **downhearted** and depressed. Three days later, while they were walking, they found a house in Tame, Arauca. When the forest rangers and the police arrived, they cried out of both happiness and sadness at the same time. It was a miracle to have finally found civilization.

Reading Strategy

Pay attention to context clues. They will help you deduce the meaning of unknown words.

- a. **homesickness** in paragraph 1 means:
- sadness from missing your family
 - phobia of being outdoors
 - being sick at home
- b. **turned into** in paragraph 2 means:
- to be
 - to change
 - to dream
- c. **ran out of** in paragraph 2 means:
- to have in abundance
 - to avoid doing something
 - to finish the supply of something

- d. **slippery** in paragraph 3 means:
- difficult to make wet
 - difficult to walk on
 - difficult to have
- e. **barefoot** in paragraph 3 means:
- without shoes
 - in a line
 - to walk on one foot
- f. **downhearted** in paragraph 4 means:
- happy
 - depressed
 - emotional

3. Answer the following questions.

- a. Is El Cocuy National Park in Central America? Why did the hikers go there?
No, it isn't. It is located in Colombia, South America. They went there to spend their Easter vacation.
- b. Why did they get lost?
Because there was mist and there was a milestone in the wrong place.
- c. In paragraph 3, why does the author say "miraculously none of them got hurt?"
Because surprisingly none of them broke any part of their bodies in spite of having fallen eight meters.
- d. What do you think about their difficult experience?
Amazing and scary.

4. Based on the text, number from 1 to 5 the sequence of events.

- a. Asdrubal drowned in a stream. 4
- b. They went off the trail because of the mist and a milestone located in the wrong place. 2
- c. They arrived in Tame where people helped them. 5
- d. Four students got lost in El Cocuy National Park, in 2001. 1
- e. They faced many obstacles with courage. 3

1. Check (✓) the best topic sentence to write the summary of the piece of news in the previous section.

Writing Strategy

A topic sentence for a summary must communicate the central idea. To write it, reread the text and concentrate on its heading and sections.

- a. Four students lived unbelievable adventures in El Cocuy National Park for 4.1 days.
- b. Four students, lost in El Cocuy National Park, suffered the loss of one of their friends.
- c. Four students were lost in El Cocuy National Park for 4.1 days, after fighting the elements, only three of them came back home.

2. Write the summary for the different sections of the piece of news.

Beginning

In April 2011, four engineering students got lost in El Cocuy National Park, Colombia. They faced difficult situations because of the weather and the lack of food.

Middle

They had to fight against nature: dangerous rivers, heavy rain and unexpected weather changes. A river carried away all their things.

Ending

Asrabad drowned and his friends were very sad. Three days later, they found their way back home.

Writing Strategy

Steps to write a summary: Choose the main points of the text. Do not include details. Use your own words, if you need to write the author's words, quote them. Don't include your opinions.

3. Describe the following places. Add more adjectives.



a. *windy*

Answers may vary.



b. *freezing*

Answers may vary.



c. *wild*

Answers may vary.

4. Choose one of the places above to set a story about a travel mishap. Follow this outline to write about it.

Possible heading: Write a catchy short sentence: *Answers may vary.*

Beginning: Set place and time, e.g. "On a sunny afternoon in the rain forest..." Mention the protagonists of the story and what they were doing, e.g. "My cousin and I..."

Middle: Write about the problematic interruption. Clearly establish what happened and why. Include the characteristics of the place you were. Did they influence on the situation? How? *Answers may vary.*

Ending: How did everything turn out? What did you learn from the experience?

Lesson 4

Traveling Mishaps



Vocabulary Strategy
Learning synonyms helps you remember the different meanings of a word.

1. Check (✓) the right synonym for the following words.

- a. A synonym for *itchy* is: tickling patient soft
- b. A synonym for *road* is: stone pebble route
- c. A synonym for *suitcase* is: tuxedo bag trunk
- d. A synonym for *hit* is: frustrate go strike

2. Read the following situations and complete with an appropriate expression from the Word Bank.

Word Bank

- To hit the pedal to the metal
- To be a Sunday driver
- To live out of a suitcase
- To have itchy feet

a. "Oh, no! That guy is driving so slowly and we are late! There will be a traffic jam on the road to south! It will take ages to arrive!"

- The best expression to refer to the annoyingly slow driver is: *To be a Sunday driver*

b. "I finished my work, and the semester is over, so now I'm ready to travel far away from this noisy city!"

- An idiom you can use to say you desperately want to travel is: *To hit the road*

c. "I checked brochures the whole morning. There are so many places I want to go to! I think I could visit three cities on vacation. Perhaps four!"

- The expression that best defines this situation is: *To have itchy feet*

d. "Because of my work, I have to travel across the country every week. It's tiring but interesting and I love it!"

- The suitable expression to characterize this situation is: *To live out of a suitcase*

e. "I love to drive very fast on an empty road. I like to feel the wind in my hair and the adrenaline going because of the speed!"

- The colloquial expression that best relates to what this person expresses is: *To hit the pedal to the metal*

3. Write about your attitude when you travel. Use the idioms studied in the unit.

Example: *I have itchy feet! Every time I can, I travel to a new place because...*

Answers may vary.

1. Use the vocabulary in the Word Banks to fill in the blanks. Then, order the dialog.

Sarah: I think there is nothing like (a) having a hobby, as it makes life more interesting! [2]
 Beth: Oh, I love craft making (b) I think it really stimulates your brain! [6]
 Sarah: Oh really? Did you join a dance academy? [3]
 Beth: I'm practicing the salsa steps (c) I learned last class. Dancing is very absorbing! [2]
 Sarah: I'm so bad at dancing, but I joined a wooden ship (d) modeling workshop. I'm making models 24/7 (e). [3]
 Beth: Yes! I began two months ago. I practice every day because I want to participate in a salsa contest next year. I can't wait! [7]
 Sarah: What are you up to these days, Beth? [1]
 Beth: I completely agree (f) with you. You get to know about (g) yourself when you learn new activities and belong to new groups! [8]

Word Bank

- nouns
- wooden ship
 - craft making
- expressions
- what are you up to
 - completely agree
 - 24/7
 - get to know about
- there is nothing like

2. Look up the following words in a dictionary and complete the chart.

Entry	Pronunciation	Type of word	Definition
a. join	/dʒɔɪn/	verb	to become a member of a club
b. belong	/bɪˈlɒŋ/	verb	to be a member of a group
c. dress up	/dres ʌp/	verb	to wear elegant clothes
d. wooden	/'wɒdn/	adjective	made of wood
e. craft	/'krɑ:ft/	noun	activities which involve making things with your hands
f. crowd	/'kraʊd/	noun	a lot of people gathered together
g. absorbing	/'ɒbsɔ:bɪŋ/	adjective	being very interested in something
h. useful	/'ju:sfʊl/	adjective	something helpful and beneficial

Vocabulary Strategy Use dictionaries to improve vocabulary by finding extra information about words.

3. Replace the mistakes underlined in the sentences by choosing the right word from the list in exercise 2.

- a. I added a salsa dance academy. joined e. Stimulating your brain is a useless process. useful
 b. Clay modeling is such an absorbent activity. absorbing f. I'm part of a reading club at my local library. belong to
 c. I must wear fine for the opera. dress up g. I love manual making. craft making
 d. In concerts, keep distance from the groups. crowd h. Jim is making money by selling woody ships. wooden

HOME PROFILE VIDEO FAVOURITE

26 JUNE

@grammarandvocabulary

Grammar Strategy
Identify an imperative sentence by checking: a. If the subject is missing. b. If you can answer: Yes, I will do that or No, I won't do that. c. If the speaker is giving orders, commands, instructions, or strong advice.

4. Read the following extract from a blog and circle the correct imperative form.
Tired of checking Facebook and watching TV? Want to start a hobby, but don't know how? OK. Then, you should follow these recommendations!

a. Think! Thinking / Thought of something you find interesting. Consider! Considering / Considered items you would like to collect: stamps, dolls, candy wrappers, pencils, postcards, etc.
 b. Don't stop! Not stop / Non-stopping / Not to stop experimenting with different activities, for example, painting, reading or writing.
 c. Making! Made / Makes a list of the things you enjoy doing outdoors (fishing, flying kites, hiking, ...) and indoors (knitting, doing crosswords, ...).
 d. Not think! Non-thinking / Don't think! Not to think you are not good at crafts, go to a workshop first.
 e. Not to forget! Don't forget / Not forgetting / Not forget to look for information related to the hobby you are interested in.
 f. Take up! Takes up / Take up / Taking up your hobby and learn as many things as possible!

128 32 100% COMMENTS (89)

Word Bank

- read
- find
- join (x2)
- go
- don't buy
- learn
- meet
- get
- don't miss

5. Complete the following text with the verbs in the Word Bank. Use the imperative form.
I'm an amateur astronomy hobbyist. I think astronomy is fun, useful and absorbing! Before you get started with this fascinating hobby, you should follow these recommendations to make the best of it!

a. At first, read astronomy self-teaching guides; find them in a library.
 b. Learn tips for beginner astronomers in magazines.
 c. Join an online astronomy forum and meet more hobbyists.
 d. Go to planetarium shows and enjoy the night sky!
 e. Join a local astronomy club, and don't miss their interesting activities!
 f. Don't buy a telescope, but get a good pair of 7 x 35 binoculars and enjoy the view!

6. Interview a friend or a relative about his/her hobby and fill in the chart below.

A possible hobby I am interested in is:

Do's	Answers may vary.
Don'ts	Answers may vary.

Lesson 2

Father and Son

1. Read a fragment from an interview and circle the correct expression to make it coherent.

Foley Adams: For this week's issue, I interviewed Melissa Waits, a master gamer, and Allan Waits, her granddad, who is **(the brains behind)/the brain of** the brain beyond some popular video games. Tell us about your relationship, Allan and Melissa!

Allan: Well, Melissa always comes to my office and asks me, "What is it grandpa up to?" / **(What are you up to?)** "What about up to?" (a) Then, she pays attention to the game I'm creating and says: "Don't do it wrong" / "Don't make it wrong" / **(Don't get me wrong?)** (b) Grandpa, but you can do better than this!"

Melissa: (Laughing) In my point of view / In my opinion / **(In my mind)** (c) my grandpa's job is **terrible (terrible)/ greatest!** (d) **(disagree/ agree/ admit)** (e) with people who think video games are a waste of time. On the contrary, they help you improve your reflexes and explore emotions! And I admire grandpa because in order to **stick with/ interact with/ get in** (f) the video game business, you must work really hard!

Vocabulary Strategy
Identify expressions in context to understand how to adapt them to your own conversations.

2. Write affirmative and negative sentences using **have to, must and should** according to the chant.

- You have to have fun!
- You have to practice every day for short spans of time.
- You don't have to play alone.
- You must read the instructions for the games you play.
- You mustn't get frustrated because you aren't good at the beginning!
- You should start at the lowest level.
- You shouldn't play games designed by only one company.

Rules	Essentials	Advice
a. Have fun	d. Read the instructions for the games you play	f. Start at the lowest level
b. Practice every day for short spans of time	e. Not get frustrated because you aren't good at the beginning	g. Not play games designed by only one company or franchise
c. Things you do not need to do		

3. Unscramble the sentences in the dialog below.

David: What tips can you give my brother to become a master gamer?
Melissa: Well, I think the following recommendations can help your brother.

- game/and/He/choose/must/interesting He must choose an interesting game
- have/He/his/doesn't/by/any/all/time/clock/to/game He doesn't have to buy a clock to time his game
- learn/He/to/the controls/is/how/to handle He has to learn how to handle the controls
- should/gamers/of/watch/He/skilled/videos He should watch videos of skilled gamers
- for/He/hour/shouldn't/an/play/over He shouldn't play for over an hour

Grammar and Vocabulary

4. Circle and correct the grammar mistakes in the questions. Then, match them with the appropriate answers.

- What have I do to take advantage of my digital camera? *What do I have to do...*
- Do I must depend on Photoshop to correct mistakes? *Must I...*
- What kind of techniques should I learn first? *...should I learn...*
- Why does a photograph he must to avoid underexposure at all costs? *Why must a photographer avoid...*

- C You should learn composition techniques, of course! Composition is the art of photography!
- B No, you mustn't depend on editing tools! You must avoid underexposure because an underexposed photo will lack color quality.
- A Well, Andrea, practice makes perfect, so you have to use your camera as often as possible.
- A Why must a photographer avoid...

5. Read the dialog and identify the correct usage of the modal verbs in bold. Fill out the box below.

Pam: Grandma, my friend Ana is interested in keeping fish as a hobby. As you know about aquaculture, can you give us some recommendations?
Grandma: I think a beginner aquarist **must (a)** keep fish happy and healthy. Ana **should (b)** buy a medium size aquarium. She **shouldn't (c)** buy aggressive or expensive fish species. She **must (d)** choose peaceful and cheap fish to begin.
Pam: **Does she have to (e)** buy a mechanical filter with an air pump?
Grandma: Sure! And air stones are a good idea too, but she **doesn't have (f)** to buy them.
Pam: What **mustn't (g)** she do?

Usage	Modal verbs
Emphatic Opinion	a, d, h
Advice (Affirmative / negative statements/questions)	b, c, j, k
Prohibition (Affirmative / negative statements/questions)	i, g, h
Rules (Affirmative statements / questions)	e, l, m
Absence of rules	f

Grandma: She **mustn't (h)** overfeed her fish, and she **must (i)** never release non-native fish into the wild because they can destroy the habitat of other species.
Pam: What aquatic plants **should (j)** she get?
Grandma: Oh, she **should (k)** buy live plants because fish will get extra oxygen!
Pam: Interesting! Please give us a last piece of advice.
Grandma: You **have to (l)** research your fish species and change the tank water on a regular basis.

6. Find out about a hobby you are interested in and complete the diagram below.



Lesson 3

Choice and Commitment

1. Check (✓) the answer you feel more identified with. *(Answers may vary.)*
- a. Which of these items would you like to collect?
 postcards miniature toys badges other, which? _____ nothing
- b. Do you visit
 flea markets? gift shops?
 vintage stores? virtual stores?
 None because I hate shopping!
- c. Do you have more than three objects of the same kind?
 Yes, I do. I have more than three _____ (mention the object). No, that's not practical at all.

2. Match the following images with the words and definitions below them.

		
a.	b.	c.
a. unaware, adj. unconscious.	b. consumerism, n. the culture of buying goods.	d. collect, v. to gather something as a hobby.
c. archive, n. a place where public records or historical documents are kept.		

3. Read the following passage and circle the main ideas in each paragraph.

Collecting: The Most Common Hobby of All

Collecting is one of the most popular hobbies because everybody collects something for instance, postcards, coins, sweaters, miniature toys, badges, stickers, etc. We spend our lives gathering things because they tell something about our personal history. In addition, it is said that collecting is a hobby that starts spontaneously in childhood. That is, kids love gathering marbles, balls or teddy bears, and very often, they make their collection into a hobby.

Everybody is a collector, yet some people are unaware of that. For example, music lovers collect their favorite bands' albums, scientists collect data or

Reading Strategy

The main idea is the key thought expressed in a paragraph. To identify it, ask yourself what the text is about and find the supporting details that explain or prove the central thought.



samples, women collect accessories and men ties or magazines; museums are collections of art, libraries are collections of books, and city archives collect documents and files. So, we really do spend our lives collecting things.

For some people collecting is just an effect of consumerism, a trivial waste of time. (Nevertheless, the act of collecting demonstrates that consumerism is not always bad.) In fact, when you collect something, you must be a truly creative, skilled consumer because you have to make good choices. Moreover, collecting is connected to recycling, which is so necessary to take care of the planet. So, we should definitely collect

more stuff instead of not being environmentally-friendly and getting rid of things, which produces more trash.

There are many reasons to explain people's inclination to collect things. Some do it just for fun because it is a way to show their personality. Others do it for money since they expect to make a profit with their rare items. The romantic ones do it to remember the past, and to keep their memories alive. In the end, collectors feel they have to make their collection unique. However, collectors must avoid becoming crazy about their things because obsession can surely spoil their fun.

4. Based on the text and taking into account exercise 3, complete the following chart.

Collecting: The Most Common Hobby of All		Supporting details
Main idea	Collecting is one of the most popular hobbies because everybody collects something.	<ul style="list-style-type: none"> • People collect things such as badges, postcards, coins, stickers, etc. • People collect things because they tell something about their personal history. • Collecting is a hobby that starts in childhood because kids make their collection into a hobby.
Introduction	Everybody is a collector, yet some people are unaware of that.	<ul style="list-style-type: none"> • We spend our lives collecting things. • Example: music lovers collect albums, scientists collect data, museums are collections of art, libraries collect books, city archives collect documents.
Second paragraph	Collecting demonstrates that consumerism is not always bad.	<ul style="list-style-type: none"> • Collecting has positive aspects. • Collecting is connected to recycling. • Collecting shows an ecological attitude; collectors produce less trash.
Third paragraph	There are many reasons to explain people's inclination to collect things.	<ul style="list-style-type: none"> • The romantic ones collect to keep their memories alive. • Some people collect to show their personality. • Others collect to make a profit with their items.

5. Look the underlined expressions up in the dictionary and answer the questions below.

- a. Do you agree with the author that getting rid of things is not environmentally-friendly behavior? Explain.
Answers may vary.
- b. Are you a romantic collector or do you want to make a profit with your items? Explain.
Answers may vary.
- c. Why do you think obsession can spoil a collector's fun?
Answers may vary.

Writing

1. Write the appropriate connector according to the functions given in parentheses.

Everybody has hobbies, and celebrities are not an exception. For instance, (a. **example**) Johnny Depp collects fake mustaches and Leonardo DiCaprio, tiny plastic action figures. J.K. Rowling managed to make a profit on her hobby. That is, (b. **contrast**) she turned writing into a lucrative, full-time job. However, (b. **contrast**) there are celebrities who have hobbies only to relax themselves. For example, (c. **example**) Gwyneth Paltrow is a very busy woman, yet (d. **contrast**) she takes time to practice yoga. Finally, there are actors like Tom Hanks who are collectors and hobbyists. In addition, (e. **addition**) to being a good surfer and a golf and hockey enthusiast, he collects old typewriters. In fact, he has nearly 200!

Writing Strategy

Remember that YET is used to introduce a fact, a situation, or quality that is surprising based on what you have just mentioned.

2. Choose the appropriate connectors from the Word Bank to complete the blog entry.

Dear Sam,

First of all (a), let me give you some tips for modeling. Buy good oil-based plasticine. If you want your model to stand, you have to make thick legs. In addition (b), if your characters need to move, use wire too. One more thing about legs: You shouldn't really use cocktail sticks for them. Nevertheless, if you can get your characters to remain still, it may help.

Now, for the animated clip, you have to have a digital camera. It's so much fun to take a picture of your character for every movement, yet (c) you must be really patient.

Also, don't forget you have to use a movie software program. Think of other details; for instance (d), you should dress your characters and create a nice setting, and don't forget to add some good music too! And action!

Sam

Hey Carla,

I'm really into plasticine modeling because I want to make a stop-motion movie. So, can you give me some tips? Thanks a lot!

3. Write a reply. Use the connectors and the grammatical structures studied in this unit.

Hi! I'm Caroline. My dad is a diplomat, so I live out of a suitcase. I want to take up a hobby, but I don't know what exactly. I love craft making, I pay close attention to details, and I also enjoy collecting things. Could you give me some advice?

Thanks a lot!

Dear Caroline,
I think you should _____ because _____
For example, _____
All the best, _____

Answers may vary.

Real Communication

Lesson 4

Feeling Alive

1. Read the ads. Then, identify and choose the meaning of the underlined idioms.

a Lose weight, meet people and express yourself. Join our salsa club and blow away the cobwebs!

- The club is being very successful.
- People go to the poetry club and swing.

b Don't be shy, come to the poetry club which is in full swing at our school this month!

- To be in elementary level at math.
- To do math exercises very well while having fun.






c If you are good at dancing, we are waiting for you! And don't worry; this year, teachers have promised not to make a big thing of your attendance!

- Teachers won't be mad at students' absences because of rehearsals.
- Teachers will make a big effort to finish class at 2:00 PM.

d Learn how to play the guitar and be the life and soul of the party!

- To play the guitar at parties every weekend.
- To make social occasions more enjoyable for others by playing the guitar.

2. Complete the texts with the appropriate idioms above. Then, match them with the correct picture.

a. Why do you have to make a big thing of my new friend in my salsa class?
b. When I arrived, the party was in full swing!
c. Amy was stressed, so she went for a walk. She needed to blow away the cobwebs.
d. Kaori, Abi and Abel started pastry-making classes. They love cooking and are preparing lots of delicious things! I think they feel in their element.
e. I love partying with Albert because he is so amusing. In my opinion, he is the life and soul of the party!

3. Complete with personal information.

- Who is the life and soul of parties you go to?
- When does your mother make a big thing of something?
- What kind of music is in its full swing these days?
- What do you do to blow away the cobwebs?
- When does your best friend feel in his/her element?

Amazing Facts Around the World

1. Unscramble the adjectives in these encyclopedia entries. Then, match them with the appropriate picture.



c



d



b



a

- a. Landmarks are interesting (ginnireseep) buildings or important (portimmat) geographic sites.
- b. Frogs' skin is smooth (ohotms). They are colorful (loofcfo) and thin (nth). Their legs are powerful.
- c. There is new (wen) information about Venus, a planet that is close (losec) to the Earth. Venus's atmosphere is very toxic (xiot) and its surface is very hot (oth).
- d. Big (igb) cities are populous (lusoopo) and dangerous (gersnadou). The cost of living is not always cheap (peach), but you can meet lots of nice (cine) people.

Vocabulary Strategy

Use adjectives to describe nouns fully and make your readers feel, taste and see what you describe.

2. Complete the following text with the right comparative form of the adjectives in parentheses.

It Is Worth Knowing!

Mercury is smaller (small) than the Earth, and as other planets of the solar system it cannot maintain life. Saturn is bigger (a. big) than the Earth, but lighter (b. light). Mars is colder (c. cold) than the Earth, but Mercury is hotter (d. hot) than Mars because it is closer (e. close) to the sun. Besides, Mercury orbits the sun faster (f. fast) than the Earth, that is, once every 88 days, and Jupiter does it slower (g. slow), every 12 years! The universe is a huge place, and we are just a little part of the solar system, which is located in the Milky Way Galaxy. So, there are many things about the universe that we still don't know!

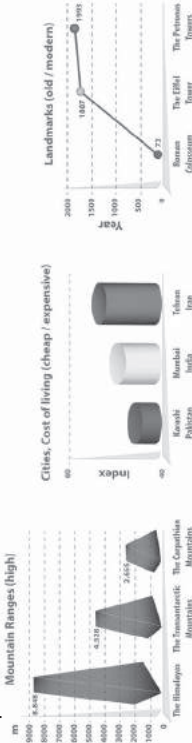


3. Read the conversation and correct the wrong forms of comparative adjectives in the grid provided. Check (✓) the right ones.

Erika: Hi Julia! Can you recommend anything to read for geography and biology?
 Julia: Hi! I recommend the new magazine *Earth, Wind and Water*. Look at their first issue. It says the Andes are 7000 km long, so they're **more long** (a) than the Rocky Mountains, which are 4800 km.
 Erika: Let me see... Oh, yes! It also says the Andes has **higher** (b) volcanoes than other mountain ranges. And look at the section about animals!
 Julia: Yes. In this article they mention that frogs' skin is **more smooth** (c) than toads' skin.
 Erika: Look at the photos! Frogs are **thinner** (d) than toads and their legs are **powerfuler** (e), and they are definitely **beautifuler** (f)!
 Julia: And there is a section about suggested destinations. This one is about Iguazu Falls. The author says it's **gooder** (g) to go in summer, and...
 Erika: My brother went last year and he says it's **cheaper** (h) if you stay for a week. But don't go in winter! He says it's the worst idea ever. It rained all the time!
 Julia: I think visiting Iguazu Falls is **more relaxing** (i) than sightseeing in any city.
 Erika: I agree! And it's **more interesting** (j) too for **adventurouser** (k) people, like us!

(a). longer	(b). correct	(d). correct	(f). more beautiful	(h). correct	(j). correct
(c). smoother	(e). more powerful	(g). better	(i). correct	(k). adventurous	

4. Use the information in the graphs to write comparative sentences with the adjectives given in parentheses.



a. The Himalayas are higher than The Carpathian Mountains.

- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

Grammar Strategy
 Ask yourself: How many things am I comparing? If the answer is two, then you need a comparative adjective.

Lesson 2

Some Countries and Their Records

1. Use the superlative form of the adjectives in parentheses and match columns A and B.

A

- Who is one of the most popular (popular) singers from Ireland?
- What is the strangest (strange) street in San Francisco?
- Which is the longest (long) motoring road in the world?
- Who is the most famous (famous) British secret agent?
- Who is the lead singer of one of the most successful (successful) Finnish bands worldwide?
- is Quebec one of the largest (large) producers of maple syrup?
- In my opinion, Japanese calligraphy is one of the most beautiful (interesting) types of writing.

B

- Bond, James Bond is the most elegant agent ever. (e)
- Anette Olzon is a Swedish singer. She and her band have more than 60 gold and platinum awards. (f)
- Well, Arabic is also really beautiful. (g)
- Björk. Her concerts are great! Her album *Homogenic* is more beautiful than *Volta*. (a)
- Yes, it is by far the largest producer. (f)
- The Pan-American Highway passes through 15 nations! (c)
- Lombard Street is more famous than other streets in the USA. It has eight switchbacks! (b)

2. Locate the countries on the map. Then, complete the text with the comparative and superlative forms of the adjectives in the Word Bank.

Word Bank

- artistic
- populous
- rich

Grammar Strategy

When you are stating that one thing is the best / worst of a group of three or more things, you need a superlative (*the + adjective + est*) or (*the most + adjective*).

3. Read the following dialogs and check (✓) the option that best completes the texts.

a.

Linda: Look, Lucy, according to Lonely Planet, the atmosphere in New Zealand is **friendl** than in Canada. But they say Ireland is the **friendl** country in the world. What do you think?

Lucy: Well, you know, there are **friend** people everywhere! I don't believe in those lists.

ier / iest / y / y / ier / ier / ier / ier / ier / ier
 y / ier / iest / y / ier / ier / ier / ier / ier / ier

b.

Carla: Listen to this Charles, in the book I bought it says that the average annual rainfall in Callao, Peru is 0.48 mm.

Charles: So, it is really **dr**. However, the average in Ica, also in Peru, is 0.09 mm. So, it is **dr**.

Carla: Well, yes, but not as **dr** as in Arica, Chile where the average is 0.03 mm. Arica is the **dr** of all!

ier / iest / y / ye y / ier / y / iest
 ier / iest / y / ye ier / y / ier / ier / ier / y / iest

Grammar and Vocabulary

Sao Paulo is located in Brazil, and about 11,500,000 people live there. It is a populous city. Jakarta is located in Indonesia. It has 16,850,000 inhabitants. It is more populous than Sao Paulo. Delhi is located in India. It has 20,000,000 inhabitants. It is the most populous (a) of them all.

London is the capital of England. It has a GDP (Gross Domestic Product) of \$565 billion dollars. It is a very rich city. However, New York City's GDP is \$1,406 billion. So, it is richer than (b) London. Tokyo, the capital of Japan, has a GDP of \$1,479 billion, which makes it the richest (c) city in the world!

If you want to enjoy the world of art, you must go to Paris. The city is a world of art in itself. However, Florence is Michelangelo's hometown, so for some people it is more artistic than (d) Paris. In my opinion, Berlin is number one, it is the most artistic (e) city of all because of its great museums, galleries and streets.

Statistics from 2012

4. Unscramble the questions and answer them.

a. city / the / is / in / What / mall / biggest / your?
What is the biggest mall in your city?
The biggest mall in my city is...
Answers may vary.

b. city / the / is / in / What / building / oldest / your?
What is the oldest building in your city?
Answers may vary.

c. the / famous / most / Who / is / actor / in / country / your?
Who is the most famous actor in your country?
Answers may vary.

d. is / year / in / the / happiest / Which / the / holiday?
Which is the happiest holiday in the year?
Answers may vary.

5. Research to complete the following text. Use comparative and superlative adjectives.

Hello Buddies!
 I want to tell you about the most amazing things I found on the Internet!

Cities: _____

Sports: _____

Landmarks: _____

Answers may vary!

Lesson 3

Guinness World Records

1. Write an appropriate heading for each picture. Use the superlative forms of the adjectives *long*, *good* and *high*.



a. The Best Surfer



b. The Longest Hot Dog



c. The Highest Freefall

Reading Strategy

Remember that an effective title predicts the content of a text and gives key words.

2. Skim the passage and match the headings you wrote above with the correct paragraph.

3. Read the text again and choose the best word from the options on the right to complete the blanks.

Breaking World Records!

Why do people have a *fascination* (a) with breaking records? The question is easy to *answer* (b), human beings need challenges to feel alive and want to receive recognition. There are so many record categories, but we can *summarize* (c) them in three: human achievements—which include superlative or extreme facts—astonishing pets, and large food. Let's read about some of them.

The Highest Freefall (Heading 1)

On October 9th, 2012, Felix Baumgartner, an Austrian skydiver, became the first person to break the sound barrier in freefall. He jumped from a rocket taken to the center of the stratosphere by a giant helium *balloon* (d). It took him nine minutes to reach the ground in New Mexico at a speed of 833.9 mph (1,343 km/h). In the process, he also set new records for the highest freefall parachute jump, the highest vertical speed in freefall and the greatest freefall distance. Millions of people watched his feat on YouTube online, so he also set a new record for the most *concurrent* (e) views of a live stream.

The Longest Hot Dog (Heading 2)

On July 15th, 2011, Novex S.A., a Paraguayan company, set the record for the longest hot dog at the *Expoferia*. The hot dog measured 203.80 m (668.635 ft). More than 180 workers *assisted* (f) the chef in achieving this goal, and lots of people *attended* (g) the event. When the Guinness World Records (GWR) *representative* (h), Johanna Hesslering, confirmed the record, all the Paraguayans celebrated as they do when their national football team wins a match!

Reading Strategy

Use a dictionary to detect false cognates.

- a. impression /fascination
- b. answer /contest
- c. resume /summarize
- d. globe /balloon
- e. consecutive /concurrent

- f. attended /assisted
- g. attended /assisted
- h. representative /exponent

Reading

The Best Surfer (Heading 3)

Abbie Girl is a female Australian Kelpie, that is, a medium-sized shepherd dog. She surfed a 107.2 m-long wave at Ocean Beach in San Diego, California, USA, on October 18th, 2011. Hundreds of people gathered to see the *competition* (i). Abbie beat more than 20 other participants! Her owner, Michael Uy, *adapted* (j) her and she *adapted* (k) to his sportive lifestyle very well. Now, she is an *expert* (l) surfer!

To conclude, there are as many world record categories as you can *imagine* (m) because people are always *creating* (n) new ways to measure themselves in order to transcend their capacities, be admired, and feel the adrenaline flowing through their veins.

- i. competition /competence
- j. adapted /adopted
- k. adapted /adopted
- l. expertise /expert

- m. fantasize /imagine
- n. idealizing /creating

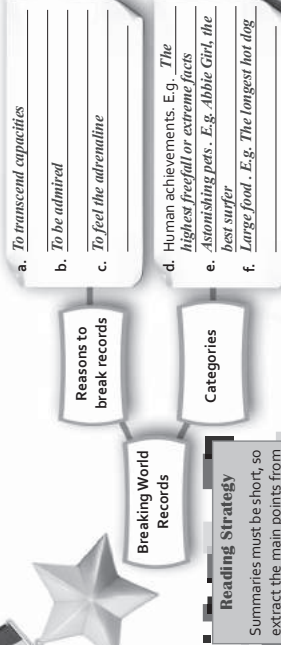
Reading Strategy

To get more understanding from an article, ask yourself Wh-questions (What, Who, Where, When, Why, etc.). They will allow you to establish relations and confirm information.

4. Based on the information in the text, complete the following ideas.

- a. Felix Baumgartner set five records, but the fifth one did not depend exclusively on him because *he needed help from others*.
- b. Abbie Girl became an expert surfer because *she adapted to her owner's sporty lifestyle*.
- c. In the third paragraph, the statement "all the Paraguayans celebrated as they do when their national football team wins a match" means *they were very happy about their victory*.
- d. According to the author, people like breaking records because *they need challenges to feel alive and want to receive recognition*.

5. Summarize the text you read by completing the chart below.



Reading Strategy

Summaries must be short, so extract the main points from a text by drawing charts.

6. Which of the records presented caught your attention and why?

Answers may vary.

Writing

1. Fill in the application form below to become a member of Guinness World Records.

GUINNESS WORLD RECORDS

Writing Strategy
Before filling in forms, read them completely. Make sure you understand what you are being asked in each section.

Title: Mr / Miss / Mrs / Ms / Dr / Sir / Master
 Forename: _____ Surname: _____
 Date of birth: DAY MONTH YEAR Gender: Male / Female:
 Occupation: _____ Address: _____ State: _____ Postcode: _____
 City: _____
 Country: _____ Email address 1: (Optional) _____
 Telephone: _____ Mobile: (Optional) _____
 Please check (✓) if you want to receive news and updates from us.

2. Read the letter below and match its parts by writing the letters in the lines provided.

Word Bank

- a. Closing
- b. Sender's address
- c. Body (x3)
- d. Salutation and address
- e. Signature
- f. date
- g. Inside address (recipient's name and address)

456 E DRACHMAN
 TUCSON AZ 85705, USA
 January 13th, 2013
 Guinness World Records Limited
 3rd Floor, 184-192 Drummond Street, London, NW13
 HP, United Kingdom.

Dear Commercial Team, I registered on your website last week, and I want to participate in the attempt to beat Tucson, Arizona. I am a big fan of your organization because you allow people from all over the world to share their great achievements. I will appreciate the information you can send me. I am contacting you because I would like to participate in the live event you are holding in Tucson this year to commemorate the annual Guinness World Records Day. I am looking forward to hearing from you soon.

Sincerely,
 Frank Capizzi

3. Follow the previous model and write a letter to participate in a GWP live event.

Answers may vary.

Real Communication

Lesson 4

Finding One's Match

1. In each pair of pictures, check (✓) the one that represents the figurative meaning of the expression, and cross out (X) the one that represents the literal meaning.

a. To be a class act

b. To be head and shoulders above

c. To find one's match

d. Not to be in one's league

e. To go places

2. Complete the following situations with the right idiom.

- a. I'm amazed at how good Sheena is at dancing salsa. She knows the steps for the Cuban, Los Angeles and Colombian styles perfectly. She is definitely _____ a class act.
- b. Some people love new pop bands, but I prefer the classics, you know, Madonna and Michael Jackson. They are _____ any new artists!
- c. Will wants to impress Ada by bragging about his grades and his artistic talent. He wants her to think he is _____ going places.
- d. I'm glad Edward arrived in class. He is smart, he loves participating, he does homework and he helps his partners out. Just like Mary! I think she has finally _____ found her match.
- e. Jennifer Aniston is a good actress, but she _____ is not _____ in Glenn Close and Meryl Streep's _____ League. Glenn and Meryl are the Best.

Unusual Occupations

1. Replace the pictures with words. Then, combine them with the ones in the Word Bank to form compound nouns. Write them in the chart according to their function.

Word Bank

- reader • trainer • keeper • designer (x2)
- milker • walker • taster • translator

Vocabulary Strategy

noun + *noun* = compound noun
 Type/purpose person
 Write compound nouns as one word: *speechwriter*
 Or as two separate words: *tour guide*

Type/Purpose/Reason	Who
a. <i>toy</i>	<i>designer</i>
b. <i>dog</i>	<i>walker</i>
c. <i>snake</i>	<i>milker</i>
d. <i>zoo</i>	<i>keeper</i>
e. <i>Braille</i>	<i>translator</i>
f. <i>ice cream</i>	<i>taster</i>
g. <i>book</i>	<i>reader</i>
h. <i>game</i>	<i>designer</i>

2. Complete the descriptions with some of the professions above. Then, complete the opinions by writing the adjectives in parentheses in the correct place.

Description	Opinion
a. Someone who designs toys is a <i>toy designer</i> .	You must be a really <u>creative</u> person!
b. Someone who designs games is a <i>game designer</i> .	It's a really <u>interesting</u> job because you get <u>excellent</u> pay for making people <u>happy</u> . (creative / happy / interesting / excellent)
c. Someone who tastes ice cream is an <i>ice cream taster</i> .	You must have a <u>sweet</u> tooth and be <u>objective</u> .
d. Someone who tastes cakes is a <i>cake taster</i> .	This is not a very <u>healthy</u> job because of the high number of calories you consume. (healthy / objective / sweet)
e. People who keep zoo animals are <i>zoo keepers</i> .	You must be <u>responsible</u> and <u>careful</u> .
f. People who milk snakes to make antidotes are <i>snake milkers</i> .	This is definitely a very <u>dangerous</u> job because you deal with wild animals. (responsible / careful / dangerous)

3. Fill in the following chart.

Spelling rule	Complete the example	Write a sentence with one of the nouns	Grammar Strategy
Add the suffix to the base of the verb.	Design— <u>er</u> Teach— <u>er</u>		To form agent nouns (names for people), add suffixes <i>-or</i> , <i>-er</i> to action verbs.
In one-syllable verbs ending in consonant + vowel + consonant , double the final consonant and add the suffix.	Plan— <u>ner</u> Drum— <u>mer</u>	<i>Answers may vary.</i>	Example: train — trainer walk — walker visit — visitor
If the last syllable of a verb is stressed and ends in consonant + vowel + consonant , double the final consonant and add the suffix.	Program— <u>mer</u> Begin— <u>ner</u>		
In the verbs ending in "silent <i>e</i> " preceded by a consonant , remove the <i>e</i> and add the suffix.	Supervise— <u>or</u> Translate— <u>or</u>		

4. Take the following test. Check (✓) the answer you most identify with. Then, based on the results, complete the texts below with your opinions.

Answers may vary.

a. Consider the things you like. I like...

1. taking care of animals.
2. designing and inventing things.
3. reading, correcting and editing.
4. coordinating activities.

b. Consider the things you are good at.

I am good at...

1. looking for clues to find explanations, and observing symptoms.
2. creating things that others like and feel identified with.
3. languages and letters. I have great communication skills.
4. making decisions, plans and choices.

c. Think of work conditions. I would like to...

1. work at a clinic, hospital or a research laboratory.
2. work at a publicity agency. I could work under pressure and accept criticism.
3. work independently and with discipline to meet deadlines.
4. be a leader in a company. I see myself planning strategies and guiding processes.

d. Think about your personality. I am...

1. not easily shocked by blood, wounds, broken bones, or strong smells.
2. a creative and artistic person.
3. an organized person who pays attention to details.
4. a natural born leader.

Scoring system:

Answers 1 = 3 points each; 2 = 4 points each; 3 = 5 points each; 4 = 6 points each. Your score:

3-22: Veterinarian or zookeeper! Check university handbooks to find info about studies related to animal care and research.

4-16: Designer! There are many possibilities: toy, game, interior, landscape, furniture, fashion, graphic designers, and so on.

5-20: Translator or proofreader! It seems you might be a good one!

6-24: Director in your favorite field! There are many possibilities: a movie director, a marketing director or a finance director.

Answers may vary.

Being a _____ (career's name) seems to be a very _____ (adjective to describe it) job for me because _____ (reason).

In addition, I think being a _____ (career's name) is _____ (adjective to describe it) because _____ (reason).

Lesson 2

Career Choices

1. Read the following career orientation notes and complete what the students are thinking. Use *will* and *won't*.

Angela Meyers

- ♦ enjoys taking care of plants
- ♦ cares about the natural environment
- ♦ is interested in landscape design books
- ♦ hobbies: planting bonsai trees
- ♦ volunteers in a garden center

- **Suggested careers:** wildlife and ecology, landscape architecture, forest engineering



Sofia Colon

- ♦ likes working with computers
- ♦ is good at problem solving and making decisions
- ♦ concentrates easily and pays attention to details
- **Suggested careers:** systems analysis, computer programming

My brother is a class act in computer programming, so I will (d) study something different. I think I will (e) be a systems analyst like my aunt. She really enjoys it and earns lots of money! I won't be choosing it only for money, of course!

2. Write the appropriate adverbs in the following sentences. Take into account the Grammar Strategy.

- Shella definitely won't enjoy volunteering in the computer center because technology is not her thing; she finds it really boring.
- I think Alice will probably travel before making any decision related to her future career, or maybe she will work for her parents' business. I don't know!
- Camilo will absolutely not follow his father's lead. He is not interested in medical research at all. Besides, he knows he is a class act in arts, so he will definitely work in painting restoration or as a toy designer.
- John definitely won't be a snake milker because he volunteered to work in the zoo before, and realized he was absolutely terrified of snakes!

3. Rearrange the following questions about the future. Then, answer them.

- dad's / will / lead / you / follow / your ?
Will you follow your dad's lead?
- you / will / abroad / high-school / travel / after finishing ?
Will you travel abroad after finishing high-school?
- researcher / will / as / you / volunteer / a ?
Will you volunteer as a researcher?



4. Number the pictures from 1 to 4 to order Anne's plans for the future. Then, complete the text using *going to*.

3
work as an event manager

1
obtain a college degree

4
become a chef

2
learn languages

Anne will definitely become a hotel manager someday. To achieve her goals, she is going to obtain a college degree in hotel management. In addition, she is going to become a chef (a) and she will probably open her own restaurant. Also, Anne is going to work as an event manager (b) because she must develop her organizational skills. She thinks being a good hotel manager implies understanding different cultures, so she is going to learn languages (c). I admire her because she is my older sister. I think I'll follow her lead when I'm a grown-up!

5. Complete the dialog using *going to*. Use the negative form when needed.

Sharon: I am going to follow (follow) my mom's lead. I love helping her with the animals at her hospital. What about you Charly?

Charly: No, I am not going to follow (a. follow) in her footsteps because languages are not my thing. Certainly, I have to think of a profession, but I am not going to rush (b. rush) into making decisions.

Sharon: You're right. Are you going to volunteer (c. volunteer) as a dog walker on vacation?

Charly: Yes, absolutely! And I am sure Sean and Joe are going to enroll (d. enroll) in an systems company during the summer. They love programming.

Sharon: And what about Laura's sister? Is she going to study (e. study) robotics?

Charly: No, she isn't. She is not going to start (f. start) college this year. Instead, she is going to travel (g. travel) abroad before making any decisions.

6. Read the text and circle the most appropriate form of the verb according to the context.

Everybody in my class is thinking about the future. For example, George is going to / will probably be a vet. He is going to / will (a) volunteer as a dog walker in a vet hospital next summer. Ava and Mary won't / aren't going to (b) study design because they don't like arts at all. I think they are going to / will probably (c) look for a job as ice cream tasters because they are so good at identifying flavors, and really enjoy eating. Will / Are (d) Ernest, Tom and Jim (travel) going to travel (e) together after they finish high-school? Who knows! But one thing I do know is that they will definitely / are definitely going to (f) be successful scientists because they always win the chemistry competitions and they are so good at researching!

Lesson 3 The Job Market

1. Analyze the word splash about **Work Happiness**. Then, choose three words from it and write three sentences that relate to the main concept.

WORK HAPPINESS
Autonomy

Instant gratification
Long term satisfaction
Challenge
Materialism
Purpose
Long working hours
Consumerism
Motivation
Dissatisfaction

Main concept in the word splash: Work happiness
 Words chosen: Boredom
 a. Boredom: a lack of interest which affects your level of happiness at work.
 b. _____
 c. _____

Reading Strategy

Use visual aids, like word splashes, to establish relationships between concepts.

2. Read the article and confirm the relations you established in exercise 1. Then, read it again and identify the graph that best represents the information provided.

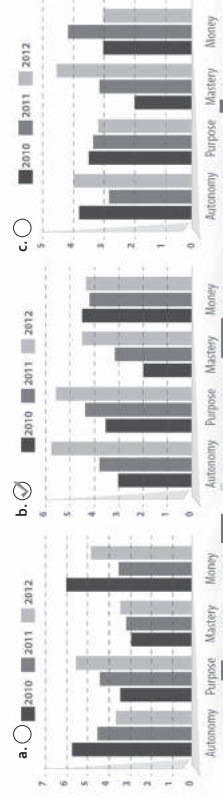
Happiness at Work: The Best Jobs in 2012

What makes people happy at work? The results of a survey carried out by a career advice website between 2010 and 2012 are revealing. The bar chart illustrates how **autonomy**, having control over your time and the decisions you make, almost doubled from 30% in 2010 to 57% in 2012. A similar pattern can be seen with **mastery**, using and improving your strengths and doing activities you really enjoy, since it rose from 20% in 2010 to 32% in 2011, and in 2012, it reached 45%. It is also noticeable that **purpose**, related to setting goals, facing challenges, and working to help others, rose from 33% in 2010 to 56% in 2012. The rise in the importance of working with a purpose is linked to long-term satisfaction: a state you reach when you feel that what you do has a value.

The importance people give to money remained relatively stable, but there was a 0.2% fall from 2010 to 2012. What is striking in the survey is that money is not the essential factor of happiness, yet it counts. Money allows you to meet basic requirements, and also to keep a healthy work-life balance: if you earn enough money, you can travel, practice leisure activities or learn new skills. Researchers also found that excessive consumerism and materialism affect workers' motivation and happiness. For example, a pay rise or a promotion can make people feel powerful and proud of themselves, so instant gratification is produced. However, once people get used to what they have, they feel boredom and dissatisfaction.



Reading



Reading Strategy

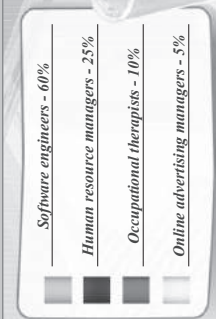
Analyze a chart to get specific information through visual aids.

3. Read the conclusion of the article and, based on the information, complete the graph below.

Finally, another career advice website carried out research into the best jobs in 2012 in North America. The researchers took into account all of the aspects of happiness from the previous survey to determine which professions people were most content. **Software engineers** rank number 1 with 60% in the chart. They are permanently mastering their skills, they handle their time, they are helping with the world's digital transformation, and the pay is awesome! **Human resource managers** are second, with 25% in the chart. Their stress levels are low, and they play a key role in all kinds of companies. **Occupational therapists** are next with a rating of 10%. They really work for a concrete, altruistic purpose: helping people overcome mental or physical impairments. Last, but not least, with a happiness rating of 5%, we find **online advertising managers**, who are in charge of planning advertising campaigns online. They are autonomous, always use their creativity and are constantly improving their computing skills.

Reading Strategy

Pie charts are visual interpretations of data. The pie represents a whole and each slice represents a percentage. Now consider the chart on the left: Which is the biggest section and which the smallest? What percentage do they represent?



The best jobs

4. Answer the following questions about the article.

- What gives workers long-term satisfaction? A feeling that what they do has value.
- Why is instant gratification not real happiness? Because once people get used to what they have, they feel boredom and dissatisfaction.
- What can money buy? It can buy basic requirements and a healthy work-life balance.
- Do you agree with the results of the survey about happiness at work? Why/Why not? Answers vary vary.



Writing

1. Fill in the survey. Then, write a career prospect based on your results.

Name _____	Occupation _____	Phone _____	Email _____
My skills Logical reasoning and problem solving Communication and social skills Language skills Creative skills Physical skills (agility, strength, etc.)	Low	Average	High
My working style I like working with others. I pay careful attention to all kinds of details. I'm open to change and accept criticism. I enjoy being the leader and taking responsibilities. I enjoy being outdoors. I enjoy using creativity.	Never	Usually	Always
Happiness factors Autonomy Mastery Purpose Money	Irrelevant	Secondary	Vital
My areas of interest Arts Science and Technology Literature Law Business Medical	Low	Average	High

Writing Strategy
Before writing a text, follow a plan to organize the ideas you want to develop.

After having answered the survey, I think the career I will be interested in is in _____ field. I _____ because _____
(job/family) (make a prediction with probability)

Or perhaps I _____ because _____
(reason) (make another prediction)

In order to make the right decision when the moment comes, I _____
(comment on the results of your survey)

2. Find out about an unusual occupation, and use the information in the survey above to write about it.
 In my opinion, being a/an _____ is very _____
(unusual occupation) (adjective)
 because _____
(reason)

Real Communication

LESSON 4
Creative Thinking

1. Circle the right option to complete the following sentences.
- Only the **cream of the top** (*cream of the crop*) **cream of the crew** will be part of the Olympic basketball team.
 - I'm not satisfied with my job. I need a new horizon, so I have decided to **call my quit choice** / **call it quits** / **call of nature**.
 - It will take Elizabeth some time to **understand the cope** / **(to learn the ropes)** / **to hold the ropes** of her new job as a Braille translator.
 - Lateral thinking or **thinking like a box** / **thinking on a box** / **(thinking out of the box)** means to see things from new perspectives. You can always improve this skill!
 - Gottfried Wilhelm Von Leibniz co-invented the infinitesimal calculus, and also invented many mathematical terms such as "function," "variable," "parameter," among many others. To put it in a nutshell, he was a **(number cruncher)** / **geek** / **know it all**.

2. Fill in the chart. First, complete the idioms with the missing word. Then, write the meaning, and finally, match them with the picture that best represents their sense.

Idiom	Meaning
a. A number _____	_____
b. The cream of the _____	_____
c. To think out of the _____ box	_____
d. Learn the _____ ropes of something	_____
e. To call it _____ quits	_____



3. Answer these questions.
- Which actors were the cream of the crop at the last Oscar ceremony?
 - Mention a situation in which you thought out of the box.
 - When was the last time that you had to learn the ropes to complete an important task?
 - Who is a number cruncher in your family?
 - In what work situations might people decide to call it quits?

Inspiring Young People

1. Solve the crossword puzzle. Then, complete the text below with some of the words.

Vocabulary Strategy
To solve crossword puzzles, keep a dictionary on hand to check spelling. Read the clues in order to establish differences between similar definitions, make inferences and evaluate options.

Across

- a. To be methodic and systematic; to keep things in the right place.
- b. To be talented in music.
- c. A young person whose career advances quickly and successfully.
- d. To have emotional sensibility and care about others' feelings.

Down

- e. To have the ability to create things.
- f. To be friendly and enjoy people's company.
- g. To be good at analyzing details and solving problems.
- h. To be quick to understand things and have a high mental capacity.
- i. To have great powers of imagination.
- j. To enjoy sports and outdoor activities.
- k. To be skillful at creating pictures, drawings and paintings.

a. a o r g a n i t e d
 b. m a s i c i
 c. w i t z - k i d
 d. s e n s i t i v e
 e. a n a n a l y t i c a t
 f. s e n s i t i v e
 g. n i t e n t i n e n t
 h. n i t e n t i n e n t
 i. m a s i c i n t e n t
 j. s p o r t s u p e r t i s e n s i t i v e
 k. a n i m a g i n a t i v e

Talented Youth

- Maud Chifamba is an intelligent African accountancy student. She earned a scholarship and became Zimbabwe's youngest university student, so she is a wit/z-kid (a). She is analytical (b) because she knows how to solve problems.
- Abby Enck is a sensitive (c) girl who helps children with cerebral palsy in Illinois, and creative (e) writer who loves mixing fantasy and reality.
- Australian Aelita Andre started painting at the age of 2. She has an awesome artistic (d) talent and her work has been exhibited in important galleries.

2. Fill in the chart below by writing the nouns from which the adjectives used above are derived.

Noun	Adjective	Noun	Adjective
music	musical	sensitivity	sensitive
intelligence	intelligent	art	artistic
organization	organized	sport	sporty
analysis	analytical	imagination	imaginative
friend	friendly	creativity	creative

Grammar Strategy
Pay attention to suffixes, which occur at the end of some words, to recognize parts of speech. Adjectives derived from nouns usually end in *-al*, *-ive*, *-y*, *-ent*, or *-ic*.

3. Read the text and circle the appropriate adjective or noun in parentheses.

Luciana Aymar is one of the best field hockey players ever! She was born in Rosario, Argentina, on August 20th, 1977. She was a sport (sporty) girl, so she started playing hockey at age 7. Her intelligence (a) and sensitivity (b) helped her take her far. She is a very competitive (c) sportswoman. She has won lots of medals, trophies and international tournaments along her career. For example, she has won the FH Player of the Year Award seven times! She is friendly (d), but she is not a very social (e) person. She has explored other fields such as acting and modelling. Definitely, an inspiration (inspiring) (f) person who has fought for her dreams.

4. Read the information in the chart. Then, unscramble the questions below and answer them.

Name/Place of origin	Abby Enck from Crystal Lake, Illinois, USA
Age	20 years old
Personality traits	social, analytical, creative, sensitive, intelligent, humanitarian
Problematic situation	After accompanying her younger brother Cameron, who has cerebral palsy, to the Lutheran General Children's hospital, she noticed that the kids there liked coloring, but most of their crayons were broken.
Goal	To buy some boxes of crayons for the kids at the hospital.
Actions taken to achieve her goal	<ul style="list-style-type: none"> • 2009: She raised money through a lemonade sale, and bought some boxes of crayons. • 2010: She created a lemonade kit and bought crayons, colors, and markers. • 2011: She created a popcorn kit, and bought new DVDs, microwave popcorn and candy.
Achievements	She has helped to improve conditions in hospitals for kids. She has made kids happier. She has inspired other people to help humanity. She has become an entrepreneur.

- a. like / is / what (Abby)? What is Abby like? She is an intelligent, creative, young girl who is also sensitive, social, analytical and humanitarian.
- b. she / where / brother / did / accompany / her? Where did she accompany her brother? She accompanied him to the Lutheran General Children's hospital.
- c. her / help / what / motivated / her / to? What motivated her to help? She felt like helping the kids after she noticed they liked coloring, but their crayons were broken.
- d. to help / did / kids / she / raise / enough money / the? Did she raise enough money to help the kids? Yes, she did. She bought not only crayons, but also DVDs, and food.
- e. goals / has / accomplished / she / her? Has she accomplished her goals? Yes, she has. In fact, she has inspired others to do the same.
- f. others / thought / have / you / of / helping? Have you thought of helping others?

Answers may vary.

Grammar Strategy
Unscramble sentences in order to get familiar with grammar structures.

Lesson 2

A Life of Achievements

1. Complete the chart by filling in the correct forms of the verbs from the Word Bank.

		Regular verbs			Irregular verbs			
base form	past form	past participle	base form	past form	past participle	base form	past form	past participle
participate	participated	participated	receive	received	received	act	acted	acted
act	acted	acted	play	played	played	try	tried	tried
practice	practiced	practiced	try	tried	tried	take	taken	taken
base form	past form	past participle	base form	past form	past participle	base form	past form	past participle
be	was / were	been	win	won	won	ride	rode	ridden
take	took	taken	ride	rode	rode	write	wrote	written
buy	bought	bought	write	wrote	wrote			

Word Bank

- participate
- be
- take
- act
- practice
- play
- receive
- buy
- win
- ride
- try
- write

2. Complete the text. Use the verbs in parentheses in the Present Perfect tense.

Albert and his wife Sue have been (be) sporty and adventurous since they were teenagers. Albert has practiced (a. practice) rafting, paragliding and hiking for 10 years. As a hiker, he has won (b. win) two trophies in local competitions. Sue has played (c. play) hockey and tennis for 6 years. However, she hasn't won (d. not win) any medals yet. None of them have ridden (e. ride) a horse or a motorcycle. They have tried (f. try) to climb the Matterhorn, but they haven't gotten (g. not get) to the top yet. Albert has taken (h. take) lots of pictures of their climbing adventures, and Sue has written (i. write) a journal of their memories. They haven't bought (j. not buy) new hiking gear yet, but they are already training for their next winter trip.



3. Read the profile and underline the sentences where you find the time expressions for and since.

Rymel Lawrence, better known as Wacky Rymel, lives in Hackney, a dangerous neighborhood in London. Teenagers often get involved in gangs there. Since his childhood, he has been a dreamer and a good dancer. Since he was 16, he has used his talent to help his community. In 2009, he won a competition, *Good for the Hood*, run by MTV and a British public institution, in which he got funding to make his neighborhood a better place to live. Since then, he has run free dance classes for teenagers in order to keep them away from crime. He has promoted cultural events and social campaigns for more than 3 years. He has also changed his lifestyle; he has become an entrepreneur. In fact, he runs a street dance company called *Escentric* and he has a clothing label, *Wacky Wear*. He has sure been an inspiring leader for many years!



4. Complete the chart and answer the questions based on the previous text.

Wacky's talents and characteristics	Since he was a kid / teenager,	Achievements	Your opinion about him
Rymel is a musical guy. He is artistic, sensitive and intelligent.	he has been a good dancer.	Wacky Rymel has used his talent to help his community.	I think he... <i>(answers may vary)</i>

a. How long has he been good at dancing? Since he was a child.
 b. How long has he promoted social campaigns? For more than 3 years.
 c. How long has he taught dancing to young people? Since 2009, after he won *Good for the Hood*.

Grammar Strategy

For + periods of time: for 3 hours / 7 years / 2 minutes
 Since + a past point in time: (action takes place up to now) Since 5:00 PM / Friday / October / 1978 / I was young
 Already: something has happened sooner than expected. I've already read Kafka's works
 Yet: something is expected to happen, but still hasn't. I haven't finished homework yet.

Mariana Pajón was born on October 10th, 1991, in Medellín, Colombia. She is a BMX cyclist. She is very young, but she has already won 14 World Championships. She has already (a) been the flag bearer for Colombia at the Olympics, but she has not finished high school yet (b). Her career has just started, so she has not thought about retirement from the sports world yet (c). She has already (d) won one gold medal at the Olympics, and she has already (e) received one of Colombia's most prestigious awards called, "The Order of Boyacá."



6. Interview Maria Sharapova. Make questions from the words in parentheses. Use the Simple Past and the Present Perfect tenses.

- a. (where/born) Where were you born?
 b. (when/born) When were you born?
 c. (how long/lived in the USA) How long have you lived in the USA?
 d. (when/start playing tennis) When did you start playing tennis?
 e. (when/defeat Serena Williams) When did you defeat Serena Williams?
 f. (already / consider quitting tennis / to raise a family) Have you already considered quitting tennis to raise a family?
 Well, I have. When I was younger I thought of it, but now, I just want to keep on playing as much as I can.



Lesson 3

Inspirational Lifelong Learners

1. Fill in the following chart in two stages. First, answer questions a and b. Then, read the text and answer question c.

K-W-L	Latin American artists whose works have been exhibited around the world	Singers who have recorded more than 100 albums	Writers who have won the Pulitzer prize award	Researchers who have fought for animal rights
a. What do I know about this?				
b. What do I want to learn about it?				
c. What did I learn about it?				

Answers may vary.

Answers may vary.

Reading Strategy

When you read expository texts, use the K-W-L method in order to get involved in what you read.

- Ask yourself:
- What do I know about the topic? (Use background knowledge and pictures)
 - What do I want to know about it? (Read with a purpose)
 - What did I learn after reading it? (Evaluate what you found interesting)

2. Read the passages, analyze the reference words in bold, and complete the sentences.

Dr. Jane Goodall is a British anthropologist and primatologist. She has studied the social interactions of chimpanzees in Gombe Stream National Park, Tanzania, for more than 45 years. Although she did not have any previous formal education, she did a PhD in ethology at Cambridge University. She obtained it in 1965. Because of her love for chimpanzees and her wish to protect **them** and **their** habitat, she founded the Jane Goodall Institute in 1977. She has published lots of books and has participated in many documentaries. Some of **them** have been produced by Animal Planet, Disneynature and the National Geographic Society.

- a. "It" is an object pronoun. It refers to her PhD.
- b. "Them" is an object pronoun. It refers to chimpanzees.
- c. "Their" is a possessive adjective. It refers to The chimpanzees' habitat.
- d. "Them" is an object pronoun. It refers to documentaries.



Reading



In William Faulkner's fictional world, each short story and novel is part of the imaginary Yoknapatawpha County. His work was influenced by the history of the southern United States, so it tells us about its growth and decadence. Some of his stories were rejected by the editors, yet he won the Nobel Prize in 1949 for his great contribution to the modern American novel. His work has influenced many important writers such as the Colombian Nobel Prize winner, Gabriel García Márquez.

- a. "It" is a personal pronoun. It refers to Faulkner's work.
- b. "Us" is an object pronoun. It refers to the southern United States.
- c. "His" is a possessive adjective. It refers to Faulkner's work.
- d. "His" is a possessive adjective. It refers to _____.



The First Lady of Song, Ella Fitzgerald, is remembered world-wide for her great scat singing – improvised melodies with nonsense syllables – and her contribution to the North American cultural canon. Her recordings are known as the Songbook series. This talented Afro-American woman became an icon of jazz, worked with many big names and had a wide repertoire. It included blues, gospel, bossa nova and pop. Her audiences were very diverse, but all of **them** loved **her**. She recorded more than 200 albums and won 13 Grammy awards.

- a. "Her" is a possessive adjective. It refers to Ella's repertoire.
- b. "It" is a personal pronoun. It refers to Ella's audiences.
- c. "Them" is an object pronoun. It refers to Ella Fitzgerald.
- d. "Her" is an object pronoun. It refers to _____.

Colombian artist Fernando Botero has invented a universe where everything has exaggerated round proportions. Humor, irony and social criticism are essential in his work. At the beginning of his career, he was influenced by Diego Rivera, Francisco de Goya and Diego Velázquez. But when he created his own style, he distanced himself from **them**. He has exhibited his massive bronze sculptures in Europe and the United States. **They** are famous world-wide. He has married to Sophia Vári, a Greek artist. He has lived with **her** for more than 30 years.

- a. "Them" is an object pronoun. It refers to artists who influenced Botero's early work.
- b. "They" is a personal pronoun. It refers to Botero's sculptures.
- c. "Them" is an object pronoun. It refers to Botero's works of art.
- d. "Her" is an object pronoun. It refers to Sophia Vári.



3. Answer the following questions based on the previous texts. Support your ideas.

- a. How would you describe Jane Goodall? Use five adjectives in your answer.
She is an intelligent, sensitive and analytical woman. She is also organized and social.
- b. Correct this statement: "Faulkner's most famous work is Yoknapatawpha County."
Yoknapatawpha County is not Faulkner's most famous work. It is an imaginary place where his stories happen.
- c. What is the meaning of scat singing? *To sing improvised melodies with nonsense syllables.*
- d. Has Botero created a particular artistic style? How? *Yes, he has. He has exaggerated the proportions of his characters in his artwork.*

Writing

1. Complete Daniel Day Lewis's profile. Use the Word Bank.

Daniel Day Lewis was born in London on April 29th _____ 1957. _____ (a) he was a teenager, acting was not _____ his _____ (b) first career choice. However, since _____ (c) entered the Bristol Old Vic Theatre School, he has had a successful acting career. In fact, he won his third Oscar for Best Actor thanks to his role in Steven Spielberg's *Lincoln* (2013). Some actors and technicians define him as an eccentric and obsessive star because he takes method acting to the extreme. For example, in the movie *My Left Foot* (1989), in which he played an Irish artist with cerebral palsy, the crew had to move _____ him _____ (d) around in his wheelchair and feed _____ him _____ (e) with a spoon. He has been married _____ twice _____ (f). First, to Isabelle Adjani, but _____ a year later _____ (g), he divorced her _____ (h). Then in 1995, he married Rebecca Miller, and _____ they _____ (i) have lived together _____ for _____ eighteen years _____ (j) so far. Lewis knows it is not easy to deal with _____ him _____ (k); therefore, _____ during _____ (l) his speech at the 85th Oscars ceremony, he thanked his patient wife, by saying: "My wife Rebecca has lived with some very strange men. I mean _____ they _____ (m) were strange as individuals and probably even stranger if taken as a group, but luckily _____ she _____ (n) is the versatile one in the family and _____ she _____ (o) been the perfect companion to all of _____ them _____ (p)." The audience will always remember him for being the first person in film history to win the Oscar Award for Best Actor three times.

Word Bank

Time expressions: during / when / for / eighteen years / 1957 / twice / a year later
Reference words: they (x2) / his / her she(x2) / them / he / him (x3)



Writing Strategy

Pay attention to the position of time expressions as they convey the timeline of events. Avoid unnecessary repetition by using reference words.

- How do people describe Daniel Day Lewis?
As an *eccentric and obsessive star*.
- Why is his acting style so peculiar?
Because *he really becomes the character he is playing*.
- Who did he thank during his speech? Why?
He thanked his wife because she's been very patient with him.
- How long has he been married to Rebecca Miller?
They have been married for 18 years.
- Why will the audience always remember him?
Because *he is the first actor to have won an Oscar three times*.

Writing Strategy

Analyze the structure of a profile by focusing on how the author uses different verb tenses.

1. Simple Present
2. Simple Past
3. Present Perfect
4. Simple Future

4. Research a celebrity you admire and write his/her profile.

All answers may vary.

Real Communication

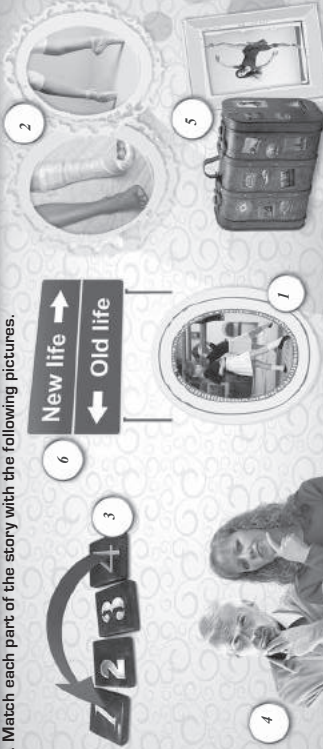
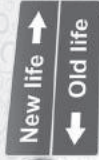
Lesson 4

A Moment of Truth

1. Unscramble the expressions and organize the story from 1 to 6.

- However, she has _____ come a long way _____ way / long / come / a. Last year, she won a scholarship and traveled abroad to study ballet. She wanted to join an important company, and she passed her audition _____ with flying colors _____ colors / flying / with. Now, she is part of the crew! (_____ 5 _____)
- She had to _____ go back to square one with _____ one / to / go / with / back / square her training. (_____ 3 _____)
- During the trip, she met a lovely guy. They have dated for months, and he wants her to stay there until he graduates from university. It is a _____ moment of truth _____ of truth / moment in her life. (_____ 6 _____)
- When she was 12, she broke her leg. It took her a long time to recover. (_____ 2 _____)
- Since Sally was a little girl, she wanted to be a ballet dancer. So, she started lessons at the age of 4. (_____ 1 _____)
- Some people thought her dreams of becoming a professional dancer _____ fly / never / would. (_____ 4 _____)

2. Match each part of the story with the following pictures.



3. Complete the following dialogs with the appropriate expressions from above.

- Alan: Did you read the story Margaret sent for the adaptation we have to make for the cinema class?
 Gregory: Yes, I did. I like it, but I think it _____ will never fly _____ as a cinema adaptation.
 Alan: Yes, I agree. I'm afraid we will have _____ go back to square one _____ with it. We'll have to hurry up because there is not much time left!

b. Joey: I admire Jennifer! She has _____ come a long way _____ with her T-shirt designs! A big store has offered her to work exclusively for them, and another company has encouraged her to apply for a full-time position with them.
 Gary: Wow! Sounds awesome! It will be _____ a moment of truth _____ for her because she says she wants to be a freelance designer forever, but I think she should definitely apply for the full-time position!
 Joey: Well, if she decides to apply for a full-time position, I know she will pass _____ with flying colors _____

Test Training Sections – Rubrics and Grading

English A2.1

In *English A2.1*, 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 a very basic repertoire of words and expressions to describe a memorable event.	Has a basic repertoire of words and expressions to describe a memorable event.	Has a good repertoire of words and expressions to describe a memorable event.	Has an outstanding repertoire of words and expressions to describe a memorable event.
Accuracy	Does not manage the Simple Past tense, the Past Progressive tense, words and expressions needed to describe a memorable event.	Hardly uses the Simple Past tense, the Past Progressive tense, words and expressions needed to describe a memorable event. Confuses expressions systematically, which may cause communication failure.	Correctly uses the Simple Past tense, the Past Progressive tense, words and expressions to describe a memorable event. Sometimes confuses the use of verb tenses and expressions, but this does not greatly affect communication.	Uses in an appropriate way the Simple Past Tense, the Past Progressive tense, words and expressions to describe a memorable event.
Fluency	Manages very short, isolated sentences with mainly pre-packaged utterances. Too much pausing to search for expressions and speech is slow and hesitant.	Can make himself / herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Speech is still slow and hesitant.	Has enough language to keep going comprehensively, even though pauses for grammatical and lexical planning. Repair is evident, especially in longer stretches of production.	Has an outstanding language command to keep going comprehensively, even though some pausing for grammatical and lexical planning may occur.

<p>Interaction</p>	<p>Has great difficulty responding to simple statements. Finds it hard to initiate and hold a face-to-face conversation when talking about a memorable event. Requires repetition of the message delivered by the other speaker because he / she is unable to understand.</p>	<p>Can, with a lot of effort, respond to simple statements and initiate and hold a face-to-face conversation. Very rarely understands enough to keep the conversation going. Repetition on part of the other speaker is required to maintain the conversation.</p>	<p>Can, with some hesitation, respond to simple statements and hold a face-to-face conversation about a memorable event. Responses are adequate in the on-going conversation most of the time.</p>	<p>Can successfully respond to simple statements and hold a face-to-face conversation about a memorable event. Is able to provide extra details spontaneously in the on going conversation.</p>
<p>Coherence</p>	<p>Finds it very difficult to organize his / her ideas, especially when asking questions in the Simple Past tense and Past Progressive tense or when following the conversation. Total or notable omission of task input and meaning is not conveyed.</p>	<p>Connects ideas inappropriately, especially when asking questions in the Simple Past tense and the Past Progressive tense or when trying to follow the conversation. Task input is inadequately covered or omitted. Meaning usually gets lost.</p>	<p>Can organize, with some sufficiency, his / her ideas when asking questions in the Simple Past tense and the Past Progressive tense or following the conversation. The message is clear although there are some hesitant sentences. Task input is used.</p>	<p>Is able to organize his / her ideas successfully, especially when asking questions in the Simple Past tense and the Past Progressive tense or following the conversation. The message is clear and concrete.</p>

Test Training A (Units 1 and 2) - Rubrics

Qualitative Aspects of Writing (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Content	The topic and the task are not developed. The text lacks the intended message and does not provide meaningful information about a completed event in the past (a vacation incident).	The topic and the task are not completely developed. The text lacks most of the intended message or it is poorly related to it. Does not provide all the required information about a completed event in the past (a vacation incident).	The topic and the task are developed, but the text lacks part of the intended message or it is not fully related. Provides information about a completed event in the past (a vacation incident), but misses some relevant details.	The topic and the task are well developed. The text provides all the information required about a completed event in the past (a vacation incident).
Grammatical accuracy	Inappropriate use of grammatical structures (the Simple Past tense and the Past Progressive tense) causes misunderstandings. The message is not conveyed.	Incorrect use of grammatical structures (the Simple Past tense and the Past Progressive tense) causes incoherence in some parts of the text.	Appropriate use of grammatical structures (the Simple Past tense and the Past Progressive tense) with just a few mistakes. Grammar misuse does not obscure the message.	Successful use of the grammatical structures required for accomplishing the task (the Simple Past tense and the Past Progressive tense). Good mastery of grammar leads to a clear message.

<p>Vocabulary range</p>	<p>Uses a poor range of vocabulary to talk about a personal experience in the past. Permanent use of wrong words and expressions leads to a loss of coherence.</p>	<p>Uses a limited range of vocabulary to talk about a personal experience in the past. The message is only partially conveyed, and lexical limitations obscure meaning.</p>	<p>Uses a narrow range of vocabulary to talk about a personal experience in the past. Some circumlocutions might be present, but they do not obscure the overall meaning.</p>	<p>Uses a wide range of vocabulary to talk about a personal experience in the past. The message conveyed is accurate and clear.</p>
<p>Organization and cohesion</p>	<p>Writes a short composition ignoring the suggested indications. Incorrect use of connectors of sequence causes problems of transition among ideas. Sentences are not linked logically.</p>	<p>Tries to include some of the suggested indications when writing a short composition. Recurrent incorrect use of connectors of sequence causes problems of transition among ideas. Logical relationships are not clearly established.</p>	<p>Writes a short composition following the suggested indications. Correct use of most of the connectors of sequence. However, there are a few problems of cohesion that may blur logical relationships.</p>	<p>Total completion of the suggested indications for writing a short composition. Correct use of connectors of sequence allows him / her to establish a natural transition among ideas. The message is clear and logical.</p>
<p>Appropriateness of register and format</p>	<p>The text's register and format are inconsistent and the narration of a personal experience in the past is not possible.</p>	<p>The text's register and format are sometimes inconsistent and the narration of a personal experience in the past is inadequate.</p>	<p>The text register (informal) and format are adequate. Uses well-structured sentences, which in most of the cases are appropriate for narrating a personal experience in the past.</p>	<p>The text has an informal register and well-structured sentences, which are appropriate to narrate a personal experience in the past.</p>

Test Training A (Units 1 and 2) – 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 (10 points)	Can identify specific information in simple written material that he / she encounters such as magazine articles.	Excellent (10)	Easily finds and accurately understands the who (people) and the what (activities) described in simple, short informative texts.
		Good (6-9)	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 (0-5)	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 short, basic descriptions of events.	Excellent (10)	Successfully describes people, actions and places in basic terms when talking about a memorable event.
		Good (6-9)	Describes people, actions and places in basic terms when talking about a memorable event. 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 when talking about a memorable event. 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: Oral Expression (10 points)

Grading Scale	1.0	1.5	2.0	2.5
Range	Has an insufficient repertoire of words and simple phrases to talk about a tourist destination and activities he / she can or can't do. His / Her low vocabulary range impedes communication.	Has a limited repertoire words and simple phrases expressions and simple phrases to talk about a tourist destination and activities he / she can or can't do. Most of the time confuses the meaning of words or expressions, making the message unclear.	Has an average repertoire of words and simple phrases to talk about a tourist destination and activities he / she can or can't do. Confuses or lacks some of the vocabulary at times, but this does not affect communication.	Has a good and functional repertoire of words and simple phrases to talk about a tourist destination and activities he / she can or can't do. His / Her vocabulary control facilitates communication.
Accuracy	Shows very limited control of simple grammatical structures and patterns to express ability (<i>can / can't</i>), advice (<i>imperative form of verbs / have / should / must</i>) and to give extra information (<i>comparatives and superlatives</i>). Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, simple grammatical structures and patterns to express ability (<i>can / can't</i>), advice (<i>imperative form of verbs / have / should / must</i>) and to give extra information (<i>comparatives and superlatives</i>). Confuses these structures and patterns systematically, which usually causes communication breakdowns.	Uses a basic repertoire of simple grammatical structures and patterns to express ability (<i>can / can't</i>), advice (<i>imperative form of verbs / have / should / must</i>) and to give extra information (<i>comparatives and superlatives</i>). Some confusion may be present, but this does not affect communication.	Uses simple structures and patterns to express ability (<i>can / can't</i>), advice (<i>imperative form of verbs / have / should / must</i>) and to give extra information (<i>comparatives and superlatives</i>) successfully. The appropriate use of structures and patterns facilitates communication.

<p>Fluency</p>	<p>Manages only short, mainly memorized utterances to talk about a tourist destination and activities he / she can or can't do. Pauses are too long and hinder the flow of the presentation. No communication repair is present and false starts are continuous, impeding communication.</p>	<p>Shows difficulty to talk about a tourist destination and activities he / she can or can't do. Repeated false starts, long pauses and too much hesitation are present and make the conversation difficult to follow. No communication repair is present.</p>	<p>Talks about a tourist destination and activities he / she can or can't do. False starts, short pauses to search for expressions and communication repair are present, but do not affect the flow of his / her presentation.</p>	<p>Talks about a tourist destination and activities he / she can or can't do. Normal false starts, pauses and reformulation are present and integrated into the flow of the conversation.</p>
<p>Coherence</p>	<p>His / Her utterances are not linked correctly. Basic connectors such as <i>and</i>, <i>but</i>, <i>also</i>, <i>so</i> or <i>because</i> are not used or used inappropriately. The message is too short and confusing. Meaning is not conveyed.</p>	<p>His / Her utterances are unorganized and lack coherence most of the time. Sometimes, neither words nor expressions are properly arranged. The use of connectors such as <i>and</i>, <i>but</i>, <i>also</i>, <i>so</i> or <i>because</i> is inappropriate.</p>	<p>His / Her utterances convey the information required most of the time. Ideas are organized although sometimes confuses the use of <i>and</i>, <i>but</i>, <i>also</i>, <i>so</i> or <i>because</i> to connect them. There are a few organization mistakes present, but the message is conveyed.</p>	<p>His / Her utterances are appropriately organized. Is able to link them with basic connectors such as <i>and</i>, <i>but</i>, <i>also</i>, <i>so</i> or <i>because</i> appropriately. The message is clear and concrete.</p>

Test Training B (Units 3 and 4) - Rubrics

Qualitative Aspects of Writing (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Content	The topic and the task are not developed. It lacks the intended message. The text neither describes a hobby nor gives advice for someone who is interested in getting into it.	The topic and the task are not completely developed. It lacks most of the intended message. The text is incomplete since advice is just partially given and the message is unclear.	The topic and the task are developed, but the text lacks part of the intended message.	The topic and the task are well developed achieving the intended message. Is able to write a clear and logical text that describes a hobby and gives advice for someone who is interested in getting into it.
Grammatical accuracy	Inappropriate use of modal verbs (<i>have, must, should</i>), the imperative form of verbs, and wrong conjugation of verbs in different tenses. Problems of coherence between subjects and verbs cause misunderstandings; hence, the message is not conveyed.	Incorrect use of modal verbs (<i>have, must, should</i>), the imperative form of verbs, and other grammatical mistakes cause misunderstandings throughout most of the information provided.	Appropriate use of modal verbs (<i>have, must, should</i>) and the imperative form of verbs with just a few mistakes. Other grammatical mistakes present do not greatly obscure the message.	Correct use of the structures required for the task, including modal verbs (<i>have, must, should</i>) and the imperative form verbs. A good mastery of grammar leads to a successful accomplishment of the task.
Vocabulary range	The range of vocabulary to write about leisure activities and to give advice is poor. Excessive use of inappropriate words impedes communication.	Limited range of vocabulary to write about leisure activities and to give advice. Lexical limitations may obscure communication.	Shows control of a narrow range of vocabulary to write about leisure activities and to give advice. Some circumlocutions might be present, but they do not greatly impede communication.	Shows sufficient range and accurate control of words to write about leisure activities and to give advice.

<p>Organization and cohesion</p>	<p>Writes a text ignoring the suggested indications. Incorrect use of connectors of contrast (<i>however, on the contrary, but</i>) and addition (<i>also, besides, in addition</i>) causes transitional problems among ideas.</p>	<p>Does not include all of the suggested indications for writing the type text required. Recurrent incorrect use of connectors of contrast (<i>however, on the contrary, but</i>) and addition (<i>also, besides, in addition</i>) causes transitional problems among ideas.</p>	<p>Writes a text following most of the suggested indications. Most of the time connectors of contrast (<i>however, on the contrary, but</i>) and addition (<i>also, besides, in addition</i>) are used correctly. This makes the transition among ideas clear.</p>	<p>Excellent completion of the suggested indications for writing the type of text required. Correct use of connectors of contrast (<i>however, on the contrary, but</i>) addition (<i>also, besides, in addition</i>) makes the message clear and easily understandable.</p>
<p>Appropriateness of register and format</p>	<p>The register (informal) and format are inappropriate or inconsistent for giving advice.</p>	<p>The register (informal) and format are sometimes inappropriate or inconsistent for giving advice.</p>	<p>The text has an informal register and well-structured sentences, which are, most of the time, appropriate for giving advice.</p>	<p>The text has an informal register and well-structured sentences, which are consistently appropriate for giving advice.</p>

Test Training B (Units 3 and 4) – How to Grade

Section	CEF Standard	Performance	Descriptor
Listening (5 points)	Can understand 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 (8 points)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language.	Excellent (8)	Easily finds and accurately understands predictable details in a written text such as relations of comparison and contrast.
		Good (5-7)	Finds and understand predictable details in written texts such as relations of comparison and contrast, but gets confused at times, affecting comprehension.
		Needs practice (0-4)	Shows great difficulty to find and understand predictable details in written texts such as relations of comparison and contrast. This clearly indicates that comprehension has not occurred.
Writing (10 points)	Can write short, clear and well-structured texts about general information.	Excellent (10)	Accurately writes a text that describes and gives suggestions regarding a hobby. Links ideas using connectors and sentence patterns appropriately. Follows instructions thoroughly to complete the task.
		Good (6-9)	Is able to write a text that describes and gives suggestions regarding a hobby. 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 text that describes and gives suggestions regarding a hobby. Too many mistakes in basic sentence patterns and the use of connectors impede communication.
Speaking (10 points)	Can use simple descriptive language to compare information and make brief statements about places and landmarks.	Excellent (10)	Successfully compares information describes places in basic terms.
		Good (6-9)	Compares information and describes 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 compare information and to describe places in basic terms. Very often uses inappropriate vocabulary and patterns to express ideas, which may cause communication failure.

Test Training C (Units 5 and 6) - Rubrics

Qualitative Aspects of Spoken Language: Oral Expression (10 points)

Grading Scale	1.0	1.5	2.0	2.5
Range	Has an insufficient repertoire of words and simple phrases to talk about imaginary experiences. His / Her low vocabulary range impedes communication.	Has a limited repertoire words and simple phrases and simple phrases to talk about imaginary experiences. Most of the time confuses the meaning of words or expressions, making the message unclear.	Has an average repertoire of words and simple phrases to talk about imaginary experiences. Confuses or lacks some of the vocabulary at times, but this does not affect communication.	Has a good and functional repertoire of words and simple phrases to talk about imaginary experiences. His / Her vocabulary control facilitates communication.
Accuracy	Shows very limited control of grammatical structures and patterns to talk about imaginary experiences (mainly the Simple Future tense with going to and will). Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, grammatical structures and patterns to talk about imaginary experiences (mainly the Simple Future tense with going to and will). Confuses these structures and patterns systematically, which usually causes communication breakdowns.	Uses a basic repertoire of grammatical structures and patterns to talk about imaginary experiences (mainly the Simple Future tense with going to and will). Some confusion may be present, but this does not affect communication.	Uses structures and patterns to talk about imaginary experiences (mainly the Simple Future tense with going to and will). The appropriate use of these structures and patterns facilitates communication.
Fluency	Speech is hesitant because he / she can only manage very short, isolated, mainly pre-packaged utterances with a lot of pausing to search for expressions to articulate less familiar words.	Can make himself / herself understood through very short utterances, even though pauses, false starts and reformulation are very evident. Hesitant speech is recurrent.	Has enough language to keep going comprehensively, even though pauses for grammatical and lexical planning. Repair is evident, especially in longer stretches of production.	Has an outstanding language command to keep going comprehensively even though pauses for grammatical and lexical planning.

Coherence

Presents the required information (based on a suggested plan) in a very inconsistent way. Finds it very difficult to organize his / her ideas. Basic connectors and formulaic expressions such as I think, in addition, for example or that seems to are not used or used inappropriately. The message is too short and confusing. Task input is not covered. Meaning is not conveyed.

Presents the required information (based on a suggested plan) with inconsistencies. Sometimes, neither words nor expressions are properly arranged. The use of connectors and formulaic expressions such as I think, in addition, for example or that seems to is inappropriate. Task input is inadequately covered or omitted. Meaning is usually lost.

Presents the required information (based on a suggested plan) in a consistent way. Ideas are organized although sometimes confuses the use of basic connectors and formulaic expressions (I think, in addition, for example or that seems to) to connect them. There are a few organization mistakes present, but the message is conveyed. Task input is used.

Presents the required information (based on a suggested plan) in a very consistent way. Is able to organize his / her ideas and link them with basic connectors and formulaic expressions such as I think, in addition, for example or that seems to successfully. The message is clear and concrete and task input is fully used.

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 topic and the task are not developed. It lacks the intended message. Does not provide biographical information about a person he / she admires.	The topic and the task are not completely developed. It lacks most of the intended message. Does not provide enough biographical information about a person he / she admires.	The topic and the task are developed, but the blog entry lacks part of the intended message. Provides biographical information about a person he / she admires, but some relevant points are missing.	The topic and the task are well developed achieving the intended message. All the biographical information about a person he / she admires is provided.
Grammatical accuracy	Shows insufficient control of simple grammatical structures (mainly the Simple Present tense, the Simple Past tense, the Present Perfect tense) and patterns to provide biographical information. Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, simple grammatical structures (mainly the Simple Present tense, the Simple Past tense, the Present Perfect tense) and patterns to provide biographical information. Confuses these structures and patterns systematically, which causes communication breakdowns.	Uses a basic repertoire of simple grammatical structures (mainly the Simple Present tense, the Simple Past tense, the Present Perfect tense) and patterns to provide biographical information. Some confusion may be present, but this does not impede communication.	Successfully uses simple grammatical structures (mainly the Simple Present tense, the Simple Past tense, the Present Perfect tense) and patterns to provide biographical information. The appropriate use of these structures and patterns facilitates communication.

<p>Vocabulary range</p>	<p>The range of vocabulary to write a biography (personal information, achievements, regular / irregular verbs) is very limited. Frequent misuse of vocabulary completely obscures the message.</p>	<p>The range of vocabulary to write a biography (personal information, achievements regular / irregular verbs) is limited. Lexical limitations may obscure the message.</p>	<p>Shows control of an average range of vocabulary to write a biography (personal information, achievements, regular / irregular verbs). Some circumlocutions might be present, but they do not greatly impede communication.</p>	<p>Shows an excellent range and accurate control of words to write a biography (personal information, achievements, regular / irregular verbs).</p>
<p>Organization and cohesion</p>	<p>Writes a biography ignoring the suggested indications. Incorrect use of time expressions to show sequence of events causes transitional problems among ideas all the time.</p>	<p>Does not include all of the suggested indications for writing a biography. Recurrent incorrect use of time expressions to show sequence of events causes transitional problems among ideas.</p>	<p>Writes a blog entry following most of the suggested indications. Most of the time expressions to show sequence of events are used correctly. This makes the transition among ideas clear.</p>	<p>Excellent completion of the suggested indications for writing a blog entry. Correct use of time expressions to show sequence of events makes the message clear and easily understandable.</p>
<p>Appropriateness of register and format</p>	<p>The register (formal) and format (biography) are inappropriate or inconsistent with the task.</p>	<p>The register (formal) and format (biography) are sometimes inappropriate or inconsistent with the task.</p>	<p>The biography has a formal register and well-structured sentences, which are, most of the time, appropriate for the task.</p>	<p>The biography has a formal register and well-structured sentences, which are consistently appropriate for the task.</p>

Test Training C (Units 5 and 6) – How to Grade

Section	CEF Standard	Performance	Descriptor
Listening Part 1 (5 points)	Can understand the topic of discussion and specific information from a conversation.	Excellent (5)	Understands the topic of discussion and specific information from a conversation about future plans.
		Good (3-4)	Understands part of the topic of discussion and part of the specific information from a conversation about future plans.
		Needs practice (0-2)	Fails to understand the main points and specific information from a conversation about future plans.
Listening Part 2 (5 points)	Can understand the main points in short, clear and simple messages and announcements.	Excellent (5)	Understands with ease the key points of an announcement about a career opportunity.
		Good (3-4)	Identifies some of the key points of an announcement about a career opportunity. However, shows misunderstanding at times.
		Needs practice (0-2)	Fails to understand the main points of an announcement about a career opportunity.
Reading Part 1 (4 points)	Can understand very short, simple texts, putting together familiar names, words and basic phrases.	Excellent (4)	Accurately understand the meaning of simple isolated phrases related to unusual jobs.
		Good (3)	Has difficulty to understand a series of simple isolated phrases related to unusual jobs.
		Needs practice (0-2)	Fails to understand a series of simple isolated phrases related to unusual jobs.
Reading Part 2 (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 experiences using everyday language.
		Good (3-4)	Identifies the main idea of short, simple texts that describe people's experiences 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 experiences. Despite the everyday language used in the texts, comprehension is not achieved.
Reading Part 3 (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 experiences using everyday language.
		Good (3-4)	Identifies the main idea of short, simple texts that describe people's experiences 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 experiences. Despite the everyday language used in the texts, comprehension is not achieved.
Writing (10 points)	Can write very short, basic descriptions of events, past activities and personal experiences.	Excellent	Accurately writes a short biography. The use of basic sentence patterns and connectors is accurate and facilitates communication.
		Good	Is able to write a short biography. A few mistakes may be present (use of connectors or sentence patterns), but the message is still clear.
		Needs practice	Has difficulty to write a short biography. Too many mistakes in basic sentence patterns and the use of connectors impede communication.
Speaking (10 points)	Can describe dreams hopes and ambitions.	Excellent	Successfully describes dreams, hopes and ambitions.
		Good	Describes dreams, hopes and ambitions. Some lexical and grammatical mistakes may be present, but these do not greatly affect communication.
		Needs practice	Finds it difficult to describe dreams, hopes and ambitions. Inappropriate vocabulary and patterns cause communication failure.

MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA			Grade / Course: 10 th EGB	Class:
Teacher: Book: English A2.1	Area: English as a Foreign Language	Objectives: O.EFL 4.4 Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision making. 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. O.EFL 4.9 Create a sense of awareness in terms of accuracy when learners interact in English using high-frequency and level-appropriate expressions in order to reach an effective command of spoken language.		
Periods: 30, 6 class periods per lesson			Weeks: 6	

2. UNIT PLAN		Skills and Performance Criteria	Evaluation Criteria
Communication and Cultural Awareness EFL 4.1.4 Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. 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.).			CE.EFL.4.5 Display an appreciation of and demonstrate respect for individual and group differences by establishing and maintaining healthy and rewarding relationships based on communication and cooperation. 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 4.2.2 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 4.3.7 Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.).			CE.EFL.4.12 Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas.
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 4.5.11 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.			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 Communication and Cultural Awareness • Comparing answers in pairs or small groups. • Working in small groups to complete a cultural project. • Participating in short dialogues and role plays to practice target language. Oral Communication: (Listening and Speaking) • Recording in-class conversations to help learners become aware of common mistakes regarding language usage and intelligibility. • Asking learners to repeat an answer or statement to clarify something when needed.	Resources • Student's Book <i>English A2.1</i> (including interactive version) • Audio CD • Teacher's Guide • Flashcards of inventions • Pictures of famous inventors • Photocopiable	Performance Indicators Communication and Cultural Awareness I.EFL.4.5.1 Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. (J.3; S.1; S.4) 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 / Techniques / Instruments Activities • Exchange information about inventors and inventions. • Ask and answer questions about inventions. • Identify inventors according to their inventions. • Participate in a discussion about relevant inventions. • Use key words to produce statements. • Identify clues in readings to get the main



<p>Asking for help in class when necessary.</p> <p>Reading</p> <ul style="list-style-type: none"> Reading a short text and showing comprehension by completing the accompanying graphic organizer. Reading a text on a familiar area and then matching phrases or labeling pictures. Reading short simple cross-curricular texts and using them to support arguments or hypotheses. <p>Writing</p> <ul style="list-style-type: none"> Completing the gaps in a sentence. Reading an online review and identifying common linguistic features such as the use of verbs in the past tense. Then, using such text as a model to write a review of another movie. <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. Participating in classroom games in which problem-solving as a team is important. Creating a crossword puzzle in groups about an Ecuadorian story, region, celebrity, etc. Brainstorming ideas for a writing project in small groups, using a graphic organizer. 	<p>worksheets (TG)</p> <ul style="list-style-type: none"> Quiz Time (SB) 	<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.4.8.1 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.4.12.1 Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)</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>idea.</p> <ul style="list-style-type: none"> Use daily idioms to talk about inventions. Design a project about a famous invention. <p>Techniques</p> <p>Reading</p> <ul style="list-style-type: none"> Scan a text for specific information. Get familiar with a text about inventions and their inventors by looking at it quickly to get an idea of how information is presented. <p>Listening</p> <ul style="list-style-type: none"> Listen for specific details such as dates to organize events chronologically. Pay attention to background sounds to understand the context of a conversation. <p>Speaking</p> <ul style="list-style-type: none"> Use idioms and colloquial expressions to talk about inventors and inventions to your partner. <p>Writing</p> <ul style="list-style-type: none"> Look for context clues to fill in blanks in a text with the right words. Follow a model to write about a famous inventor. <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

<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: Prepare a presentation about an invention and its impact on modern society.</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>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>
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MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		
Teacher:	Area: English as a Foreign Language	Class:
Book: English A2.1	Unit: 2 Travel and Adventure	Grade / Course: 10 th EGB
Objectives: O.EFL 4.1 Identify the main ideas 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		Evaluation Criteria
Skills and Performance Criteria	Resources	Techniques / Instruments
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.) Oral Communication: (Listening and Speaking) EFL 4.2.10 Sustain a conversational exchange on a familiar, everyday subject when carrying out a collaborative/paired learning activity in which there are specific instructions for a task.	Resources • Student's Book <i>English</i> A2.1 (including interactive version) • Audio CD • Teacher's Guide • Photocopiable worksheets (TG) • Quiz Time (SB)	Performance Indicators 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 with 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
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. Writing EFL 4.4.4 Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)		Activities • Talk about outdoor activities. • Mention places for outdoor activities. • Design a brochure of a touristic place in Ecuador. • Recommend a place to visit in Ecuador. • Design a project about a campaign.
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.)		Reading • Activate your previous knowledge about the topic of a text by looking into sets of related



<p>sounds, rhythm, and intonation.</p> <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 sentence. • Reading an online review and identifying common linguistic features such as the use of verbs in the past tense. Then, using such text as a model to write a review of another movie. <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. • 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.4.10.1 Learners can effectively participate in familiar and predictable everyday conversational exchanges in order to complete a task, satisfy a need or handle a simple transaction, using a range of repair strategies. (Example: asking for clarification, etc.) (I.3, J.3, J.4)</p> <p>Reading</p> <p>IEFL.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>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.4.22.1 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>words and ideas.</p> <ul style="list-style-type: none"> • Scan a text for already known vocabulary to predict the meaning of new words. <p>Listening</p> <ul style="list-style-type: none"> • Listen for specific details. • Take notes while listening to a conversation. <p>Speaking</p> <ul style="list-style-type: none"> • Encourage a partner to take part in a conversation by using appropriate expressions such as <i>How about you?</i> • Use idioms and colloquial expressions to talk about extreme vacations and outdoor activities. <p>Writing</p> <ul style="list-style-type: none"> • Use sequence connectors to determine the order of events in a descriptive text. • Follow a model to write about travel 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.
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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: Promote touristic places in Ecuador for outdoor activities.

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.



MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		
Teacher: Book: English A2.1	Area: English as a Foreign Language	Grade / Course: 10 th EGB
Unit: 3 Hobbies, Leisure and Entertainment	Objectives: O.EFL 4.5 Introduce the need for independent research as a daily activity by using electronic resources (ICT) in class while practicing appropriate competences in the four skills. O.EFL 4.7 Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral interviews on familiar subjects in order to inspire oral and written production at an A2.1 level. 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.	Class:
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 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. Oral Communication: (Listening and Speaking) EFL 4.2.10 Sustain a conversational exchange on a familiar, everyday subject when carrying out a collaborative/paired learning activity in which there are specific instructions for a task.		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 by sharing cross cultural experiences. 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. CE.EFL.4.10 Interaction – Interpersonal: Participate effectively in familiar and predictable conversational exchanges by asking and answering follow-up questions, provided there are opportunities to use repair strategies (e.g. asking for clarification) and sustain conversational exchanges in pairs to complete a task, satisfy a need or handle a simple transaction. CE.EFL.4.12 Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas.
Reading EFL 4.3.5 Use everyday reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.		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.
Writing EFL 4.4.4 Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)		CE.EFL.4.20 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.
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.		
Methodological Strategies	Resources	Performance Indicators
Communication and Cultural Awareness <ul style="list-style-type: none"> Finding ways of entertainment from other cultures and regions and then sharing them in class. Completing a Venn diagram about two stories from different countries. Reflecting on differences between people from other countries and regions. Sharing a cross-cultural experience (such as traveling, trying a new food, meeting someone from another country) in pairs or as a class. Oral Communication: (Listening and Speaking) <ul style="list-style-type: none"> Asking classmates to repeat an answer or statement to clarify something when needed. Asking learners to read a dialogue in pairs. Learners record themselves and then listen to the recording to assess clarity of 	<ul style="list-style-type: none"> Student's Book English A2.1 (including interactive version) Audio CD Teacher's Guide Photocopiable worksheets (TG) Quiz Time (SB) 	Communication and Cultural Awareness I.EFL.4.1.1 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.4.1.1 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)
Activities / Techniques / Instruments <ul style="list-style-type: none"> Exchange information about hobbies and entertainment. Express agreement or disagreement about controversial topics. Recognize main ideas in a paragraph. Highlight key words when reading. Find out the meanings of new words. Reading <ul style="list-style-type: none"> Read the title and illustrations of a text to predict the topic. Get familiar with a text about hobbies and 		Techniques



<p>sounds, rhythm, and intonation.</p> <p>Reading</p> <ul style="list-style-type: none"> • Reading a short text and showing comprehension by completing the accompanying graphic organizer. • Reading a text on a familiar topic and then matching phrases or labeling pictures. • Reading short simple cross-curricular texts and using them to support an argument or hypothesis. <p>Writing</p> <ul style="list-style-type: none"> • Completing the gaps in a sentence. • Reading an online review and identifying common linguistic features such as the use of verbs in the past tense. Then, using such text as a model to write a review of another movie. <p>Language through the Arts</p> <ul style="list-style-type: none"> • Doing extended writing, in which learners get to choose what they write and are not evaluated or tested on it. • Sharing learners' stories in pairs or small groups and choosing to represent some through a role play. • Reading a myth from Ecuador and writing a song about it. 	<p>Oral Communication</p> <p>I.EFL.4.10.1 Learners can effectively participate in familiar and predictable everyday conversational exchanges in order to complete a task, satisfy a need or handle a simple transaction, using a range of repair strategies. (Example: asking for clarification, etc.) (I.3. J.3, J.4)</p> <p>Reading</p> <p>I.EFL.4.12.1 Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)</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>leisure activities by looking at it quickly to get an idea of how information is presented.</p> <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 the right colloquial expressions to express agreement or disagreement about a controversial topic. <p>Writing</p> <ul style="list-style-type: none"> • Follow a model and use the appropriate connectors to write an opinion about a controversial topic. <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: Make a scrapbook about places to practice hobbies in Ecuador.

Revised by

Teacher:

Signature:

Date:

Approved 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.



MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		
Teacher: Book: English A2.1	Area: English as a Foreign Language	Grade / Course: 10 th EGB
Unit: 4 The World is the Limit	Objectives: O.EFL 4.5 Introduce the need for independent research as a daily activity by using electronic resources (ICT) in class while practicing appropriate competences in the four skills. O.EFL 4.7 Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral interviews on familiar subjects in order to inspire oral and written production at an A2.1 level. 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.	Class:
Periods: 30, 6 class periods per lesson		Weeks: 6

2. UNIT PLAN		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 4.1.6 Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes.</p> <p>Oral Communication: (Listening and Speaking) EFL 4.2.4 Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements.</p> <p>Reading EFL 4.3.5 Use everyday reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.</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>Methodological Strategies</p> <p>Communication and Cultural Awareness</p> <ul style="list-style-type: none"> Completing and illustrating statements about socially responsible behaviors. Making a useful object out of recycled materials. Making a poster of class rules. Searching information on the Internet about other cultures and ways of life and presenting them to the class using digital tools. <p>Oral Communication: (Listening and Speaking)</p> <ul style="list-style-type: none"> Having learners make a <i>selfie video</i> about a specific topic before coming to class. Asking for help in class when necessary. <p>Reading</p> <ul style="list-style-type: none"> Reading a short text and showing comprehension by completing the accompanying graphic organizer. 	<p>Skills and Performance Criteria</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.4.4 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.4.12 Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas.</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.4.20 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.</p>	<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.4.4.1 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> <p>Activities</p> <ul style="list-style-type: none"> Compare information about landmarks and people. Identify landmarks in a map. Mention characteristics of landmarks. Keep an informal dialogue. Identify flags from different countries. Talk about Guinness World Records. Use graphic organizers to summarize information from a paragraph. <p>Reading</p> <ul style="list-style-type: none"> Read the title and illustrations of a text to



<ul style="list-style-type: none"> Reading a text on a familiar topic and then matching phrases or labeling pictures. Reading short simple cross curricular texts and using them to support an argument or hypothesis. <p>Writing</p> <ul style="list-style-type: none"> Completing the gaps in a sentence. Reading an online review and using it as a model to write about a movie or book. Sequencing sentences by adding words. <p>Language through the Arts</p> <ul style="list-style-type: none"> Doing extended writing, in which learners get to choose what they write and are not evaluated or tested on it. Sharing learners' stories in pairs or small groups and choosing to represent some through a role play. Reading a myth from Ecuador and writing a song about it. 		<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). (L.1, L.2, L.3, S.1)</p> <p>Reading</p> <p>IEFL.4.12.1 Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (L.1, L.2, J.2)</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. (L.3, L.4, S.3, J.2)</p> <p>Language through the Arts</p> <p>IEFL.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. (L.1, L.3)</p>	<p>predict the topic.</p> <ul style="list-style-type: none"> Use semantic fields to remember new vocabulary. <p>Listening</p> <ul style="list-style-type: none"> Listen for specific details. Take notes while listening to a conversation or oral text. <p>Speaking</p> <ul style="list-style-type: none"> Recombine known elements in a new way to talk about landmarks and records. <p>Writing</p> <ul style="list-style-type: none"> Use sequence connectors to write about events. <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.

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

Science / Technology / Arts: Talk about amazing places in Ecuador and the World.

Revised by

Teacher:

Signature:

Date:

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: Book: <i>English A2.1</i>	Area: English as a Foreign Language	Grade / Course: 10 th EGB
Unit: 5 Jobs and occupations	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 4.4 Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision making. 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.	Class:
Periods: 30, 6 class periods per lesson		Weeks: 6

2. UNIT PLAN		Evaluation Criteria	
Skills and Performance Criteria			
Communication and Cultural Awareness			
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.).			
EFL 4.1.9 Recognize the consequences of one's actions by demonstrating responsible decision-making at school, online, at home and in the community, while considering ethical standards, safety concerns, social norms and mutual respect.			
Oral Communication: (Listening and Speaking)			
EFL 4.2.4 Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements.			
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.			
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.).			
Language through the Arts			
EFL 4.5.3 Make predictions, inferences and deductions to demonstrate different levels of meaning of literary works presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.).			
Methodological Strategies	Resources	Activities / Techniques / Instruments	
Communication and Cultural Awareness	Communication and Cultural Awareness	Activities	
<ul style="list-style-type: none"> Completing and illustrating statements about socially responsible behaviors. Making a useful object out of recycled materials. Creating a poster of class rules. Searching the Internet for information about other cultures and ways of life and presenting them to the class using digital tools. 	<ul style="list-style-type: none"> Student's Book <i>English A2.1</i> (including interactive version) Audio CD Teacher's Guide Pictures about jobs and occupations. Photocopiable worksheets (TG) Quiz Time (SB) 	<ul style="list-style-type: none"> Identify specific information when listening to a dialogue. Exchange information about career choices. Make predictions regarding career choices. Talk about ideal jobs and professions. Recognize true and false statements. Read graphs and tables in passages. Write about ideal jobs. 	
Oral Communication: (Listening and Speaking)	<ul style="list-style-type: none"> Asking classmates to repeat an answer or statement to clarify something when needed. Showing students a video clip of a simple situation and asking 	<ul style="list-style-type: none"> 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. 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. 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>them to describe what has happened.</p> <ul style="list-style-type: none"> • Doing a mingle activity where learners ask and answer survey questions about jobs and occupations. <p>Reading</p> <ul style="list-style-type: none"> • Highlighting relevant key information in a text and crossing out irrelevant information. • Keeping a vocabulary notebook of synonyms and antonyms of words from a text. • Brainstorming an outline for a cross-curricular text. • Completing an outline for a topic and then reading a text to check true and false information. • Completing a KWL chart about a text. <p>Writing</p> <ul style="list-style-type: none"> • Reading an online movie review and identifying common linguistic features. • Sequencing sentences by adding words. • Using question prompts to interview and then write sentences about a classmate. • Posting a comment to a classmate's writing on a class blog. <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 of a text and accompanying illustrations and writing questions about the topic. • Writing a sentence to describe the author's intention. 	<p>respectful, empathetic manner. (J.3, S.1, S.4)</p> <p>Oral Communication</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.4.13.1 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>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.4.18.1 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>Techniques</p> <p>Reading</p> <ul style="list-style-type: none"> • Discriminate word parts to find out the meaning of compounds words. • Use words with similar meanings to demonstrate comprehension. <p>Listening</p> <ul style="list-style-type: none"> • Listen for specific details in a conversation. <p>Speaking</p> <ul style="list-style-type: none"> • Build conversations using sets of ideas or formulaic expressions as cues. <p>Writing</p> <ul style="list-style-type: none"> • Use idioms and colloquial expressions to enrich a text about career choices. <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: Make a poster about occupations and professions and share it with the class.

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: Book: <i>English A2.1</i>	Area: English as a Foreign Language	Grade / Course: 10 th EGB
Unit: 6 Lifetime Achievements	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.4.4 Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision making. 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.	Class:
Periods: 30, 6 class periods per lesson		Weeks: 6

2. UNIT PLAN		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 by sharing cross cultural experiences. 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. 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.4.12 Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. 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. 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).	Skills and Performance Criteria Communication and Cultural Awareness EFL.4.1.1 Compare and contrast oral traditions, myths, folktales and literature from Ecuador 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. Oral Communication: (Listening and Speaking) EFL.4.2.4 Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. Reading EFL.4.3.5 Use everyday reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another. 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.) Language through the Arts EFL.4.5.3 Make predictions, inferences and deductions to demonstrate different levels of meaning of literary works presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)	
Methodological Strategies Communication and Cultural Awareness • Finding recipes from other cultures and regions and then sharing them in class. • Reading stories from different regions in Ecuador and completing a chart to show differences between them. • Watching a video about a legend or traditional story from Ecuador or another country, and taking notes on the cultural practices mentioned. • Sharing a cross-cultural experience (such as traveling, trying new food, meeting someone from another country) in pairs or as a class. Oral Communication: (Listening and Speaking) • Asking classmates to repeat an answer or statement to clarify	Resources • Student's Book <i>English A2.1</i> (including interactive version) • Audio CD • Teacher's Guide • Pictures about jobs and occupations. • Photocopiable worksheets (TG) • Quiz Time (SB)	Performance Indicators Communication and Cultural Awareness I.EFL.4.1.1 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.4.1 Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction
		Activities / Techniques / Instruments Activities • Exchange information about inspiring people. • Associate pictures with words to get meanings. • Talk about achievements. • Interview a classmate about his/her talents. • Use time expressions to talk and write about plans. • Talk about lifelong learners and their talents.



<p>something when needed.</p> <ul style="list-style-type: none"> • Showing students a video clip of a simple situation and asking them to describe what has happened. <p>Reading</p> <ul style="list-style-type: none"> • Keeping a vocabulary notebook of synonyms and antonyms of words from a text. • Completing an outline for a cross-curricular text. • Brainstorming about a topic and then reading a text to check true and false information. • Completing a KWL chart about a text. <p>Writing</p> <ul style="list-style-type: none"> • Reading an online movie review and identifying common linguistic features. • Sequencing sentences by adding words. • Posting a comment to a classmate's writing on a class blog. <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 of a text and accompanying illustrations and writing questions about the topic. Then reading to find the answers to the questions. • Writing a sentence to describe the author's intention. 		<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>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.4.12.1 Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)</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.4.18.1 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>Techniques</p> <p>Reading</p> <ul style="list-style-type: none"> • Read the title and illustrations of a text to predict the topic. • Use reference words to keep track of ideas in a reading. <p>Listening</p> <ul style="list-style-type: none"> • Use charts to classify information and facilitate listening comprehension. • Look at accompanying images to activate previous knowledge and make predictions about a recording. <p>Speaking</p> <ul style="list-style-type: none"> • Describe people's personal characteristics and abilities by 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 about life achievements. <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: Make a presentation about a Nobel Prize winner and her/his achievements.

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:



Useful Websites

Suggested Online Resources

Unit 1

- * Inventions by Country
http://www.eupedia.com/europe/list_of_inventions_by_country.shtml
- * Computers Changed the World
<http://www.butterats.org/computers-how-they-have-changed-our-lives/>

Unit 2

- * Travel and Adventure
<http://geography.about.com/od/culturalgeography/fl/Ecotourism.htm>
- * Responsible Tourism
<http://www.responsibletravel.com/holidays/responsible-tourism/travel-guide>
- * Travel Responsibly
<http://www.treadright.org/responsible-tourism/tips-travellers>

Unit 3

- * Active Outdoors
<http://www.activeoutdoors.info/outdoor-photography/>
- * Outdoor Games for Youth
http://www.jubed.com/youth_ministry/search/outdoor
- * Life
https://www.youtube.com/watch?v=SO_YS9941Kw
- * Fresh Water
https://www.youtube.com/watch?v=q!AtWG_mDlk

Unit 4

- * Weird but True
http://kids.nationalgeographic.com/explore/adventure_pass/weird-but-true/
- * Fun Facts About Countries
<http://www.sciencekids.co.nz/sciencefacts/countries.html>

Unit 5

- * Jobs and Occupations
<https://www.youtube.com/watch?v=fcKniJHVQ3w>
- * Creative Development in Adolescents
<http://www.scholastic.com/parents/resources/article/stages-milestones/creative-development-adolescents>

Unit 6

- * Inspirational Young People
<http://www.dannymacaskill.co.uk/>
- * Lifelong Learners: Rigoberta Menchú
http://www.nobelprize.org/nobel_prizes/peace/laureates/1992/tum-bio.html

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

References

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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- * Christison, MA (2005) *Multiple Intelligences and Language Learning: A Guidebook of Theory, Activities, Inventories and Resources*, Alta Book Center Publishers.
- * 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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