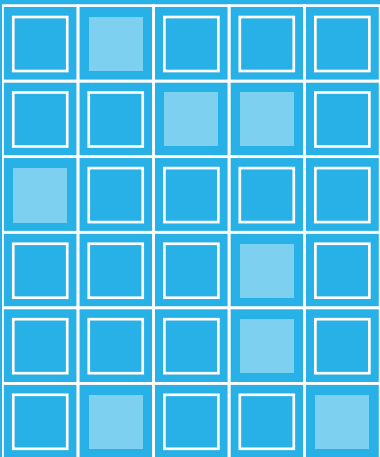
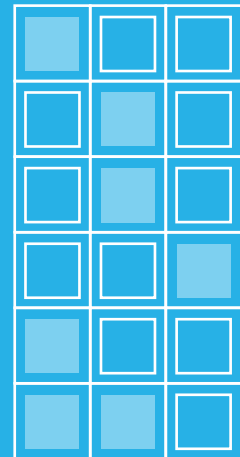




Bachillerato General Unificado OSWALDO TERCERO



ENGLISH RESUELTO



Level

B1.1

TEACHER'S BOOK

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**English B1.1,
Teacher's Guide**

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I. General Description

English B1.1 is a highschool series of English textbooks whose main purpose is to introduce students to English and its culture through a variety of activities and projects intended to tap into students' real lives and expectations. The series also intends to show learners the variety of topics and subjects through which they can learn English not only as a language, but also as a vehicle to learn information from areas such as social studies, natural science and popular culture. Furthermore, *English B1.1* 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.



Objectives and Characteristics

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

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



B. Rationale

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

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



1. Student Centeredness

The authors of *English B1.1* have designed our learning activities taking into account the theory of the Multiple Intelligences developed by Howard Gardner. This theory views learners as individuals with different abilities and potential, so we invite teachers to tap into students' different abilities to help them make the most out of their learning potential in school and life.

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

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

2. Teaching and Learning Approach

English B1.1 is based on an eclectic but informed series of ideas and constructs in language teaching and learning. However, *English B1.1* has been developed taking B. Kumaravadivelu's (2003) ideas into account. He clearly conceptualizes teaching as being enacted through the parameters of *particularity*, *practicality*, and *possibility*. *Particularity* has to do with the fact that teaching has to be responsive to particular contexts where teachers and learners are entitled to have their own ideas about learning. *Practicality* is related to the idea that teachers need to come to terms with the dichotomy of theory and practice, in order to empower themselves to figure out their own theories of language and teaching through their classroom practices. Lastly, the idea of *Possibility* has to do with the empowering of learners so that they can critically appraise both the social and historical conditions of their learning, and therefore pursue new forms of understanding and recreating reality.

English B1.1 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 B1.1*, 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 language meaningfully when creating and presenting it.

In the design of other cooperative tasks, *English B1.1* 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 is for *Individual Accountability*, E stands for *Equal Participation*, and S for *Simultaneous Interaction*. *Positive Interdependence* means that group members need be aware of the fact that there is no I in group work and that the group benefits from the contribution of all members. *Individual Accountability* has to do with the responsibility that each member has to have for the success of the entire group's project. *Equal Participation* calls for the idea of an inclusive group where all members are entitled to have a say regardless of the quality of their ideas or, in the case of language learning, their accuracy and fluency. *Simultaneous Interaction* has to do with the amount of participation that each member of the group has in different projects.

Cross-curricular activities are among the most important features of *English B1.1* 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 are engaged in activities that reflect what they need to know in these subjects. For example, the use of timelines for historic or personal events and the use of graphs and tables to make sense of information in social studies or science.

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



C. Lesson Planning

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

1. WARM UP

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

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

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

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

2. PRESENTATION

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

PRESENTATION

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

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

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

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

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

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

3. PRACTICE

Each unit has several moments of *Practice*. One of the aims of the series is to work towards skill integration. Consequently, students will have plenty of chances to be exposed to the language input through listening and reading, and to use the newly learned language in speaking activities and in writing different types of texts. Besides the integration of language skills, *English B1.1* promotes cognitively challenging activities so that students are encouraged to have a problem-solving attitude towards language learning.

PRACTICE

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

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

APPLICATION

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

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

4. APPLICATION

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

5. EXTRA IDEAS

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

EXTRA IDEAS

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

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

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

II. Series Components

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



A. Students' Book Structure

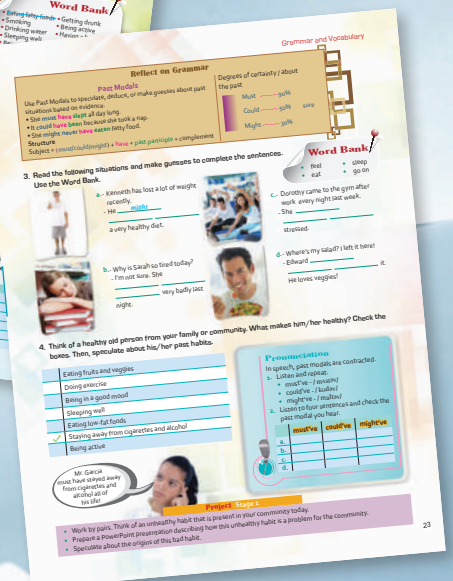
Each book begins with a *Scope and Sequence* which describes each of the six main units in the book. Additionally, there is a *Review Unit* at the beginning of each book, where students are given another opportunity to practice some of the contents and the language aspects studied in the previous book.

1. Unit Opening Page

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

2. Lessons 1-2 Grammar and Vocabulary

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



3. Lesson 3 Reading and Writing

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

Pre-Reading Activities

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

While-Reading Activities

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

Post-Reading Activities

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

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

Lesson 3
Old Times and Modern World

1. Fill in the blanks using the Word Bank. Then, classify the communication means into (M) modern or (A) ancient.

Word Bank

- signals
- post
- mouth
- messaging
- chat
- conference

Vocabulary Strategy
Use visual images and relate them to the language clues to deduce the meaning of new vocabulary.

a. text messaging c. pigeon _____ e. fire _____
b. video _____ d. word of _____ f. online _____

2. Read the essay and circle the words that show contrast among ideas.

Keeping in Touch

1. Going back in time lets us see how people used to communicate in contrast to nowadays. It is undeniable that the reasons why humans beings communicate remain the same (to share news, contact friends, do business, send warnings and so forth), but the ways they do so are different. While in the past people used to send smoke signals, word of mouth messages, pigeon post, or letters and cards, today most people send e-mails, make calls on their cell phones, send text messages, chat online, or use Twitter to communicate.

2. When using old methods of communication, messages took a long time to both be sent and replied. However, with modern communication the message is received immediately, without having to wait too long for the answer. This means that today we enjoy instant communication, even with friends, relatives or colleagues who live in different towns, cities and countries.

3. Technology has contributed to the development of communication, which has become incorporated into daily life. In fact, online communication has been created to facilitate communication. Although in the past, difficult to transmit news and messages because of technology in distant regions, nowadays tech is more widely available and has been incorporated people's daily lives. People can use it everywhere find it hard to imagine their lives without it.

4. Inventions in communication have changed the way people socialize. Long ago, people used to meet at coffee, stop by friends' houses or pick up the call, but modern communication has decreased face-to-face interaction, which some people think their relationships. So, while some think that so may be positive, others consider this change.

5. Communication has been one of the great achievements of humankind. Its evolution the speed at which it works, the influence in it, and its impact on human interaction communication possible for billions of world that used to be out of touch!

3. Complete the chart below.

Reading Strategy
Scan the text to identify specific information.

Paragraph	topic	Past	present
1	Ways of communicating		
2		Messages took a long time to both be sent and replied	
3			
4			Online interaction / virtual interaction

4. Complete the sentences using the words in the Word Bank.

a. In the past, people used to send smoke signals, but now they use online communication.

b. _____ in the past people sent letters and cards, today they send text messages to friends and relatives.

c. _____ nowadays it is Facebook and Twitter that have revolutionized and made people's lives easier and faster.

d. Dorothy used to write letters and send telegrams. _____, today she emails everybody.

Word Bank

- but
- while
- however
- although

5. Write a comparison and contrast essay about the ways your family used to communicate in the past and nowadays.

Introduction: _____

First difference: _____

Second difference: _____

Third difference: _____

Conclusion: _____

Writing Strategy

- State that you want to discuss the differences between two topics.
- Present and contrast one difference at a time (e.g. place, modern and ancient inventions, speed, access, type of interaction, etc.)
- Make sure you use words like *but*, *while*, *however* and *although* to contrast the ideas.
- Conclude by rephrasing what you mentioned in previous lines.

Project Stage 3

- Use the questions you wrote in Project Stage 2 to design the Memory Tradition Survey. E.g. *What traditions did you use to celebrate in your neighborhood?*
- Conduct the Memory and Tradition Survey and organize the data into pie graphs or bar charts.
- Write a report of the data collected and then show the data gathered in charts and figures.

4. Lesson 4 Real Communication

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

Lesson 4
Fit as a Fiddle

1. Listen to the conversations. Fill in the gaps with the expressions in the Word Bank.

Word Bank

- fit as a fiddle
- move heaven and earth
- bad shape
- in murky waters

Susie: Hi! Nice to see you again! It's been years since we last met!
 Patty: Hey! Look at you! You are as fit as a fiddle (a).
 You must have had a very healthy life!
 Susie: Well, I love exercising and I love fat-free food. I do take care of my body and health.
 Patty: Wow, instead, I'm in such bad shape (b). I often have to eat in a rush, you know, at fast food restaurants or even when driving my car!
 Oscar: Look! This is the timber company that bought the pine forest.
 Mike: Do they have permission to cut down the trees?
 Oscar: I'm not sure, the documents I saw are not complete. I think they are in murky waters (c).
 Mike: We need to find out! Let's move heaven and earth (d) to get the information.

2. Match the expressions with their corresponding meaning.

a. Fit as a fiddle	<input type="checkbox"/>	1. behaving in morally and ethically questionable ways
b. In bad shape	<input type="checkbox"/>	2. being in good health or athletic condition
c. Be in murky waters	<input type="checkbox"/>	3. being determined to do something that is difficult
d. Move heaven and earth	<input type="checkbox"/>	4. being in poor physical condition

3. Think of situations related to health and the environment and discuss with a partner. Use the expressions above.

My neighbors and I are worried about garbage and contamination in our parks and rivers.

Well, I think your community has to stay together and move heaven and earth to solve this problem!

Reflect on Values

<ul style="list-style-type: none"> I eat healthy food like fruits, veggies, and fat-free products. I am an active person who likes sports and physical exercise. I take actions to protect our environment and natural resources. 	<table border="0"> <tr> <td>Always</td> <td>Sometimes</td> <td>Never</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	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"/>
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Speaking Strategy
Get engage in a conversation by using expressions such as: *Look! / Well, I guess / know / I think / ...*

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

Real Communication
Share Your Project

1. Discuss your experience.

a. How did you make your PowerPoint presentation? Use the Word Bank to list the steps you followed.

1. _____
 2. _____
 3. _____
 4. _____

Word Bank

- template
- slide
- layout
- images
- text

b. Did you experience any difficulties? Which ones?
 c. Had you ever thought about problematic situations that affect the health of your community and city? How did you identify them?
 d. What did you learn from this experience?

2. Read and answer the questions below.

Most people are interested in having a long and happy life. The way we live every day, together with how we manage our natural resources, can play a key role in enjoying a long and happy life. Having healthy habits goes beyond nutrition. It is true that eating fats and junk food does not do any good to our health, but what else can make a difference? Studies have shown that our personality is also a key factor: being sociable and enjoying time with friends is connected to long life expectancy. But, be wise when choosing your friends because habits, both healthy and unhealthy, are socially contagious. Community problems related to these social habits include obesity, smoking, drinking, and even stress. So, look for buddies who like exercising, sleeping well, and being in a good mood.

Taking care of the environment and protecting the natural resources can also make a big difference. People live longer in places where there is less air pollution, less contamination in rivers and oceans, and less chemicals in the soil. So, look for places where the air, water, and soil are clean.

a. What are the two aspects involved in having a long and happy life?
 b. How is personality connected to life expectancy?
 c. Why is it important to choose your friends wisely?
 d. What are the key environmental problems that affect life expectancy?

Give your Presentation
Introduce yourself.
Mention the two problematic situations you have identified.
Describe each problem one at a time and show the slides.
Talk about the possible origins of each problematic situation.

Useful Expressions
Good morning. We are... (named)
The unhealthy habit that is present in our community is...
The environmental problem we have identified is...
It most/could/might have started...

5. Share Your Project

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

6. Comic

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

Comic
The Moody Bracelets

Read and listen.

Hey, I've decided to sell mood bracelets. I'm sure I'm gonna make a fortune with this!

Don't you believe me? Why don't you try one? Which one would you go for?

Wow! You see it started shining red! It's amazing!

Huh! Sure! This new business will bring in thousands of dollars!

Well, I'm sure none of these really work. But, let's try this one.

What does that mean?

It means you secretly love somebody.

No, I think this bracelet is broken.

Let's try another one. I hope that this one will work properly.

Not at all. These mood bracelets are defective. I'm ginning from ear to ear these days!

He can't find out that I've fallen head over heels in love with his sister!

Look! It's flashing yellow. It means you are impatient or maybe very sad these days?

Huh, precisely now that I'm jobless.

OK. Let's see what happens with the last one. You're really curious, right?

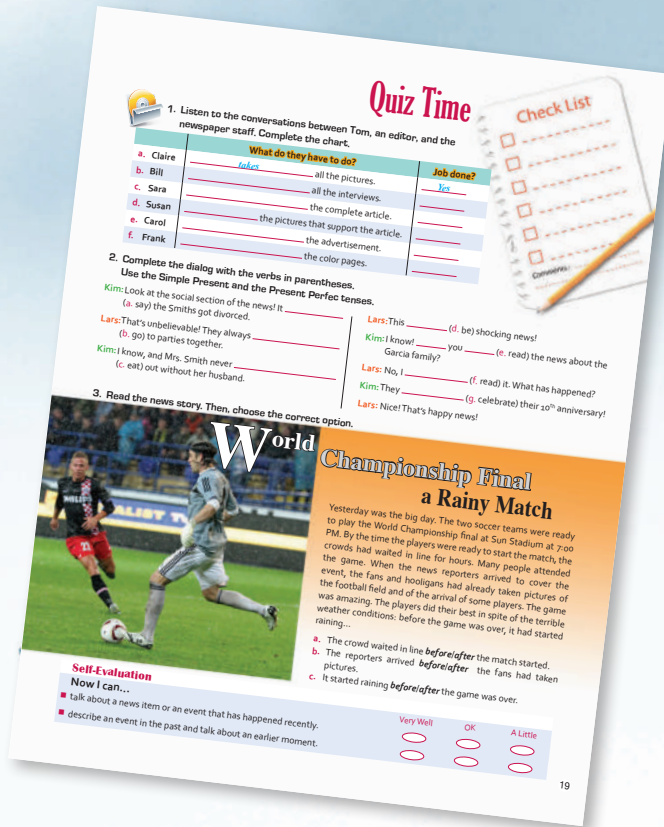
Not really. But, OK, let's see.

Great! It's glowing kind of black and gray. That means you have to pay me!

Ahh! Sure! Is there a bracelet for feeling skeptical and tricked?

7. Game

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



8. Evaluation

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

9. Self-Evaluation

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

Self-Evaluation

Now I can...

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

Very Well	OK	A Little
○	○	○
○	○	○
○	○	○

10. Glossary

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

Activities on page 95

Glossary

A-G

ambitious: *adj.* having a strong desire to be rich, successful, or famous.

analytical: *adj.* involving analysis. *She is an analytical person.*

annoyed: *adj.* feeling angry or impatient. (ant. pleased)

bring in: *v.* to earn money.

competitive: *adj.* wanting to be better or achieve more than others. *Jason is a competitive person.*

disappointed: *adj.* feeling unhappy because something that you hoped for did not happen.

H-I

find out: *v.* to discover information. *I found out he was in Peru.*

get on: *v.* to have a friendly relation with people.

go for: *v.* to choose from various options or possibilities.

hold back: *v.* not to tell or show how you feel.

hopeless: *adj.* showing or feeling no hope. (syn. desperate)

humble: *adj.* not thinking you are better than others. (syn. modest)

impatient: *adj.* having no patience; unable to wait. (ant. patient)

indecisive: *adj.* having difficulty to make decisions. (ant. decisive)

irresponsible: *adj.* not having or showing any care for the consequences of personal actions. (ant. responsible)

S-V

reliable: *adj.* someone or something you can trust. (ant. unreliable)

sensible: *adj.* a person who is reasonable and practical; showing good reasoning and judgment.

sensitive: *adj.* feeling easily offended or annoyed and reacting quickly or strongly to something.

skeptical: *adj.* having doubts about something; not believing what others think is true.

turn down: *v.* to reject a proposal, invitation, etc.

unpredictable: *adj.* changes his/hv easily. (ant. predictable)

vain: *adj.* thinking you are special.

K-R

look after: *v.* to take care of somebody or something.




look into: *v.* to investigate.

doubtful: *adj.* when someone does not feel sure about something.

draw on: *v.* to make use of something that you have for your personal benefit.

excited: *adj.* feeling very happy and enthusiastic. (syn. enthusiastic)

polite: *adj.* being kind and behaving in an educated way. (ant. impolite)

Unit 4 Glossary Activities


1. Unscramble the words and then match them with their definitions.

Word	Definition
a. kofirewsr	<input type="checkbox"/> 1. a light inside a container which has a candle to hang it up
b. porc	<input type="checkbox"/> 2. something happening immediately, without any delay
c. rrpnnereueet	<input type="checkbox"/> 3. explosives that light up the sky and make a loud noise
d. etufear	<input type="checkbox"/> 4. the systematic killing of a lot of people
e. schooluta	<input type="checkbox"/> 5. a person who starts or manages a business
f. ntstian	<input type="checkbox"/> 6. grains, fruits or vegetables grown by farmers
g. nrelant	<input type="checkbox"/> 7. to give particular attention to something


2. Replace the words in bold face with a synonymous word from the glossary.

- The farmer makes his money by selling his **livestock**.
- The **beast** was the ugliest looking thing that I have ever seen.
- The little girl was in a state of **anguish** when she couldn't find her parents in the supermarket.
- The search for a cure for cancer is a **worldwide** effort.
- In China, dragons are **mythical** creatures.


3. Match each illustration with a colloquial expression. Then, use the expressions to complete the sentences.



a.



b.



c.

crowning achievement

in style

break the habit

- Winning a gold medal at the Olympics was my biggest success. It was definitely a _____ in my life.
- It wasn't easy, but I finally _____ of eating too much sugar when I am nervous.
- If Brazil is organizing the opening ceremony for the 2016 Olympic Games, you know that, as always, it will be done _____.

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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

- Newspaper Sections
- News Writing and Reporting
- School World

- Healthy Habits
- Earth Resources

- Character and Personality
- Feelings and Emotions

Goals

- You will learn how to
- talk about news.
 - announce a piece of news that has happened recently.
 - share life experiences.

- You will learn how to
- speculate about lifestyles in the past.
 - express opinion and possibility about past events.
 - describe people, objects, and events.

- You will learn how to
- talk about people's characters and personalities.
 - express feelings, attitudes, and mood.
 - describe events in the life of famous people.

Grammar

- Simple Present tense
- Simple Past tense
- Present Perfect tense
- Past Perfect tense

- Past modals
- Relative clauses

- Phrasal verbs
- Gerunds and infinitives
- Prefixes and suffixes

Skills and Strategies

Grammar: using context clues to make decisions about verb forms according to the tenses

Reading: identifying the lead paragraph of an article

Writing:

- using quotation marks to report what other people say or said
- writing the lead paragraph of a short article, providing a clear and concise overview of the main points

Speaking: using idiomatic expressions to share your own experiences

Vocabulary: classifying vocabulary into categories to remember it better

Grammar: understanding the structure of sentences that make use of connectors

Reading: identifying the thesis statement in an essay

Writing:

- using sequence connectors such as *first of all*, *second of all*, *in summary*, to organize the ideas of a text
- writing a short essay

Listening: reading options carefully before listening to the audio to focus your comprehension

Speaking: using expressions such as *Look! Well, I guess / I know! / I think* to engage in a conversation

Vocabulary:

- paying attention to the prefixes added at the beginning of a word
- using grammar books, dictionaries, or the Internet as sources of reference
- transforming base words into nouns by adding suffixes

Reading: looking at the sentences that are immediately before and after an idea to infer missing information

Writing: writing a biography following a specific structure

Listening: paying attention to the speakers' tone of voice to interpret their feelings

Speaking: using an appropriate tone of voice and gestures to convey your feelings and emotions when holding a conversation

Project

A Newspaper Section

A Power Point Presentation

A Personal Blog

UNIT

4



UNIT

5



UNIT

6



CLIL

- Old Traditions and Customs
- Remarkable People and Events
- Old Times and the Modern World

- Landscapes
- Outdoor Activities

- Real Teen Problematic Situations
- The Teenage Brain

Goals

- You will learn how to
- talk about changes over time.
 - share experiences and accomplishments.
 - discuss traditions.

- You will learn how to
- check for information.
 - ask for agreement.
 - report what someone has said.

- You will learn how to
- talk about what you will normally do in real-life situations.
 - talk about what you would generally do in unreal situations.
 - express regrets and wishes.

Grammar

- Passive Voice
- Used to

- Tag questions
- Reported speech
- Compound adjectives

- First conditional
- Second conditional
- Third conditional
- Wish

Skills and Strategies

Vocabulary:

- using visual aids to guess meaning
- using context clues to find missing words in a passage
- relating new language to concepts already known to memorize vocabulary
- using visual images and relating them to language clues to deduce the meaning of new vocabulary

Reading: scanning the text to identify specific information

Writing: writing a comparison and contrast essay

Speaking: using *That's for sure* or *No doubt about it* to express agreement

Vocabulary:

- relating new language to concepts already known
- using language-based clues to guess meaning

Reading:

- relating the content and the conventions of a text to its corresponding sub-headings
- identifying facts and opinions

Writing: using *so* and *such* to place emphasis on descriptions

Listening: paying selective attention and using general world knowledge clues to identify details

Speaking: using tag questions to keep the conversation going

Vocabulary: associating words in order to remember expressions easily

Grammar: reasoning deductively to apply rules to new language situations

Reading: identifying and differentiating between stated and inferred information

Writing: writing arguments from authority

Speaking: using *say that again*, to ask for repetition

Project

A Memory Tradition Survey

A Promotional Radio Advertisement

A Debate



Review

1. Read the facts from the journalist notebook. Then, use Passive Voice to complete the news reports.

- thieves **stole** 70 cell phones from the City Mall
- the watchman **reported** the robbery
- the mall's manager **denounced** the robbery
- the police **identified** the thieves and **found** the cell phones in a box

70 cell phones **were stolen** from the City Mall last week. The robbery **was reported** (a) by the watchman early in the morning. The thieves **were identified** (b) by the police soon after the robbery **was denounced** (c) by the mall's manager. The cell phones **were found** (d) in a box.

According to the World Meteorological Organization -WMO, the Caribbean coast **will be hit** (e) by a tropical storm next month. Storms **are made** (f) of strong winds and heavy rain. With the storms from last year, homes **were damaged** (g) and some roads **were destroyed** (h), but residents **were informed** (i) by the WMO.

- a tropical storm **will hit** the Caribbean coast
- strong winds and heavy rain **make** storms
- storms from last year **damaged** homes and **destroyed** roads
- the WMO **informed** the residents

2. Based on the news above, use the words to create questions in Passive Voice.

- City Mall / stolen / What **What was stolen from the City Mall** _____ ?
- identified / by / thieves / the police **Were the thieves identified by the police** _____ ?
- found / the cell phones / where **Where were the cell phones found** _____ ?
- a tropical storm / hit / the Caribbean Coast / by **Will the Caribbean Coast be hit by a tropical storm** _____ ?
- made of / strong winds / heavy rain / the storm **Is the storm made of strong winds and heavy rain** _____ ?
- homes / the tropical storm / damaged / last year / by **Were homes damaged by the tropical storm last year** _____ ?





Review

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to revise some of the vocabulary and structures seen in the previous book.	<ul style="list-style-type: none"> ■ Completes news reports using the Passive Voice. ■ Understands the content of written texts and chooses key words to complete them. ■ Talks about unreal situations using the Second Conditional. 	<p>Vocabulary download, hook up, put on, send, stay up, turn on, turn off, Internet, technologies</p> <p>Structures Passive Voice Gerunds and infinitives Simple Past and Past Perfect tenses First and Second Conditionals</p>	<ul style="list-style-type: none"> ■ Using context clues to make decisions about the forms of verbs according to tenses

▶ WARM UP (books closed) **L I**

Invite students to remember what they learned last year in their English class from Viewpoints 4. Have the whole class brainstorm the topics that were meaningful and interesting (e.g. teens' lifestyles, mysteries, Greek myths, fairy tales, fantasy, local news, disasters, smartphones, Facebook, etc.) and the vocabulary that they used the most.

1. Read the facts from the journalist notebook. Then, use the **Passive Voice** to complete the news reports. **L I**

In this exercise students will review the passive voice and will read facts from news reports.

Ask students to work individually. Have them read the instructions and the given example and make sure they understand what the purpose of the exercise is: to read each sentence from the journalist's notebook (active voice) and to use the verbs in bold in Passive Voice to complete the news reports. If necessary, provide a brief explanation of the use of the passive. Then, ask students to compare their answers with a classmate's. They should find cases of disagreement and correct each other's answers. Finally, check answers with the whole class.

2. Based on the news above, use the words to create questions in **Passive Voice**. **L I I**

In this exercise students will review how to ask questions in the Passive Voice.

Tell students that they are going to ask questions about the news reports from the previous exercise so they need to read the reports once again. Have students look at the first question and tell them that the clues are in a different order. Encourage them to work individually. Then, check answers with the whole group. Finally, get students to work in pairs to ask and answer each question about to the news reports.

▶ EXTRA IDEAS **L I**

Select small pieces of news from an English or American newspaper. These can be easily found on the Internet. Bring those pieces of news to class and have students read them in small groups. Encourage them to ask and answer questions in the Passive Voice about each piece of news. Motivate them to use the questions from exercise 2 as a model to create their short conversations.

3. Circle the correct verb form to complete the conversation. Circle both when either the gerund or the infinitive can be used. L V I I

The aim of this exercise is for students to review the use of verb patterns that include gerunds and infinitives after certain verbs.

Encourage students to look at the picture and to describe what they see. Then, read the instructions and make sure they are clear to them. If needed, provide a brief explanation about gerunds and infinitives so that students can remember their use. Invite them to work in pairs and to read the conversation once. Have them read the conversation a second time to choose the best option. To check their answers, ask volunteers to read the conversation aloud.

▶ EXTRA IDEAS L I K

Get students organized into new pairs and encourage them to role-play the conversation. Go around the classroom checking that they use the verb forms appropriately. Then, invite students to follow the model to create similar conversations which describe their plans after they finish high school.

4. Read and complete the text below. Use the given verbs in Simple Past or Past Perfect. L I

In this exercise students will review two tenses: The Simple Past and the Past Perfect.

Tell students to read the text once to get the general idea. Remind them that it is important to understand the

sequence in which the events happened so that they need to identify the first action (and use *the Past Perfect tense*) and then the second action (and use *the Simple Past tense*). Encourage them to complete the exercise individually. To check their answers as a group, have volunteers write their answers on the board.

5. Match the *if* clauses with the *result* clauses.

L I K

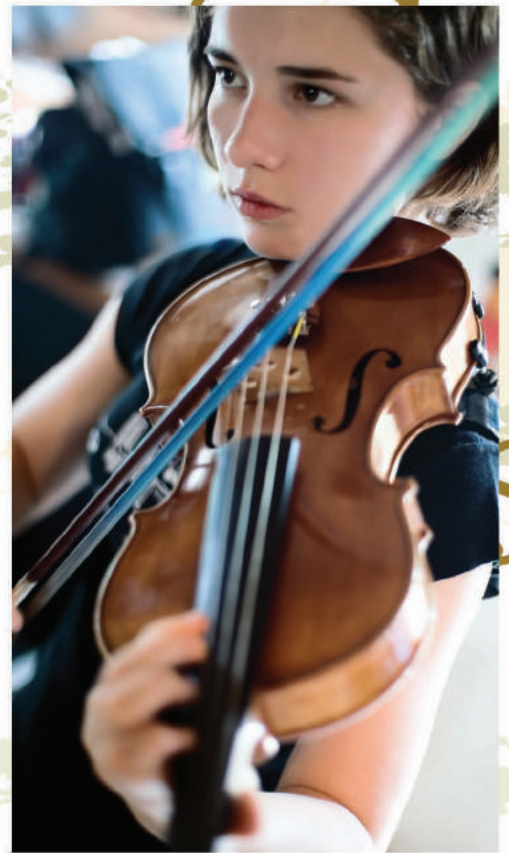
In this exercise students will review the First Conditional. Remind them that we use this structure to talk about future events that are likely to happen.

Ask students to read the statements in the first column and make sure they are familiar with the key vocabulary (e.g. *sweep, ladder, four-leaf clover, itchy palm*). Then, have them read the statements from the second column and do the matching by writing the letters in the right box. Go around the classroom providing any extra guidance students may need. When they have finished, ask them to compare their answers with a classmate's.

▶ EXTRA IDEAS L I I

Write the following question on the board: *Are you a superstitious person?* Encourage students to answer and give reasons to support their answers. Invite them to read the superstitions from exercise 5 and ask them if they think they are true. Have them think of other superstitions in their first language and let them share with the whole class.





3. Circle the correct verb form to complete the conversation. Circle both when either the gerund or the infinitive can be used.

Sam: That was a great performance, congratulations.

Lily: Thanks, I needed (to win / winning / both) this school contest to get a scholarship.

Sam: Do you plan (a. to become / becoming / both) a professional musician and continue (b. to play / playing / both) the violin when you finish (c. to study / studying / both)?

Lily: Yes, I want (d. to play / playing / both) for the best orchestras in the world.

Sam: Wow! Keep (e. to practice / practicing / both) and you'll certainly be the best.

Lily: I hope so. What about you? What would you like (f. to be / being / both)?

Sam: Well, I desire (g. to be / being / both) a famous tennis player. In fact, I'm going (h. to train / training / both) with the best coach in the country, Mr. Nadal.

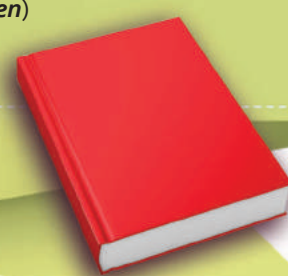
Lily: Wow! When will you start (i. to train / training / both) with him?

Sam: Next week, I'm so excited!



4. Read and complete the text below. Use the given verbs in Simple Past or Past Perfect.

I had seen (see) Miss. Lee somewhere before, I knew (a. know) it. She read mystery books to me in first grade. Miss. Lee was my language teacher. She wanted me to give her back a book she had lent (b. lend) me, but I didn't find (c. not find) it. I was always late for school and generally the reading sessions had already started (d. already start) when I arrived (e. arrive). Before I got (f. get) to school on the last day of class, I had already lost (g. already lose) the book. I didn't know what to tell her or what to do. I never discovered (h. discover) what happened (i. happen) to the book. It was a mystery!



5. Match the if clauses with the result clauses.

- a. If someone sweeps over your feet,
b. If you walk under a ladder,
c. If you find a four-leaf clover,
d. If you have an itchy palm,

- c 1. ...it will bring you good luck.
d 2. ...money will come your way.
b 3. ...you'll have bad luck.
a 4. ...you'll never get married.



6. Read and complete the text. Find the missing words in the Word Bank.

Word Bank

- download • Internet • send • ~~technologies~~ • turn off
- hook up • put on • stay up • turn on • video



The world of information and communication technologies, best known as ICTs, is definitely changing our lives. They can be valuable instruments for education, business, and entertainment. These technological tools include computers, the Internet (a), smartphones, radio and television.

For example, people can do many different things with smartphones, which are like small computers that keep you online. People can take pictures, send (b) and receive instant messages, surf the web, check their email, download (c) apps, and even make video (d) calls. Everybody wishes they had a smartphone at hand.

But, can people really control their online time? Most people today turn on (e) their computers in the morning and stay up (f) all night. They put on (g) their headphones and hook up (h) to the net to enjoy all sorts of Internet resources. It is difficult for them to turn off (i) the computer and take a nice walk. It may be time to unplug the computer and enjoy the fresh air!

7. Complete the survey using the second conditional. Then, write your answers and interview a partner.



What would you do if...	you	your partner
you <u>were</u> (a. <i>be</i>) a famous trend-setter?		
you <u>had</u> (b. <i>have</i>) an extraordinary talent?		
you <u>were</u> (c. <i>be</i>) a prince/princes?		
a fairy <u>granted</u> (d. <i>grant</i>) you a wish?		
there <u>were</u> (e. <i>be</i>) a natural disaster?		
you <u>found</u> (f. <i>find</i>) a piece of asteroid?		
you <u>found</u> (g. <i>find</i>) a bag with \$300,000 in it in a taxi?		
you <u>saw</u> (h. <i>see</i>) a thief stealing a cell phone?		
yo <u>bought</u> (i. <i>buy</i>) the latest smartphone?		
you <u>couldn't</u> (j. <i>cannot</i>) control your online time?		

6. Read and complete the text. Find the missing words in the Word Bank. L I I

The aim of this exercise is for students to review the use of key words related to computers, cell phones, and technology. These include key phrasal verbs.

Have students read the key words from the Word Bank and tell them to complete the gaps with those words. Show the given example and encourage them to read the whole text once without stopping. Encourage them to complete the text on their second reading, when they have grasped the general idea. Suggest students use the contextual clues to find out the key word that best completes each gap. Then, have volunteers read their answers.

▶ EXTRA IDEAS L I I

Invite students to read the text again and engage in a debate discussing their opinions about being “addicted” to using technology and technological devices. Have them share their personal technology experiences and reflect on the importance of being able to control the amount of time they spend online.

7. Complete the survey using the second conditional. Then, write your answers and interview a partner. L I I

In this exercise students will talk about unreal situations using the Second Conditional.

Ask students to first complete the questions from the survey by using the verbs given in the right tense (*Simple Past*). Complete the first question as a whole class and use it as an example. Check answers by having volunteers read each complete question at a time. Encourage them to use the appropriate pronunciation and intonation. Then, make sure each student provides personal answers for each question and writes them down in the appropriate column. Set a reasonable time limit. Go around the classroom checking that they use the verb forms appropriately. Afterwards, invite students to stand up and select a classmate they usually don't work with to ask the same questions. They should take notes of their classmate's answers in the second column. Motivate them to speak English while they work cooperatively. Finally, have students share the most interesting answers they got from their classmates.



Breaking News



Skills

CEF Standards

Indicators

Listening
Comprehension

Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.

- Understands the content of a conversation about recent local, national, and international news.
- Identifies the feelings expressed by the speakers in a conversation about recent events.
- Extracts, from an interview, key information related to the roles of the people involved in newspaper production.

Reading
Comprehension

Can recognize significant points in straightforward newspaper articles on familiar subjects.

- Predicts the content and topic of a newspaper article by reading the headline.
- Identifies key information given in the lead paragraph of a newspaper article.
- Scans and skims the text of a newspaper article to locate specific information.

Oral
Interaction

Can enter unprepared into a conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life.

- Sustains a conversation about recent events that have occurred at the local, national, or international level.
- Expresses his/her own feelings and opinions about recent/current events.
- Holds simple conversations describing a sequence of events.

Oral
Expression

Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

- Describes the sequence of events that make up a newspaper article.
- Gives a brief presentation about the process involved in newspaper production.

Written
Expression

Can write short and simple articles on topics of interest.

- Writes a short article about a recent event at school.

1 Breaking News



► General Objective

You will be able to talk about events that have happened recently and share experiences of your school community.

► Communication Goals

You will learn how to

- talk about news.
- announce a piece of news that has happened recently.
- share life experiences.

► CLIL

- Newspaper Sections
- News Writing and Reporting
- School World

Vocabulary

- Sections of a Newspaper
- Words related to news writing and reporting

Grammar

- Simple Present and Simple Past tenses
- Present Perfect and Past Perfect tenses

► Idioms and Colloquial Expressions

- *To hit the headlines*
- *That's breaking news*
- *To cover the story*

► Project

A Newspaper Section

You will create a newspaper section to narrate recent news and key stories of your school

Discuss:

- Is there a newspaper at your school?
- What is the most famous newspaper in your town and country?





Lesson 1

Have You Read the News?

- Sections
- International
 - e** Social
 - a** Local News
 - b** Business
 - d** Arts
 - Sports
 - Classifieds
 - c** Health

1. Match the columns to discover the headlines and the section they belong to.

- | | | |
|--|--------------------------------|---------------------------------------|
| a. Water bursts through river walls... | <input type="text" value="4"/> | 1. its doors to the public. |
| b. Dollar against Euro... | <input type="text" value="3"/> | 2. hit the headlines once again. |
| c. Cheaper drug to treat... | <input type="text" value="5"/> | 3. the never ending battle. |
| d. New gallery has opened... | <input type="text" value="1"/> | 4. and floods local farmland. |
| e. Royal love scandal has... | <input type="text" value="2"/> | 5. heart disease has been successful. |

Key Expressions

Hit the headlines: to become famous for being reported in the news



2. Read and listen to the conversations about recent news. Then, complete the chart below.

a.



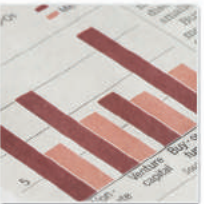
- Mary:** Wow, the royal couple has had another love scandal!
- Jane:** That's unbelievable!
- Mary:** Believe it! It is published everywhere. Haven't you read it yet?
- Jane:** No, not yet. That's shocking news! And you know, the social section never lies.

b.



- Juan:** Look! The new host country for the Olympic Games has already been chosen.
- Mia:** Really? That's the sports event of the year! What's the fortunate country?
- Juan:** It's Brazil. This is the first time for a Latin American country.
- Mia:** Wow! That's awesome!

c.



- Mark:** Do we have today's broadsheet?
- Anna:** Yes. I've already read it. Do you want to check out the economic issues?
- Mark:** Well, I'm always interested in the currency exchange rates.
- Anna:** There's a remarkable change. This week the dollar has fallen and the euro has risen.
- Mark:** Oh! That's astonishing!

d.



- Claire:** Have you read the news today?
- Peter:** No, I haven't done it yet. What happened?
- Claire:** Last Friday heavy rain led to serious flooding in a small town near our city.
- Peter:** Well, it isn't hard to believe. Sometimes things don't work as they should; besides, the authorities haven't fixed the river walls since 1998!

Pronunciation

Rising intonation is used to express strong feelings.

Listen and repeat

- Wow!
- That's astonishing!
- That's awesome!
- That's shocking!



Newspaper Section	Topic	Ways to express feelings about news
a. <u>Social</u>	<u>Love scandal</u>	<u>That's shocking news!</u>
b. <u>Sports</u>	<u>The new host country for the Olympic Games</u>	<u>Wow! That's awesome!</u>
c. <u>Economic</u>	<u>The currency exchange rates</u>	<u>That's astonishing!</u>
d. <u>Local</u>	<u>Heavy rain led to serious flooding</u>	<u>It isn't hard to believe.</u>



Lesson 1

Have You Read the News?

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to talk about recent news from a newspaper and express their feelings about it.	<ul style="list-style-type: none"> Identifies headlines and sections of a newspaper. Understands the content of a piece of news. Expresses feelings about news. 	<p>Vocabulary sections of a newspaper</p> <p>Expressions <i>Hit the headlines!</i> <i>That's shocking!</i> <i>That's awesome!</i> <i>That's astonishing!</i> <i>It isn't hard to believe.</i></p> <p>Structures Present Perfect tense Simple Present tense</p>	<ul style="list-style-type: none"> Using context clues to make decisions about the forms of the verbs according to the tenses

▶ WARM UP (books closed)

Ask students to bring a national or local newspaper to the class. In groups, have students identify and name each of the sections of their newspapers. Then, ask students to select a piece of news from the section they like the best and tell the rest of the group about this recent news. Ask students to share the headlines of the news they select. If the class can be given in the computer room, have students check the online versions of the most popular newspapers from the English speaking world. (E.g. *The New York Times*, *Washington Post*, *The Guardian*, etc.)

▶ PRESENTATION 1

1. Match the columns to discover the headlines and the section they belong to.

Ask students to work in pairs. Make sure they understand what a "headline" from a newspaper is. Tell them that they will discover the headlines for five different pieces of news in a newspaper. Read the given example aloud. Have them solve the exercise and motivate them to speak in English while they work cooperatively. Then, ask students to compare their answers with a pair working next to them. They should find cases of disagreement and correct each others' answers. Finally, make sure they understand the meaning of the key expression and have them underline it in the corresponding headline.

▶ PRACTICE

2. Read and listen to the conversations about recent news. Then, complete the chart below.

    Track 02 - 03

Have students look at the four pictures and ask the main question of the lesson: *Have you read the news?* Encourage them to talk about recent news related to the pictures they see; for example, the next Olympic Games, the weather and the last heavy rainfall that caused flooding in a region/country.

Then, play the audio once and ask students to follow by reading silently the conversations for each piece of news. Play the audio a second time and ask students to focus their attention on the underlined expressions. Then, ask students to look at the chart at the bottom of the page. Read the chart and the given example. Play the audio again and have students complete the chart. Check answers as a class and congratulate them on the good job they did. Refer students to the Pronunciation box and choose volunteers to pronounce and repeat. Emphasize the importance of rising intonation to express strong feelings.

▶ EXTRA IDEAS

Encourage students to practice the conversations in pairs. While students listen to the audio again, ask them to assume different roles and practice. Have them pay special attention to the rising intonation used to express strong feelings and encourage them to imitate the speaker they listen to in the recording. Focus their attention on the four different expressions.

As an additional activity, encourage students to create a conversation about the news they have selected in the Warm Up section above. Motivate them to use any of the previous conversations as a model and to include the Key Expressions they have learned in order to express their feelings about the news.

▶ PRESENTATION 2

3. Complete the sentences. Use the verbs in the Word Bank in the Simple Present and Present Perfect tenses.

Have students read the Reflect on Grammar chart. Go through the second column of the chart and make sure students understand the uses of the key expressions and frequency adverbs.

Refer students to the school newspaper. Ask them to tell you the name of the newspaper: *The Gateway* and the name of the school: *Windmill*. Ask volunteers to read the headlines. Go through the verbs from the Word Bank and tell students to use them in the Present Perfect or Simple Present tense, to complete each text. Focus students' attention on the Grammar Strategy and motivate them to use context clues to make decisions about the forms of the verbs according to the tenses. Have students compare their answers with a classmate.

▶ EXTRA IDEAS

Have students work in pairs and ask them to select one of the pieces of news from exercise 3. Motivate them to think about similar recent news from their own school. Encourage them to write two short sentences to state the piece of news using the Present Perfect and Simple Present tenses. Go around the classroom checking that they use the tenses appropriately. Then, invite students to write their piece of news on a small piece of colored paper and to stick it on the board or on the walls around the classroom. Then, tell students to go around and read each others' school news. Congratulate them on their work.

Project Stage 1

Motivate students to make their first project of the book. Explain that it is divided into three sections, one section per lesson, with the presentation taking place in the 4th lesson. Call on volunteers to read the three steps. Give them time to form their groups. Suggest that they give a name to their group. Each group should select their favorite newspaper section and provide reasons for their choice. Model the exercise with your own information. Based on their choice, encourage students to find out and list recent news about the specific events that have happened recently at school.

Reflect on Grammar

The Present Perfect Tense

Use it to talk about events that occurred at a non-specific time in the past and continue to the present.

- I've **already** read it.
- The host country for the Olympic Games has been chosen.
- I haven't read the local newspaper **yet**.
- Haven't you read it **yet**?

- Use **already** to say that something happened sooner than expected in affirmative sentences.
- Use **yet** to mean "until now" in negative sentences and questions.

The Simple Present Tense

Use it to express routines and facts.

- I'm always interested in the currency exchange rates.
- And you know, the social section never lies.
- Sometimes things don't work as they should.

Use frequency adverbs to indicate the frequency of routines and habitual actions.



3. Complete the sentences. Use the Word Bank in the Simple Present and the Present Perfect tenses.

Word Bank

- win (2x)
- like
- send
- be
- attend
- arrive
- show
- close
- buy
- create

Grammar Strategy

Use context clues to make decisions about the forms of the verbs according to the tenses.



Monday January 30, 2013

No. 1

WINDMILL BEATS SAN FRANCISCO SCHOOL



Our basketball team has won the interschool championship again. It is the third time our players have won (a) the trophy and succeeded in this important sports event.

PARENTS AT SCHOOL: When Arts Matter

The majority of the school's families have attended (b) the Arts Festival this year. This is awesome news! Students have (c) already sent (d) the families a *thank you note*.

NEW SCIENTISTS OF ALL AGES AT WINDMILL

The school science fair always shows (e) students' creativity and love for design. On this occasion, a 10th grade girl has created (f) some innovative software for learning English in a fun way.

STUDENT'S VOICES & NEEDS

It's a fact that most students like (g) new technologies and the computer lessons. However, the school's computers are very old and don't work properly. The school hasn't bought (h) new ones yet.

ADMISSION PROCESS OVER

The school has (i) already closed (j) its doors to new students. Admissions for the next academic year are (k) now over.



SOFT NEWS

The school principal is still on vacation. She hasn't (l) arrived (m) from Houston, Texas yet.

Project Stage 1

- Get into groups of three.
- Select your favorite section of a newspaper and justify your choice.
- Do some research about events, news and stories that have happened at your school.



Lesson 2

From the Inside of a Newspaper



1. Look at the pictures and guess the roles of the people involved in newspaper production. Then, listen and check.



Mr. Graham

- Graphic Designer
- Publisher



Claire Davis

- Photographer
- Columnist



Tom Middleton

- Press Operator
- Editor



Kim Harris

- Journalist
- Secretary



2. Listen and complete the interview with words in exercise 1.

Matt: Good afternoon, Mr. Graham. I want to know about the process of newspaper production. How did you produce the last piece of news about the truck accident?!

Mr. Graham: Well, we published it last week and we worked as a team. The process involved different stages and different staff. At 4:00 AM, the journalist went to the scene where the event had taken place. (1) When she arrived, the photographer had already taken some pictures of the accident.

Matt: What did the journalist do after she arrived on the scene?

Mr. Graham: At 4:15, the journalist (a) asked questions and recorded the information. (2) Before the interviews, she had checked her voice recorder, of course! At 5:30, the journalist wrote the news story.

Matt: Did the journalist show her article to the editor (b)?

Mr. Graham: Yes. (3) By the time the editor gave the text to the graphic designer (c), he had already checked the content of the story. The graphic designer used the pictures that the photographer (d) had sent him one hour before and selected those that best illustrated and supported the article.

Matt: What happened during the final stages of the process?

Mr. Graham: Finally, the graphic designer created the page layout and produced the final version of the newspaper article. It was ready at 7:30. (4) We published the news at 8:00 after the press operator (e) had printed it.





Lesson 2

From the Inside of a Newspaper

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to talk about the production of news and the people who are involved in the process.	<ul style="list-style-type: none"> Identifies the different roles that exist in the production of news. Understands the sequence in which events occur. 	<p>Vocabulary graphic designer, publisher, photographer, columnist, press operator, editor, journalist</p> <p>Structures Past Perfect tense Simple Past Tense</p>	<ul style="list-style-type: none"> Identifying and describing a sequence of events

▶ WARM UP (books closed)

Ask students about their personal experiences: *Have you ever participated in your school's newspaper production? Which roles have you performed? Which activities did you develop?* If the school does not have a newspaper, ask students to speculate about the people who work in the production of a local/regional or national newspaper: *Who are the people involved in newspaper production? What do these people do? If you worked for a newspaper, which role would you like to perform?*

▶ PRESENTATION 1

1. Look at the pictures and guess the roles of the people involved in newspaper production. Then, listen and check.     *Track 04*

Read the title of the lesson and tell students that they are going to learn about the people involved in the production of a newspaper. Invite students to look at the people in the pictures and to make guesses. Then, have them compare their answers. Tell students to justify their choices by making use of their background knowledge. Finally, play the audio once and check the answers as a group. Congratulate them on their work.

▶ PRACTICE

2. Listen and complete the interview with words in exercise 1.    *Track 05*

Tell students that they are going to listen to a conversation in which the production process of a piece of news is described. Write the following steps on the board and ask students to organize them to make guesses about the news production process: *interview the people involved, take pictures, go to the place, record the interview, write the report, edit the text.*

Afterward, have them guess what the news is about by looking at the picture. Encourage them to follow the conversation by reading silently as they listen. Play the recording once. Play it again and make some short pauses in between each text so that students have time to write the key words. Check the spelling by asking volunteers to spell the words they write to complete the interview.

PRESENTATION 2

3. Read the four numbered sentences in the interview and fill in the chart.

Read the given example out loud and explain the activity to the students. Make sure they understand the sequence in which the events happened as expressed in the interview from exercise 2. Then, ask them to identify the second numbered sentence from the interview. Help them identify the first action and guide them to write it down in the chart, using the Past Perfect tense. Then, help them identify the second action and guide them to write it down in the chart using Simple Past tense. Next, encourage students to work individually with the other two numbered sentences. Finally, check their answers as a group. Have volunteers write their answers on the board.

Motivate students to read the Reflect on Grammar chart. It presents and exemplifies the uses of the key tenses worked on in this lesson: Past Perfect and Simple Past. Go through the second column of the chart and make sure students understand the uses of the common expressions.

PRACTICE

4. Complete the interview with the verbs in parentheses. Use the Simple Past or the Past Perfect tenses. Then, listen and check.

    Track 06

Invite students to work in pairs. Tell them that they are going to read and complete an interview between a journalist and a high school student. Suggest that they read the complete interview first. Then, allow sufficient time to fill in the gaps with the verbs in parentheses. Encourage students to refer to the Reflect on Grammar chart in order to make decisions about the tense they should use to complete each gap. When they have finished, ask students to check their answers with another pair. This will help them identify the differences and similarities in their answers and focus their attention on the most difficult choices. Then, play the recording and tell students to focus their attention on the missing words. Play the audio again and let them listen and check their answers. Play the audio as many times as necessary with short pauses in between each text so that students have time to write the correct answers. Finally, provide further support if needed, explaining the use of each tense by having students identify the first/earlier action (*Past Perfect*) and the second/latter action (*Simple Past*) in the sequence of events described in the interview.

EXTRA IDEAS

Using the interviews from exercises 2 and 4, invite students to work in pairs in order to role-play each interview. To prepare students, play the audio several times so that they can practice the pronunciation of the key words and the intonation of the different sentences. Encourage students to change their roles and work with a different pair.

Project Stage 2

Ask students to get into their project groups in order to check the list of events that have happened recently at school. Encourage them to find out as many details as possible about the selected event(s) related to the newspaper section they selected in Project Stage 1. Motivate students to assign a role to all the members of the group. That is, one student can be the journalist; another can be the photographer, the editor, the graphic designer, and so forth. Each student should perform the actions that correspond to their role. Students can ask teachers and students questions to learn the details about the news. Suggest that they take notes about the events or stories they are being informed about. They can also take pictures at the moment of interviewing teachers and classmates.

3. Read the four numbered sentences in the interview and fill in the chart.

Sentence	First / earlier action	Second / later action
(1)	<i>the photographer had already taken some pictures of the accident</i>	<i>the journalist arrived</i>
(2)	<i>The journalist had checked her voice recorder</i>	<i>the interviews</i>
(3)	<i>The graphic designer had already checked the content of the story</i>	<i>the editor gave the text to the graphic designer</i>
(4)	<i>The press operator had printed the article.</i>	<i>The crew published the news</i>

Reflect on Grammar

The Present Perfect Tense

Use it to talk about an action that happened before another action in the past.

When the journalist arrived, the photographer **had already taken** some pictures of the accident.

First) the photographer **took** some pictures of the accident. (Later) the journalist arrived.

Common expressions: Before (that), By then, already

The Simple Present Tense

Use it to express actions that started and ended in the past.

How did you produce the last piece of news about the truck accident?

We published it last week.

Common expressions: Last week, yesterday, that day, when



4. Complete the interview with the verbs in parentheses. Use the Simple Past and the Past Perfect tenses. Then, listen and check.



Journalist: Hi, Tina. You are a student at Lincoln High School. Please tell me about the new library project or the initiative you and your classmates had. What was this story about?

Tina: OK. Last year my classmates and I noticed (notice) that our school library didn't have (a. not have) many nice new books and we decided (b. decide) to do something about it. When we invited invited (c. invite) neighbors to donate books, we had already collected (d. collect already) story books and textbooks from our teachers. Before that, we had talked (e. talk) to the school principal to ask for his permission, of course! The book collection process was (f. be) a great success. By the end of last year, we had already gathered (g. gather already) 250 new books.

Project Stage 2

- Ask key people at school to find out the details about the events you have done research on.
- Assign the group members different roles. Each member will play a key role.

E.g. journalist, editor, graphic designer...



Lesson 3

Hit the Headlines

1. Match the concepts with their definitions.

- | | | |
|-----------------------|----------|--|
| a. Headline | c | 1. The key or main information of an article |
| b. By-line | a | 2. The title of an article |
| c. Lead paragraph | d | 3. The body or secondary ideas of an article |
| d. Supporting details | b | 4. Line that gives the writer's name |

2. Read the headlines of the article below and predict the topic.

- The article is about the Williams sisters' life after ten years of practice.
- The article is about the success of the Williams sisters over the last ten years.



3. Read the article and complete the diagram on page 15.

SPECIAL

Sports

BY STEVEN RODRIGUEZ



THE WILLIAMS: Beyond a Decade of Dominance



In professional women's tennis around the world there are two sisters who have already made history since their debut in 1994. They are Venus and Serena Williams. They were born in the United States, in the 80's, and they live in Florida with their family. The Williams

sisters have played in professional tennis matches since the 1990's and by the year 2003 both had become No. 1 in the world.

They have hit the headlines several times and have made history for various reasons. First, the Women's Tennis Association (WTA) has ranked the Williams sisters World No. 1 in singles on various occasions. Second, they became the first black women to accomplish this goal in the history of tennis. Third, they have won more Olympic gold medals than any other female tennis player. "We play with our hearts and souls for our country and for all the women we represent in the world," said Venus.

But what makes the Williams sisters such outstanding tennis players? "We train really hard every day and keep our bodies fit to build an aggressive style," said Serena. It is noticeable that it takes discipline and great physical effort on their part. "We also eat very healthy food and if we get an injury, we take good care of it until recovery," said Venus. But mental and emotional aspects also play a key role. "Sometimes, they can get nervous when they get near the finish line in a key set," said Richard Williams, their father, best friend and mentor. They love each other and have strong family bonds.

Reading Strategy

The lead paragraph of an article is always the first lines of it.

Writing Strategy

- Use quotation marks " " to report what other people say or said.
- E.g. "We also eat very healthy food and if we get an injury, we take good care of it until recovery," said Venus.



Lesson 3

Hit the Headlines

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to read and write a short article about a recent event at their school.	<ul style="list-style-type: none"> Understands the key information presented in a newspaper article from the sports section. 	Vocabulary headline, by-line, lead paragraph	<ul style="list-style-type: none"> Identifying the lead paragraph of an article Using quotation marks to report what other people say or have said

▶ WARM UP (books closed)

Ask students to bring printed newspapers to the class (if the class can be developed in the computer room, ask students to use the Internet to check newspaper websites). Tell students to check the Sports section of their newspapers and identify the headlines of the sports news. Ask them to make a list of the famous sports people (men and women) who are hitting the headlines in local, national and international news.

Pre-Reading

1. Match the concepts with their definitions.

Ask students if they are familiar with these concepts. Tell them that these are the main parts of a newspaper article. Challenge them to guess their meanings. Then, have students match and check their answers. Make sure the meanings are clear.

While Reading

2. Read the headlines of the article below and predict the topic.




Invite students to preview the text by looking at the headline and call on a volunteer to read it to the class. Then, ask another volunteer to read the two options given. Assign enough time for students to discuss in pairs the option that best predicts the topic and the content of the article. Elicit answers from some students. Then, provide the correct answer and explain –if required– the meaning of the key words: *beyond*, *decade*, *dominance*.

3. Read the article and complete the diagram on page 15. Track 07

Play the audio and have students listen to and follow the text by reading it silently. Direct students' attention to the Reading Strategy and read it aloud.

The lead paragraph is the opening one that includes essential information about the *who*, *what*, *how*, *where*, *when*, and *why*. Go back to the text and have students focus their attention on this first part and then play the audio making a pause at the end of the lead paragraph. Ask students to look at the chart on page 15 and to work individually to complete it. Give them enough time to re-read the lead paragraph silently and to locate and write down the required information. Afterwards, ask them to compare their choices with a classmate next to them. Check answers as a class.

Post-Reading

4. Identify the secondary ideas in the article and complete the chart. Not all the spaces must be filled in.   

Ask students to work in pairs. Have them read the instruction and let them have a look at the chart. Give them sufficient time to read the text again. Then, highlight the importance of identifying the four key ideas, including the given example, in order to know what to look for in the reading and how to complete the chart with the information required. Have them read the given examples from the chart and make sure it is clear for students by checking their first two answers as a class. Then, invite them to fill in the rest of the chart in pairs. Encourage students to discuss their answers in English while performing the activity.


Go around the classroom, providing as much help as students require. Make sure students refer back to the text in order to complete their charts. Also check their writing and spelling.

Check students' answers as a class by having volunteers read what they have written under each column. It would also be very interesting for students if you could make an amplified copy of the chart on a transparency, so that several volunteers could write their answers and the class see the completed chart as a projection on the board.

EXTRA IDEAS

To extend this activity, you can bring selected articles from an international newspaper, written in English, and ask students to fill in a similar chart in teams. You can also ask them for suggestions about the news or newspaper sections they would like to work on. This activity can be organized as a competition with a time limit and points.

Writing

5. Write a short article about the most recent event at your school.  

Ask students to work individually. Have them read the instruction. Give them enough time to think and select the most recent event at their school. Go through with students the sections they need to include in their short articles. Make sure the expected content for each section is clear to them. Then, refer students to the Writing Strategy. Highlight the importance of writing full sentences (with a subject pronoun, verb, and a complement) for each one of the main points as suggested in the Writing Strategy. Give them an example from the text. Also, tell students that another important strategy that helps them improve their writing skills is to use the story in exercise 3 on page 14, as a model. Direct students' attention to the Writing Strategy on that same page and encourage them to include examples to report what other people say or have said. Circulate around the classroom, providing as much help as students require. Also check their writing and spelling.

Project Stage 3

At this stage, students will get as many details as possible about the events, news and stories that have happened at their school. Encourage them to write key questions about a story: **who, what, when, where, how** and **why**, and invite them to interview two members of the school community. Suggest that students record the interviews and take pictures. This will help them include all the details and illustrate their articles. Guide students to write short narrations of the news they have discovered. Encourage them to create a nice design using the texts and the pictures.

Lead Paragraph

Who

Venus and Serena Williams

What

They have already made history.

Where

In professional women's tennis around the world

When

Since their debut in 1994

How/Why

Playing professional tennis

4. Identify the secondary ideas in the article and complete the chart. Not all the spaces must be filled in.

Idea No.	Who	What	Where	When	How/Why
1	Women's Tennis Association	First black women to be ranked No 1			<i>They have won in singles on various occasions.</i>
2	Venus and Serena Williams	<i>Won more Olympic gold medals than any other female tennis player</i>		<i>In the history of tennis</i>	
3	The Williams sisters		Olympic Games		<i>They play with...</i>
4	The Williams sisters	Outstanding players			<i>Train really hard, keep their bodies fit. They eat very healthy food and take good care of injuries.</i>

5. Write a short article about the most recent event at your school.

(Headline) _____

(By-line) _____ *Answers may vary.*

Lead _____

(Body) _____

Writing Strategy

Write the **lead** of a newspaper article by providing a clear and concise overview of the main points: **who, what, when, where, how and why.**

Project Stage 3

- Use key questions to interview two members of the school community. Record the interviews and take pictures, too.
- Write short narrations of the news you discovered.
- Create a nice design using the texts and the pictures.



Lesson 4

Hot News



1. Listen to the conversations. Fill in the gaps with the expressions in the Word Bank. Then, check the correct meaning of the expressions

Word Bank

- hit the headlines
- breaking news
- covered the story

a

Joey: God! I completely forgot to go to the crime scene!
Julia: You mean the bank robbery?
Joey: Yes, it was raining and I had to finish another report.
Julia: Don't worry. Mike and a photographer covered the story.

Meaning: Mike and a photographer protected two cameras.
 Mike and a photographer did the report.



B

Omar: Look! There was another tsunami close to the coast of Japan.
Patty: Wow! When did it happen?
Omar: Just half an hour ago! This is breaking news!

Meaning: Omar wants to cut the newspaper to get the news about Japan.
 Omar is highlighting that the news is recent or has just happened.



C

Phil: Have you read the international news?
Clark: Yes! Sara has won the Latin American Music Award!
Phil: That's awesome! She has hit the headlines!

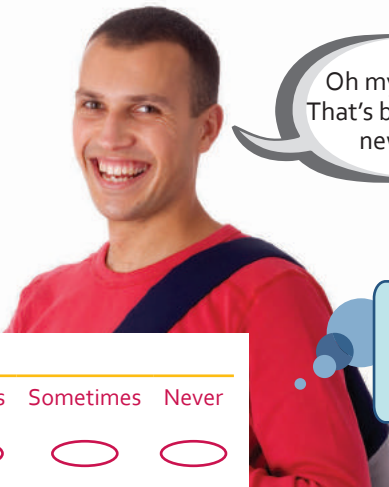
Meaning: Sara has become famous because of her prize.
 Sara has cut out music headlines from the newspaper.



2. Work with a partner. Use the previous expressions to share your own experiences.



I've just noticed on TV that the English band Muse will visit our country in January.



Oh my God! That's breaking news!

Reflect on Values

	Always	Sometimes	Never
■ I read the newspaper to learn about local and world events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am curious about everyday happenings and events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I talk about the news I read and express my feelings about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Speaking Strategy
 Use idiomatic expressions to share your own experiences.

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



Lesson 4

Hot News

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to use colloquial expressions to talk about articles in a newspaper.	<ul style="list-style-type: none"> ■ Uses key words to guess the meaning of colloquial expressions. ■ Uses colloquial expressions in simple communicative situations. 	Vocabulary <i>Hit the headlines</i> <i>Breaking news</i> <i>Covered the story</i>	<ul style="list-style-type: none"> ■ Using idiomatic expressions to share your own experiences

▶ WARM UP (books closed)

Start this lesson by playing the “Jumbled Headlines Game”. Choose a number of headlines from the latest issues of international newspapers such as *The New York Times*, *The Washington Post*, *USA Today*, *The Guardian*, or *The Sun*. You can easily get these newspapers from the Internet. Make sure to choose a nice mixture including headlines from different sections of the newspapers. Type (or write on the board) jumbled versions of the headlines and ask the students to unscramble and reassemble them. This can be done as a solo, pair or small, group activity. You may assign scores for each correct answer. Finally, check answers together as a class activity.

▶ PRESENTATION 1

1. Listen to the conversations. Fill in the gaps with the expressions in the Word Bank. Then, check (✓) the correct meaning of the expressions.

    Track o8

Invite students to listen carefully to three conversations about news. Play the audio once without any pauses. Then, have students read the expressions from the Word Bank and tell them to listen again and try to complete the gaps with those expressions. Afterwards, play the audio and invite students to listen carefully and check their answers. Then, have volunteers read the given options and invite the class to discover the meaning of the expressions in red. Suggest that students use contextual clues to infer the meanings of the expressions.

▶ PRACTICE

2. Work with a partner. Use the previous expression to share your own experiences.

Use the previous expressions to share your own experiences. Encourage students to work in pairs and briefly brainstorm information about recent news and events that have happened recently at a regional, local, national, and international level. When they have selected the events they want to talk about, motivate them to hold short conversations that describe the news/events. Encourage students to use the expressions learnt in Lesson 1 to express their feelings about the news. Highlight the importance of the Speaking Strategy and make it explicit that the main purpose is to place new expressions into different contexts to learn when and how to use them.

▶ Reflect on Values

Focus students’ attention on the value of reading newspapers to learn about local and world events. As they might have noticed, getting access to newspapers is very easy through the Internet nowadays. Emphasize the importance of being curious about everyday happenings and events. Remind them that being curious and reading about recent events enables them to hold interesting conversations with friends, family members, teachers, classmates, and the community as a whole.

Gap Activity

Refer students to the Gap Activity. Have them get into pairs and sit face to face with each other to complete the activity on pages 87 and 89. Encourage them to use the clues to complete the missing information and to speak in English while they work cooperatively.

Share Your Project

1. Discuss your experience.



Before inviting students to reflect upon what they experienced while carrying out their projects, highlight that it is quite natural to go through a series of opposing emotions or feelings when working on projects that include several stages and teamwork. However, if we put all of those aspects together, they will most probably help us grow both personally and academically. Assign some time for each student to go over the questions individually.

a. What role(s) did you play in the school newspaper production? Describe the activities you completed.

Ask students to think about their roles and to describe the responsibilities they had, the activities they completed, and the sequences of events they went through as they performed active roles in the production of the newspaper.

b. How did you feel when performing those roles?

Encourage students to be as open and honest as possible. Tell them to express both positive and negative feelings. Let them think of their feelings about their own performance as well as their feelings when working with the other members of their teams.

c. Did you experience any difficulties? Which ones?

Tell students that it is natural to experience difficulties when embarking on a project and when working cooperatively as part of a group. Let them express those difficulties freely.

d. Had you participated in a newspaper production before? What was the experience like?

If this was the first time they have participated in the production of a newspaper, motivate them to think about this as their first experience in which they produce articles based on school life and the school community. Let them know that the production of the school newspaper may have an important impact on the school as it involves the school community and the most important events.

e. What did you learn from this experience?

You can guide students to think about this as a learning experience. Ask them to consider what they learned about: the language (vocabulary, grammar, language use, expressions, etc.), the stages involved in newspaper production, communication strategies used to get the information they needed, teamwork, and individual work.

Have them share their answers with the rest of the class and seize the opportunity to emphasize the importance of persevering, and being organized and creative when embarking on any task or project.

2. Read and answer the questions.



After playing the audio once, motivate students to read the text out loud and practice speaking clearly and quickly. This section provides factual information about key features of newspapers. After listening and reading, motivate students to answer the key questions using their own words.

3. Give your Presentation.



Read each one of the guidelines given in the Useful Expressions and Give your Presentation boxes and clarify any doubts students may have. Make them notice that there is a connection between the charts. Then, assign enough time for students to organize their presentations and display the newspaper sections they have designed and produced. Walk around the classroom and provide help as needed. Before students present their work, remind them to speak clearly, maintain eye contact with the audience, and stand up straight. Have them rehearse how they will use their visual prompts correctly. It would be encouraging to invite teachers and students from other classes so that the school community can read the newspaper sections produced by students about school life.

Share Your Project

1. Discuss your experience.

- a. What role(s) did you play in the school newspaper production? Describe the activities you completed.

- b. How did you feel when performing those roles?

Answers

- c. Did you experience any difficulties? Which ones?

may vary.

- d. Had you participated in a newspaper production before? What was the experience like?

- e. What did you learn from this experience?



2. Read and answer the questions.

Newspapers can be published every day or every week, thus, they can be daily or weekly newspapers. They can also be local, national, or international. Newspapers are typically printed on cheap, low-quality paper, usually called newsprint. A newspaper is a publication that contains informative articles, news of current events, advertising, and a variety of entertaining features such as crosswords, editorial cartoons, and comic strips.

Newspapers also cover a variety of topics and these are organized in sections. Each section contains articles that are based on facts. The title of an article, printed in large letters, is called the headline, and the author and publishing date are usually included. The different sections of a newspaper

include: politics, business and economy, education, opinion, arts, sports, health and lifestyle, and a number of classifieds about jobs, real estate, cars, and other products. Almost all printed versions of newspapers also have online editions. Broadsheet newspapers generally contain more serious news than tabloids, which are smaller and emphasize shocking stories about famous people. Newspapers' readers pay a subscription to help fund the newspaper production.

- Which categories can newspapers be classified in?
- What is *newsprint*?
- What are the characteristics of a newspaper section?
- What's the difference between *Broadsheets* and *Tabloids*?

Give your Presentation

- Introduce the members of your team.
- Mention the roles played by each one.
- Mention the section you have designed.
- Talk about the stories and the information you gathered about the key, current events at your school.
- Talk about the people you interviewed and the sources of your information.

Useful Expressions

- Good morning. This is our group. We are... (names)
- I played the role of...
- We have designed the _____ section.
- Our main stories/news are/is ...This story is about...
- We have interviewed the school principal...



Comic The Interview



1. Listen and read.

At home...

Jim, take a look at this news. It's important for your job interview tomorrow.

OK, Mom!

The Times
Time for Action: When the Weather Hits

At the ABC News headquarters...

Mr. Sanders why do you want to be a news reporter?

Well, I'm a good communicator... and I love to interact with people.

Good! What's hitting the headlines these days?

Hitting the headlines? Oops! I guess... it's the use of...

Have you read the news lately?

Well...

What's the breaking news about the weather?

I don't know.

I guess I have to learn to hit the headlines and break the news!



Comic

The Interview

Listen and Read.   

Pre-Reading (books closed)

Draw students' attention to the title of the comic. Let them share ideas about different types of interviews. When they mention *a job interview*, invite them to think about important things that one should do before the interview to be prepared and well informed.

While Reading  *Track 10*

Have students open their books and tell them to read the comic in pairs, assigning a role to each student (the interviewer and the interviewee). Encourage students to read the comic at least twice and to focus on the idiomatic expressions they find. Instruct students to read the complete story without stopping to look up new words.

Post-reading

Encourage students to discuss the importance of reading the newspaper and being informed about recent events at a local, national and international level. To extend the activity, you can motivate students to role-play the comic.

 EXTRA IDEAS  

Ask students to bring different newspapers to class. If possible, encourage students to get newspapers both in English and in Spanish. If the printed versions are difficult to obtain, motivate students to get the online versions of different newspapers from the Internet. Once students have gotten the newspapers, tell them to find the **comic** sections. These are usually found in the entertainment and/or social section of a newspaper. Invite students to read various comics and to select the ones they like best (at least one in English and one in Spanish). Then, encourage them to share their comics with the whole class.

Quiz Time

Before the test

Invite students to answer the quiz individually. Remind them of the fact that this quiz will help them become aware of their strengths and weaknesses. Stress the purpose of the test: **not** to count the number of right and wrong answers, but rather to identify how to sort out language learning process difficulties, without being judgmental. Encourage them to read the instructions for each part of the quiz carefully. After they have worked individually, have them check their answers in pairs before sharing them with the whole class.

1. Listen to the conversations between the editor (Tom) and the newspaper staff. Complete the chart. Track 11

Tell students that they are going to listen to a conversation between the newspaper editor whose name is Tom and various members of the newspaper's staff. Give students a couple of minutes to read the information given in the chart before listening. Make sure they understand that in the first column they need to complete the statements with a key word (verbs in *Simple Present* tense) and for the last column they need to decide if the staff members have completed their jobs (assignments) by writing, *yes* or *no*. Then, play the audio at least three times and encourage students to write down and check the answers for each staff member.

2. Complete the dialog with the verbs in parentheses. Use the Simple Present and the Present Perfect tenses.

Suggest that students read the complete conversation once to get the general idea. Then, ask them to read each part of the dialog with its corresponding verb. Tell learners to select the most appropriate tense (*Simple Present* or *Present Perfect*) to complete the phrase. You can suggest that students focus their attention on the words shown before the blank to identify what the correct answer is.

3. Read the news story. Then, choose the correct option.

Encourage students to read the text at least twice. Ask them to focus their attention on the sequence of events. Tell them that after reading, they should read the statements and select the best option. They can circle or underline their answers and re-read the text if necessary.

Self-Evaluation

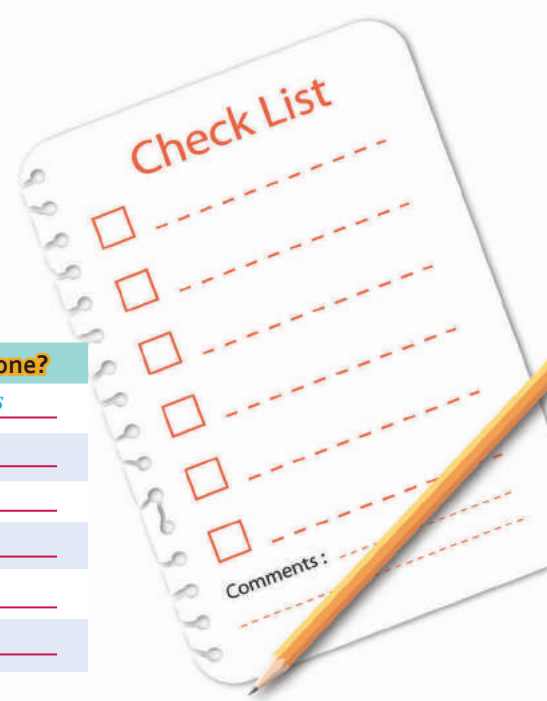
Invite students to read the Self-Evaluation chart. Tell them to check their choices according to their progress in the unit and share their answers with their classmates. Have students reflect upon the fact that an evaluation is more than a number or a letter: it is a means to detect strengths and weaknesses. Advise them to form study groups to overcome their weaknesses.

Glossary

Tell students that the Glossary is useful to develop dictionary skills. Motivate them to read the entries of the Glossary and their corresponding definitions. Practice pronunciation by reading each word out loud. You may want to add some

interesting examples or have students create their own ones. Invite them to do the Glossary Activities on page 93. Bear in mind that this page corresponds to page 20 in the Teacher's Guide.

Quiz Time



1. Listen to the conversations between the editor (Tom) and the newspaper staff. Complete the chart.

	What do they have to do?	Job done?
a. Claire	<u>takes</u> all the pictures.	<u>Yes</u>
b. Bill	<u>records</u> all the interviews.	<u>Yes</u>
c. Sara	<u>writes</u> the complete article.	<u>Yes</u>
d. Susan	<u>organizes</u> the pictures that support the article.	<u>No</u>
e. Carol	<u>designs</u> the advertisement.	<u>Yes</u>
f. Frank	<u>prints</u> the color pages.	<u>No</u>

2. Complete the dialog with the verbs in parentheses. Use the Simple Present and the Present Perfect tenses.

Kim: Look at the social section of the news! It says (a. say) the Smiths got divorced.

Lars: That's unbelievable! They always go (b. go) to parties together.

Kim: I know, and Mrs. Smith never has eaten (c. eat) out without her husband.

Lars: This is (d. be) shocking news!

Kim: I know! Have you read (e. read) the news about the Garcia family?

Lars: No, I haven't read (f. read) it. What has happened?

Kim: They have celebrated (g. celebrate) their 10th anniversary

Lars: Nice! That's happy news!

3. Read the news story. Then, choose the correct option.



World Championship Final a Rainy Match

Yesterday was the big day. The two soccer teams were ready to play the World Championship final at Sun Stadium at 7:00 PM. By the time the players were ready to start the match, the crowds had waited in line for hours. Many people attended the game. When the news reporters arrived to cover the event, the fans and hooligans had already taken pictures of the football field and of the arrival of some players. The game was amazing. The players did their best in spite of the terrible weather conditions: before the game was over, it had started raining...

- The crowd waited in line before after the match started.
- The reporters arrived before after the fans had taken pictures.
- It started raining before after the game was over.

Self-Evaluation

Now I can...

- talk about a news item or an event that has happened recently..
- describe an event in the past and talk about an earlier moment.

Very Well

OK

A Little

Glossary

A – E

astonishing: **adj.** very surprising. This is astonishing news!

award: **n.** a reward someone gets when he/she has achieved something. (syn. prize)



awesome: **adj.** extremely good and sometimes very impressive. (ant. awful)

bond: **n.** in relationships, a reason to love each other or feel they have a connection to each other. *Happy families have strong bonds.*

broadsheet: **n.** a newspaper that publishes serious news. It is usually printed on large sheets of paper.

burst: **v.** when the walls built round a body of water break because water levels have exceeded them.

columnist: **n.** a journalist who writes a regular series of stories for a magazine or newspaper and expresses his/her opinions and comments about recent news. *Mr. Akerman is a famous newspaper columnist.*

currency: **n.** the type of money used in a particular country or region. *Japan's currency is the yen.*



debut: **n.** the first time that a sports person or performer appears in a

public or some remarkable event. *Shakira made her debut when she was a little girl.*

E – H

editor: **n.** the person who has overall responsibility for the publication of articles in a newspaper or magazine.

exchange rate: **n.** the value of the money of one country in relation to the value of the money of another country.

fact: **n.** a statement that people can prove. (ant. opinion or comment) *People read the news to find out recent facts.*

flood: **v.** to be covered with water. *A pipe burst and the water flooded the first floor of the house.*

graphic designer: **n.** the person who creatively designs the layout of a newspaper page, book, leaflet, etc.

headline: **n.** the title of a news story. It is usually large in size and catches the reader's attention.

headquarters: **n.** the place where a company has its main offices. *CNN has its headquarters in Atlanta.*

highlight: **v.** to emphasize something so that people notice it and think about it.

host: **n.** the place and people who organize a special event. *Brazil is the host for the 2016 Olympic Games.*

I – R

layout: **n.** the position of articles, photographs, graphics, and advertisements on a page.

lead: **n.** The beginning of the news story. It tells the essentials of any story: who, what, when, where, why, and how.

match: **n.** game or contest in which two or more people or teams compete with each other.

mentor: **n.** an experienced person who helps, supports, and motivates someone who has less experience, especially in their career. (syn. advisor, tutor)

obituary: **n.** the newspaper section which publishes someone's death and

gives a short description of their life and accomplishments.

outstanding: **adj.** extremely good or impressive. (syn. superior, excellent; ant. inferior, bad.)

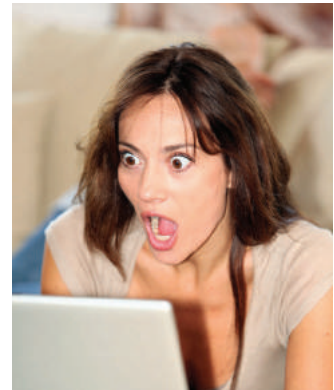
record: **v.** to put images and/or sounds onto a CD or DVD.

reporter: **n.** the person who researches and writes newspaper articles. (syn. a journalist)

S – Z

set: **n.** a series of games in tennis and some other sports.

shocking: **adj.** when feeling extremely surprised. (syn. outrageous; ant. calming, comforting)



soft news: **n.** news that deals with human interest stories which are not that serious. (ant. hard news)

staff: **n.** the group of people who work for a specific company or institution.

thank you note: **n.** a short piece of writing to express gratitude to someone. *I sent a thank you note to Fanny for dinner last week.*

Colloquial Expressions

Breaking news: recent news that is reported or revealed at the moment.

Hit the headlines: to become famous by being reported in the news.

Cover the story: to report on an event or recent happening.



Glossary Activities

1. Match column A with column B to make complete sentences.

Column A	Column B
1. I <i>highlighted</i> the important parts...	3 a. in Atlanta, USA.
2. Newspapers publish <i>obituaries</i> when...	4 b. she was a child.
3. CNN <i>headquarters</i> is...	1 c. so you don't have to read the whole article.
4. Shakira made her <i>debut</i> when...	5 d. onto a CD.
5. I want to <i>record</i> all this music...	2 e. someone dies.

2. Replace the words in bold face with a synonymous word from the glossary.

- a. After heavy rains, many towns were **inundated** with water.
f l o o d e d
- b. The newspapers **title** immediately caught my attention.
h e a d l i n e
- c. The newspaper's **design** was very confusing.
l a y o u t
- d. Brazil won the football **game** against Italy.
m a t c h
- e. The company's **employees** are working on a new solution to the problem.
s t a f f
- f. The **journalist** is interviewing the health minister as we speak.
r e p o r t e r



3. Unscramble the words and then use them to complete the conversation.

- | | | | |
|--------------------------|--------------------|--------------|--------------|
| a. o h s k n i g c | <u>shocking</u> | e. d l a e | <u>lead</u> |
| b. e i o d t r | <u>editor</u> | f. s t f a c | <u>facts</u> |
| c. r m e n o t | <u>mentor</u> | g. d w a r a | <u>award</u> |
| d. g s t a n n d i o u t | <u>outstanding</u> | h. s t o h | <u>host</u> |

Paul: Hey Tammy, did I tell you that the newspaper's editor (1) won an award (2) for outstanding (3) work?

Tammy: No you didn't. I think that's great. He really deserves it. He always writes about facts (4) and never includes his personal opinions.

Paul: I know. Did you read his article on London as the host (5) city for the 2012 Olympics?

Tammy: Well, actually I only had time to read the lead (6) paragraph. But it looked interesting!

Paul: Yeah, it was really interesting and a little shocking (7) too. I can't believe that they are having so many security problems just days before the Olympics are due to start.

Tammy: I guess that as a junior editor, your boss is also your mentor (8), isn't he?

Paul: He sure is. I have learned a lot working with him.

Healthy Life, Healthy World 2



Skills

CEF Standards

Indicators

**Listening
Comprehension**

Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.

- Understands the content of a short lecture about natural resources.
- Identifies key information expressed by the speakers in a conversation about environmental issues.
- Extracts key information from a conversation about the habits of an older person identifying facts and opinion.

**Reading
Comprehension**

Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

Can identify the main conclusions in clearly signaled argumentative texts.

- Identifies key information given in the introduction, body paragraphs, and conclusion of a short essay.
- Scans and skims the text of a short essay to locate key information and to understand its structure and organization.

**Oral
Interaction**

Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.

- Sustains a conversation about problematic issues present in the community.
- Speculates about the origins of problematic situations.
- Holds simple conversations describing the problematic issues affecting the lifestyles of people (health and the environment) and provides possible solutions.

**Oral
Expression**

Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.

- Describes lifestyles and speculates about health conditions in the past.
- Gives descriptions of environmental issues affecting the community.
- Gives a brief presentation about health and the environment.

**Written
Expression**

Can write short, simple essays on topics of interest.

- Writes a short essay about ways to keep fit and healthy and ways to protect the environment.

Healthy Life, Healthy World **2**

► General Objective

You will be able to talk about lifestyles and speculate about habits and customs of the past.

► Communication Goals

You will learn how to

- speculate about lifestyles in the past.
- express opinion and possibility about past events.
- describe people, objects, and events.

► CLIL

- Healthy Habits
- Earth Resources

Vocabulary

- Words related to healthy habits, earth resources, and environmental degradation

Grammar

- Past Modals: must / could / might /
- Relative clauses: who / where / that

► Idioms and Colloquial Expressions

- *To be fit as a fiddle*
- *To be in bad shape*
- *To be in murky waters*
- *To move heaven and earth*

► Project

A PowerPoint Presentation

You will create a PowerPoint presentation about lifestyles to share problematic situations you identify in your community, as well as actions people can take to protect the environment.

Discuss:

- Do you have a healthy lifestyle?
- Do you and your community take care of our natural resources?

100%
ORGANIC





Lesson 1

Healthy Habits

1. Classify the actions in the Word Bank into healthy or unhealthy habits.



HEALTHY HABITS

Drinking water

Sleeping well

Being active

Having a healthy diet

Doing exercise

UNHEALTHY HABITS

Eating fatty foods

Smoking

Being sedentary

Getting drunk

Feeling stressed

Vocabulary Strategy

Classify vocabulary into categories to remember it better.

Word Bank

- Eating fatty foods
- Smoking
- Drinking water
- Sleeping well
- Being sedentary
- Getting drunk
- Being active
- Having a healthy diet
- Doing exercise
- Feeling stressed



2. Read and listen to the conversation. Then, check ✓ the correct options in the box below.

Useful Expressions

- Use I know! to show agreement with what someone says.
- Use I guess to express your opinion about something you are not sure about.

- Jason:** Hi, Alan. I'm glad you came to my Granny's Birthday party.
- Alan:** Thanks for the invitation. Is she really going to be 100 years old?
- Jason:** Yes, and look at her! She's not sedentary, instead she is very active!
- Alan:** I know! She has lots of energy. She **must have slept** all day long!
- Jason:** Well, she didn't. It **could have been** because she took a 30 minutes nap this afternoon. But she sleeps very well at night.
- Alan:** And, she is thin and fit. She **must have eaten** low-fat foods all of her life!
- Jason:** Yes. Her diet has always included steamed fish, grilled meat, and olive oil.
- Alan:** Wow! She has had a very healthy diet. She **might never have eaten** fatty food, I guess.
- Jason:** Well, she doesn't like junk food. She prefers lots of veggies and fruit.
- Alan:** What about drinks? Does she drink sodas and coffee?
- Jason:** Not really. She prefers to drink water and fruit-flavored yogurt or fresh juice.
- Alan:** I guess she **might never have smoked**, right?
- Jason:** You're right. She hates smoking and she has never been drunk. Besides, she loves exercising. She walks the dog every day!
- Alan:** And she looks quite relaxed! Has she ever felt stressed?
- Jason:** Well, as you can see, she is always in a good mood and nothing makes her feel angry.
- Alan:** Gee! Now I see... Having such a healthy lifestyle **must have prevented** her from getting lots of diseases.

	fact	opinion
a. Jason's granny must have slept all day long.		✓
b. She just took a 30-minutes nap this afternoon.	✓	
c. She might never have eaten fatty food, I guess.		✓
d. She prefers to drink water and fruit-flavored yogurt or juice.	✓	
e. I guess she might never have smoked.		✓
f. She is always in a good mood.	✓	

Key Expressions

Gee!: Wow!



Lesson 1

Healthy Habits

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to talk about healthy and unhealthy habits and to speculate about situations in the past.	<ul style="list-style-type: none"> ■ Differentiates factual information from opinions. ■ Makes guesses about the past using past modals. 	<p>Vocabulary drinking water, sleeping well, being active, having a healthy diet, doing exercise, getting drunk, feeling stressed, eating fatty foods, smoking, being sedentary</p> <p>Expressions <i>Gee!</i></p> <p>Structures Past Modals</p>	<ul style="list-style-type: none"> ■ Classifying vocabulary into categories to remember it better

▶ WARM UP

Tell students they are going to design posters about good health. Ask students to get into groups of three to bring magazines, newspapers, and brochures from stores, as well as scissors, craft paper, and glue to the class. Ask them to think of actions or activities they do every day in order to have a healthy lifestyle. Ask them to think of activities they do during the weekends, too. Have them find pictures from the magazines and cut them out to make posters showing or representing those activities. Have students walk around to see their partners' posters.

▶ PRESENTATION 1

1. Classify the actions in the Word Bank into healthy or unhealthy habits.

Encourage students to read each statement from the Word Bank. Ask them to work in pairs and classify the habits under the correct heading. Motivate them to speak English while they work cooperatively. Then, check answers.

▶ EXTRA IDEAS

Encourage students to practice the new vocabulary about habits by using the posters they have created. Ask them to name the habits they see in their classmates' posters, too.

▶ PRACTICE

2. Read and listen to the conversation. Then, check the correct options in the box below.



Tell students they are going to listen to a conversation between two friends who are at a birthday party. Play the audio once and ask students to follow by reading the conversation silently. Play the recording again and ask students to focus their attention on the expressions in bold. Then, ask them to look at the chart at the bottom of the page. Read the chart and the given example. Explain to students that: *A fact is something true or something that really happened, while an opinion is built on your own beliefs and ideas about a particular topic.* Play the audio again and have students complete the chart. Check answers with the whole group.

Refer students to the Useful Expressions and Key Expressions boxes and emphasize the importance of using these expressions in informal conversations.

PRESENTATION 2

3. Read the following situations and make guesses to complete the sentences. Use the Word Bank.



Get students to read the Reflect on Grammar chart. It presents and exemplifies the uses of the past modals worked on in this lesson: *must have*, *could have*, and *might have*. Go through the second column of the chart and make sure students understand the degrees of certainty about the past that each modal expresses.

Now draw students' attention to the exercise and ask a volunteer to read the first situation and the given answer. Have students look at the Word Bank and complete the three situations that remain. Explain to students the importance of noticing the degrees of certainty expressed in each sentence, in order to complete each text correctly. To do so, direct their attention to key expressions such as *I'm not sure* or *he loves veggies* and highlight the importance of inferring the degrees of certainty through those expressions. Have students compare their answers with a classmate's. Then, ask volunteers to read each complete text and check their choices as a group.

APPLICATION

4. Think of a healthy old person in your family or community. What makes him/her healthy? Check the boxes. Then, speculate about his/her past habits. *Track 13*

Have students work individually. Encourage them to think of the elderly person and write his/her name down. Have them read the statements in the list to check the corresponding boxes. Then, have students work in pairs. Encourage them to follow the given model to hold short conversations with their classmates. Go around the classroom checking to make sure they use the past modals appropriately.

Before having students share, direct their attention to the Pronunciation chart. Have them listen and repeat the contraction for each past modal. Then play the audio at least twice for students to listen to the four sentences and check the appropriate column. Check answers with the group.

Project Stage 1

Tell students they will now carry out their second project of the book. Explain that it is divided into three sections, and that each section is to be done in each lesson. Call on volunteers to read the three steps. Give them time to get into pairs. Suggest they give a name to their group. Each group should select an unhealthy habit that is present in their community. Assign the PowerPoint design as homework. Model the exercise with a slide that you create on your own. Encourage students to use the language learned in the lesson to speculate on the origins of the bad habit they have selected.

Alternatively, you can provide the following model presentation to the students: *The unhealthy habit present in our community is smoking. It affects our community because people are smoking at a young age; this is a risk for their own health and for the health of others as cigarettes contaminate the air. This bad habit might have been originated in bars and streets.*

Reflect on Grammar

Past Modals

Use Past Modals to speculate, deduce, or make guesses about past situations based on evidence.

- She **must have slept** all day long.
- It **could have been** because she took a nap.
- She **might never have eaten** fatty food.

Structure

Subject + (must/could/might) + **have** + **past participle** + complement

Degrees of certainty about the past

Must	-----	90%	
Could	-----	50%	sure
Might	-----	30%	

3. Read the following situations and make guesses to complete the sentences. Use the Word Bank.

Word Bank

- feel
- eat
- sleep
- go on



a.- Kenneth has lost a lot of weight recently.
- He might
have gone on
a very healthy diet.



c.- Dorothy came to the gym after work every night last week.
- She could
have felt
stressed.



b.- Why is Sarah so tired today?
- I'm not sure. She might have
slept very badly last night.



d.- Where's my salad? I left it here!
- Edward must
have eaten it.
He loves veggies!

4. Think of a healthy old person from your family or community. What makes him/her healthy? Check the boxes. Then, speculate about his/her past habits.

<input type="checkbox"/>	Eating fruits and veggies	
<input type="checkbox"/>	Doing exercise	
<input type="checkbox"/>	Being in a good mood	<i>Answers may vary.</i>
<input type="checkbox"/>	Sleeping well	
<input type="checkbox"/>	Eating low-fat foods	
<input checked="" type="checkbox"/>	Staying away from cigarettes and alcohol	
<input type="checkbox"/>	Being active	

Pronunciation

In speech, past modals are contracted.

- Listen and repeat.
 - must've - / mʌstəv/
 - could've - / kʊdəv/
 - might've - / maɪtəv/
- Listen to four sentences and check the past modal you hear.

	must've	could've	might've
a.			✓
b.		✓	
c.	✓		
d.			✓



Mr. Garcia must have stayed away from cigarettes and alcohol all of his life!

Project Stage 1

- Work by pairs. Think of an unhealthy habit that is present in your community today.
- Prepare a PowerPoint presentation describing how this unhealthy habit is a problem for the community.
- Speculate about the origins of this bad habit.



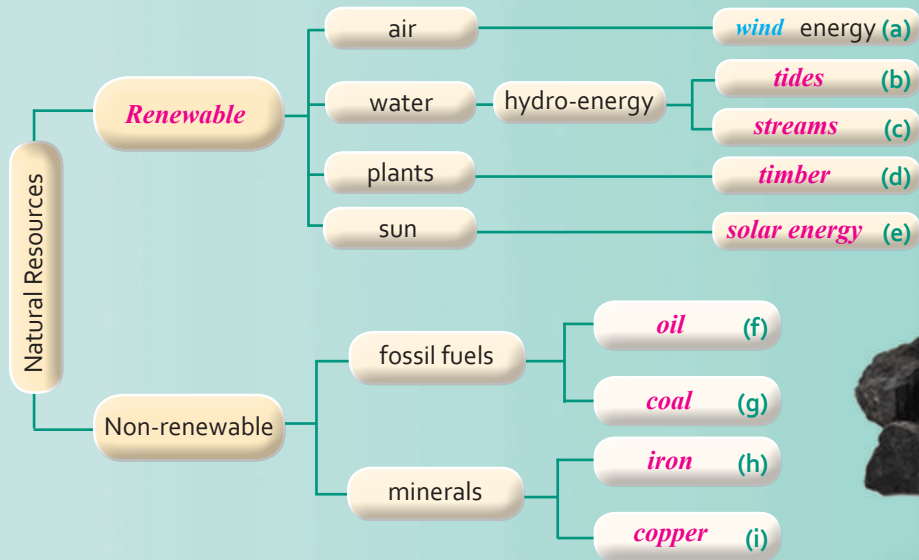
Healthy Environment



1. Listen to a short presentation and complete the diagram with the words in the Word Bank.

Word Bank

- solar energy
- renewable
- oil
- tides
- ~~wind~~
- iron
- coal
- timber
- copper
- streams



2. Read and listen to the conversation.

Mr. Green: How was your trip around the outskirts of the city?
Ruth: It was very alarming. We found many environmental problems.
Mark: We visited the place **where** people dispose of their garbage.
Ruth: We found out **that** ten years ago, it was a nice forest.
Mark: But there is a timber company **that** bought the forest and has cut down all the trees! There are no plants anymore!
Ruth: Now, it is a dump **that** contains waste of all kinds, even chemicals, fuels, and scrap iron.
Mark: Also, the people **who** live in the city don't recycle. The waste is all mixed in there.
Ruth: In the past, there was a river there, but now there's only a small slow-flowing stream **that** is really dirty and smelly.
Mark: It is a dump **that** has no control from the local authorities and it has contaminated the soil, the water, and the air.
Mr. Green: What a shame! The community hasn't taken care of our natural resources! What can we do to help?



Key Expressions

What a shame! that's too bad

3. Listen to the rest of the conversation and check ✓ the options you hear.

Actions to be taken:

a. Talk to the people who live in the city.	✓
b. Close the timber company.	
c. Teach the community how to recycle.	✓
d. Go to schools and show kids how to keep the water clean.	✓
e. Take the garbage and the scrap iron to another city.	

Listening Strategy

Read the options carefully before you listen to the audio to focus your comprehension.



Healthy Environment

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to talk about natural resources and to describe people, objects, and events.	<ul style="list-style-type: none"> Talks about natural resources. Describes people, objects, and events making use of relative clauses. 	<p>Vocabulary solar energy, renewable, oil, tides, wind, iron, coal, timber, copper, streams</p> <p>Expressions <i>What a shame!</i></p> <p>Structures Relative Clauses</p>	<ul style="list-style-type: none"> Focusing attention by reading selected options before listening

WARM UP (books closed)

Write the following question on the board: *What is a healthy environment?* Ask students to think about this question and, based on their personal experiences, elicit their opinions and answers. Encourage them to characterize, describe, and provide features that make up a healthy environment for humans, animals, and plants to live in.

PRESENTATION 1

1. Listen to a short presentation and complete the diagram with the words in the Word Bank.



Tell students that they are going to listen to an expert talking about natural resources. Play the audio once and have students listen with their books closed. Then, ask students to open their books and look at the pictures on the page. Have them identify the resources that are illustrated. Read the words from the Word Bank with the students and play the audio again, directing students' attention to the diagram. Ask students to listen a third time to complete the diagram using the words from the Word Bank. Then, check the answers as a group. Finally, encourage students to look up the unknown words in a dictionary. Make sure all the meanings are clear.

PRESENTATION 2

2. Read and listen to the conversation.



Tell students that they are going to listen to a conversation in which two young environmentalists report to their boss about their visit to the outskirts of the city. Play the audio once and have students follow by reading silently. Clarify

the meaning of unknown words. Direct students' attention to the final expression uttered by Mr. Green: *What a shame!* and encourage them to infer its meaning by looking at the context provided by the conversation. Finally, have students look at the Key Expressions box to see if their inferences match the given meaning.

EXTRA IDEAS

To extend this activity, ask students to identify the main problems found by the two environmentalists by underlining each problem with a different color.

Encourage students to practice the conversation in groups of three. While students listen to the recording again, ask them to assume a role and practice. Have them pay special attention to the intonation used to show concern and motivate them to imitate the speakers as they listen.

3. Listen to the rest of the conversation and check the options you hear.

Have students read the last line of the conversation in exercise 2. Then, read the instructions and tell them they need to find answers to the final question (What can we do to help?) Direct students' attention to the Listening Strategy and make sure it is clear to them. Assign some reasonable time for students to go through each one of the options. Play the audio at least twice. Check answers with the class.

Now, play the audio again and direct students' attention to the words in bold. Motivate students to read the Reflect on Grammar chart. It presents and exemplifies the uses of the relative pronouns worked on in this lesson: *who/where/that*. Go through the different examples of the chart and make sure students understand the uses of each one of the relative pronouns.

PRACTICE

4. Make one sentence from two. Use *who/that/where*.

Invite students to work in pairs. Tell them that they are going to read two sentences that can be joined by a relative pronoun. Have a volunteer read the first example. Make sure it is clear for them. Highlight the fact that students need to identify the subject which is being repeated in the two sentences -in this case, the Earth- and then replace it with the appropriate relative pronoun. Then, give them some time to read the other sentences. Encourage students to refer to the Reflect on Grammar chart in order to make decisions about the relative pronoun they should use to join the two sentences for each case. Go around the classroom and provide guidance as needed, explaining the use of the relative pronouns. Finally, check answers with the class.

5. Unscramble the headings and complete the statements using relative pronouns. Then, match the columns to discover ways to protect our natural resources.

Read the instructions and guide the students by reading the example. Tell them that, by unscrambling the headings, they will discover ways to protect the environment and our natural resources. Then, encourage them to find the relative pronoun that best completes each sentence. Check answers with the class. Then, ask students to match the two columns. They will discover arguments for the importance of protecting our natural resources. Check these final answers with the class and congratulate students for the great job they do.

EXTRA IDEAS

Encourage students to think of other possible ways in which they, as citizens of the world, can help to protect our natural resources. Motivate them to discuss their ideas as a group and invite them to reflect on their own behavior towards the environment. Ask them follow-up questions: *Do you turn off the faucet after you wet your toothbrush? Do you avoid using plastic bags?* etc.

Project Stage 2

Call on volunteers to read the three steps. Have them work in the same pairs as in Project Stage 1. Each group should select an environmental problem that is present in their city. Assign the PowerPoint design as homework. Model the exercise with a slide that you create by yourself describing how this environmental problem is causing damage to the city. Encourage students to use the vocabulary and language learned in the lesson. They should also use the language from lesson one (*past modals*) to speculate on the origins of this environmental problem.

Reflect on Grammar

Relative Clauses

Use relative clauses to identify or give information about nouns. Usually they are two sentences joined together by a relative pronoun (**who/where/that**).

• Use who/that for people.	The people live in the city. The people don't recycle. The people who/that live in the city don't recycle.
• Use where/that for places.	We visited a place. People dispose of their garbage in that place. We visited a place where/that people dispose of their garbage.
• Use that for things.	It is a dump. It has no control from the local authorities. It is a dump that has no control from the local authorities.

4. Make one sentence from two. Use who/that/where.

- a. The Earth is a huge storehouse. There's a great supply of natural resources in the Earth.
The Earth is a huge storehouse where there's a great supply of natural resources.
- b. There are non-renewable resources such as fuels and minerals. They cannot be replaced after removed from the Earth.
There are non-renewable resources such as fuels and minerals that cannot be replaced after removed from the Earth.
- c. Pete is a geologist. He studies the soil and searches for the Earth's resources.
Pete is a geologist who/that studies the soil and searches for Earth's resources.
- d. The ocean is a rich natural resource. There are tons of minerals and plant life in the ocean.
The ocean is a rich natural resource where there are tons of minerals and plant life.
- e. Those men are miners. They put their lives at risk working under the ground.
Those men are miners who/that put their lives at risk working under the ground.

5. Unscramble the headings and complete the statements using relative pronouns. Then, match the columns to discover ways to protect our natural resources.

<p>a. work/home/and/at: <u><i>At home and work</i></u>. Save the water <u><i>that</i></u> you don't use. Turn off the faucet after you wet your toothbrush.</p>	<p><u><i>b</i></u> 1. This saves 15% of energy and water used when doing the laundry.</p>
<p>b. washing/using/machines: <u><i>Using washing machines</i></u>. There are modern washing machines <u><i>that</i></u> allow you to avoid the pre-wash cycle.</p>	<p><u><i>c</i></u> 2. They can last for longer than one thousand years, causing damage to the air, water and soil.</p>
<p>c. shopping/going: <u><i>Going shopping</i></u>. People <u><i>who/that</i></u> care about the environment do not use plastic bags.</p>	<p><u><i>d</i></u> 3. It is important to avoid the contamination of the soil. This helps to conserve our natural resources.</p>
<p>d. the/ forests/planet's: <u><i>The planet's forests</i></u>. Don't litter the parks and forests <u><i>where</i></u> timber and plants grow.</p>	<p><u><i>a</i></u> 4. There's no need to keep the water running while brushing your teeth.</p>

Project Stage 2

- Think of an environmental problem that is present in your city today.
- Prepare a new slide for your PowerPoint presentation describing how this environmental problem is causing damage to the city. Write short descriptions speculating about the origins of this environmental problem.



Lesson 3

Smart Lifestyles

1. Answer the questions. Then, survey ten partners and share your results.

How useful is it for the environment...	Good	Neutral	Not Good
a. to use pesticides to grow veggies and fruit?			
b. to reduce cooking time by cutting food into small pieces?		<i>Answers</i>	
c. to pollute the air with toxic fumes from factories and cars?		<i>may vary.</i>	
Results: Number of people per answer.			

2. Read the essay below and find the words in bold face which have these meanings.

- damage : harm
- window boxes : a long narrow container for growing plants put on a window ledge
- electronic devices : machines or appliances that use electricity
- globalized : that has an influence on the whole world



3. As you read, underline the healthy habits you find.

Health and Environment

Today, people live in a **globalized** consumer society. This is a world where we buy, use, and consume a huge variety of products. It must have been very difficult to live 30 years ago without fast food or **electronic devices** that make our lives more comfortable and easier. However, the result of all this is an enormous **damage** to our health and to the environment. This essay will discuss ways in which individuals can take care of their own health while protecting natural resources.

First of all, people who grow their own vegetables in their garden or in **window boxes**, protect the soil from pesticides. They can enjoy tasty and fresh vegetables that are free from damaging chemicals.

Secondly, eating fruits and vegetables on a regular basis is healthier than eating fatty foods. Besides, cooking veggies saves a lot more energy because

it uses less gas than cooking fats. People who cut up their veggies into small pieces can reduce the cooking time and save cooking water, too.

The third point is related to physical activity. For short journeys, people who walk, use a bike, or even encourage their kids to use a skateboard or rollerblades, can improve their health while they protect the environment from the pollution caused by the toxic fumes from cars.

In summary, there are healthy habits that people can include in their daily lifestyles. Even if people might have not thought about these possibilities, I think there are many actions we can take to make a difference and to protect our health and that of our planet Earth.



Lesson 3

Smart Lifestyles

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to read and write a short essay about an environmental issue.	<ul style="list-style-type: none"> Understands the structure of a short essay. 	<p>Vocabulary globalized, device, damage, window box</p> <p>Connectors First of all, second of all, in summary</p>	<ul style="list-style-type: none"> Understanding the concept of a thesis statement to identify it in an essay Using sequence connectors such as <i>first of all</i>, <i>second of all</i>, <i>in summary</i>, to organize the ideas of a text

WARM UP (books closed)

Write the title of the lesson on the board and ask students to think about their own lifestyles and those of their close relatives (e.g. parents, siblings, grandparents). Have them answer the following key questions: *What is a smart lifestyle? Do you have a smart lifestyle? Do your close relatives have a smart lifestyle? Why? What do they do?*

Pre-Reading

1. Answer the questions. Then, survey ten partners and share your results.

Have students think of their personal answers for each question and ask them to check the corresponding column in the chart. Then, read each question aloud with students and guide them to pronounce each question correctly. Encourage them to stand up and go around the classroom asking their classmates the questions. Assign them some reasonable time to complete the survey and motivate students to speak English while they collect the information from the ten partners. Finally, have them add the number of answers per column and report their survey results to the whole class.

While Reading

2. Read the essay below and find the words in bold face which have these meanings.

Invite students to preview the essay by looking at the title. Then, assign some reasonable time for students to do individual, silent reading of the first two paragraphs by focusing attention on the words in bold. Afterwards, have them read the four definitions to match them with the words from the text. Then, ask students to volunteer to read their answers.

EXTRA IDEAS

To provide further practice, encourage students to create new sentences with the key words they have just learned. Have them share their sentences with two other classmates.

3. As you read, underline the healthy habits you find.

Play the audio and have students listen and follow the text by reading silently. Then, tell students that they are going to listen again in order to focus their attention on the healthy habits present in the essay. Direct students' attention to the given underlined example. Then, check answers with the whole class.

Post-Reading

4. Identify the organization of the essay and complete the chart.

Invite students to look at the diagram. Tell them that it highlights the different parts of an essay, and then encourage them to identify parts in the text of the previous exercise. Direct students' attention to the Reading Strategy and read it aloud. Explain to students that the introduction includes the *thesis statement* which is a sentence that says what the author wants his readers to know, believe, and understand about a subject. Also, explain that each paragraph of the body of the text presents one argument, which is an idea that supports or enriches the thesis statement, and that the final paragraph includes a conclusion.

Now, have students focus their attention on each paragraph. Ask students to work individually to complete the diagram. Give them ten to fifteen minutes to re-read the paragraphs silently and to locate and write down the required information. Afterwards, ask them to compare their answers with a classmate's next to them. Check answers as a whole class and congratulate students on for their hard work!

5. Identify the sequence connectors used to maintain the connection between the main ideas.

Highlight the importance of identifying the sequence connectors by directing students' attention to the first Writing Strategy. Tell students that the *thesis statement*, as shown in the diagram, is developed in three arguments in the essay. These arguments (ideas) are connected by the key words they need to identify. Have them complete the diagram in pairs. Encourage students to discuss their answers in English while performing the activity. Finally, check students' answers as a whole class by having volunteers read their answers.

Writing

6. Choose one topic (a or b) and write a short essay.

Ask students to work individually. Have them read the instructions. Give them some time to think about and select one of the two given options. The two topics are developed throughout the unit (see lesson 1 and lesson 2 correspondingly). Go through the sections students need to include to write their short essay and refer them to the second Writing Strategy. Make sure the expected content for each section is clear to them. Encourage students to brainstorm ideas about their selected topics before they start writing. Highlight the importance of writing full sentences (with a subject pronoun, verb, and complement) for each one of the main arguments and writing short paragraphs. Encourage students to use the lesson's text as a model. Direct students' attention to the first Writing Strategy on page 27 and encourage them to use sequence connectors to organize their arguments.

Project Stage 3

At this stage, students will think of possible solutions to the two problems they have identified in Project Stages 1 and 2, that is, an unhealthy habit and an environmental problem present in their community/city. Encourage students to think of healthy habits that would help people in their community to be healthier and of habits that aim at protecting the environment. Remind students to use the vocabulary and the grammar learned in the unit. Guide students to prepare a new slide for their PowerPoint presentation describing the solutions and the possible ways to deal with the problematic situations. Motivate them to create a nice design using short texts and eye-catching illustrations.

4. Identify the organization of the essay and complete the chart.

Introduction	<i>This essay will discuss ways in which individuals can take care of their own health while protecting natural resources.</i>	Thesis Statement
Paragraph 1	<i>People, who grow their own vegetables in their garden or in window boxes, protect the soil from pesticides.</i>	Argument 1
Paragraph 2	<i>Eating fruits and vegetables on a regular basis is healthier than eating fatty food.</i>	Argument 2
Paragraph 3	<i>The third point is related to physical activity.</i>	Argument 3
Conclusion	<i>There are healthy habits that people can include in their daily lifestyles.</i>	

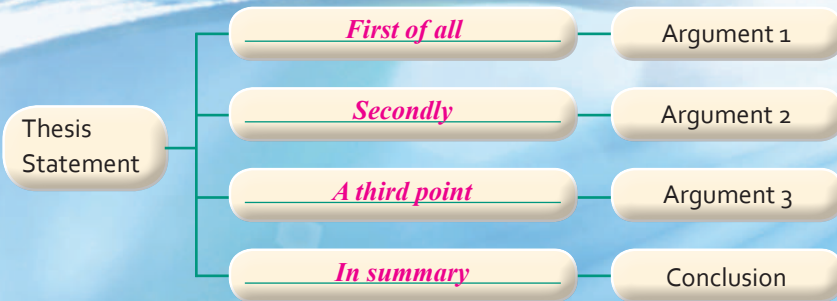
Reading Strategy

Thesis Statement: A sentence that says what the author wants his readers to know, believe, and understand about a subject.

Writing Strategy

Use sequence connectors such as *first of all*, *second of all*, *in summary*, to organize the ideas of a text.

5. Identify the sequence connectors used to maintain the connection between the main ideas.



Writing Strategy

Thesis statement: Make sure the topic sentence you write catches the reader's attention.
Supporting ideas: Use arguments and examples to strengthen your thesis statement.
Concluding sentence: Tell briefly what you talked about. Reword your thesis statement.

6. Choose one topic (a or b) and write a short essay.

a. Keeping fit and healthy

b. Protecting the environment

Thesis statement

(Argument 1): _____

(Argument 2): _____

Answers may vary.

Concluding sentence

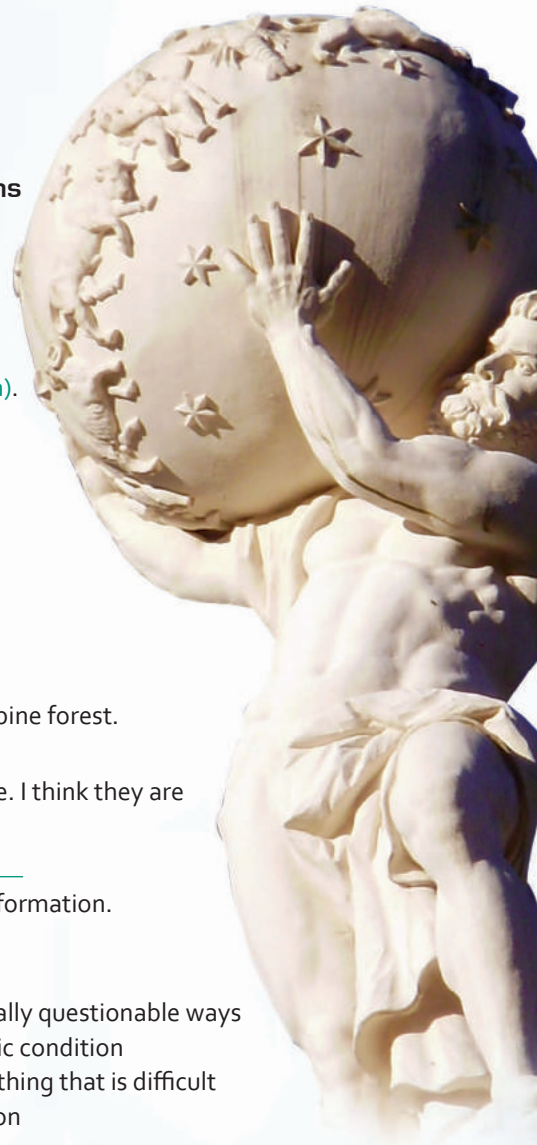
Project Stage 3

- Based on the two problematic situations you have selected, think of healthy habits that would help people in your community be healthier and protect the environment.
- Prepare a new slide for your PowerPoint presentation describing how this can be done.



Lesson 4

Fit as a Fiddle



1. Listen to the conversations. Fill in the gaps with the expressions in the Word Bank.

Word Bank

- fit as a fiddle
- move heaven and earth
- bad shape
- in murky waters



- a.
- Susie:** Hi! Nice to see you again! It's been years since we last met!
- Patty:** Hey! Look at you! You are as fit as a fiddle (a). You must have had a very healthy life!
- Susie:** Well, I love exercising and I love fat-free food. I do take care of my body and health.
- Patty:** Wow, instead, I'm in such bad shape (b). I often have to eat in a rush, you know, at fast food restaurants or even when driving my car!

- b.
- Oscar:** Look! This is the timber company that bought the pine forest.
- Mike:** Do they have permission to cut down the trees?
- Oscar:** I'm not sure, the documents I saw are not complete. I think they are in murky waters (c).
- Mike:** We need to find out! Let's move heaven and earth (d) to get the information.

2. Match the expressions with their corresponding meaning.

- | | | |
|--------------------------|----------|--|
| a. Fit as a fiddle | c | 1. behaving in morally and ethically questionable ways |
| b. In bad shape | a | 2. being in good health or athletic condition |
| c. Be in murky waters | d | 3. being determined to do something that is difficult |
| d. Move heaven and earth | b | 4. being in poor physical condition |

3. Think of situations related to health and the environment and discuss with a partner. Use the expressions above.



My neighbors and I are worried about garbage and contamination in our parks and rivers.



Well, I think your community have to stay together and move heaven and earth to solve this problem!

Reflect on Values

	Always	Sometimes	Never
■ I eat healthy food like fruits, veggies, and fat-free products.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am an active person who likes sports and physical exercise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I take actions to protect our environment and natural resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Speaking Strategy

Get engaged in a conversation by using expressions such as: **Look!** / **Well,** / **I guess** / **I know!** / **I think.**

Gap Activity

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



Lesson 4

Fit as a Fiddle

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to use colloquial expressions related to healthy habits and the environment.	<ul style="list-style-type: none"> ■ Uses key words to guess the meaning of colloquial expressions. ■ Uses colloquial expressions in simple communicative situations. 	Vocabulary <i>To be fit as a fiddle</i> <i>To be in bad shape</i> <i>To be in murky waters</i> <i>To move heaven and earth</i>	<ul style="list-style-type: none"> ■ Showing interest in a conversation by using expressions such as: <i>Look! / Well, / I guess / I know! / I think</i>

PRESENTATION 1

1. Listen to the conversations. Fill in the gaps with the expressions in the Word Bank.

L I I M Track 18

Invite students to listen carefully to the two conversations. Play the audio once without pausing. Then, have students read the expressions from the Word Bank and tell them to listen again and try to complete the gaps with those expressions. Show them the example and play the audio. Afterwards, invite students to listen carefully and check their answers.

EXTRA IDEAS **L I I**

Encourage students to work in pairs and practice one of the two conversations in order to present a role-play in front of the class. Congratulate students on their performance, pronunciation and language use.

2. Match the expressions with their corresponding meaning. **L I I**

Invite students to work individually. Have students read the expressions and the given meanings. Then, suggest students use the contextual clues from the previous exercise to find out what the meanings of the expressions are and to match them correctly. Next, have students work in pairs and ask them to compare their answers. Encourage them to discuss and resolve the cases in which they disagree with any of the meanings. Finally, check students' answers as a whole class. Alternatively, it would be interesting to challenge students to find the equivalents for these colloquial expressions in their own language. Have them notice that the meanings they express are the same but that the words used in each language to express the same idea might differ.

PRACTICE - APPLICATION

3. Think of situations related to health and the environment and discuss with a partner. Use the expressions above. **L I I**

Encourage students to work in pairs and read the conversation. Make sure the purpose of the exercise is clear to them. You can have students brainstorm briefly about both environmental and health-related problems present in their community. When they have selected the problematic issues they want to talk about, motivate them to hold short conversations that describe those issues. Encourage students to use the colloquial expressions learned in this lesson and to use the conversation provided as a model. Highlight the importance of the Speaking Strategy and make it explicit that there are key expressions they can use to get involved in a conversation.

Reflect on Values **L I**

Have students reflect on the importance of taking care of their own health by eating healthy food and avoiding products high in sugar and fat. Then, focus students' attention on the value of being an active person. Encourage them to keep practicing sports or being active participants in school groups, clubs or any other socio-cultural events. Also, encourage students to think about the importance of taking care of the environment since it may have important effects on the weather.

Gap Activity **L V I I N**

Refer students to the Gap Activity. Have them get into pairs and ask them to sit face-to-face to do the activity on pages 87 and 89 by following the instructions. Encourage them to think carefully about these activities (farming and mining) and the people (farmers/miners) in order to speculate (using past modals) about their lifestyles and how they developed activities which have had an impact on the environment: *The use (appropriate or inappropriate) of natural resources can cause damage to the environment.*

Share Your Project

1. Discuss your experience.

Before inviting students to reflect upon what they experienced while carrying out their projects and making their PowerPoint slides, highlight that it is important to learn from the experience of working as a team to accomplish a common goal and that it is quite natural to feel opposing emotions when we work on projects that include several stages and teamwork. Encourage them to see these as opportunities for learning both personally and academically. Assign some time for each student to go over each question in the groups they developed their projects with.

- a. Encourage them to look up the words from the Word Bank and to use them to create short sentences that describe the whole process. Remind them to write complete sentences (with subject, verb and complement).
- b. Have students think about difficulties they encountered when designing their slides or using the PC. Additionally, ask them to think of difficulties related to teamwork.
- c. If this was the first time they thought about those problematic issues, motivate them to think about this as a first experience in which they participate as active agents in their community. Let them know that the identification of these problems plus the possible solutions they suggested at Project Stage 3 can have an important impact in the community since these involve real-life issues that need attention and action from the people and that promote the development of healthy habits.
- d. You can guide students to think about this as a learning experience. Ask them to think about what they learned about:
 - the language (vocabulary, grammar, language use, expressions, etc.)
 - the communication strategies used to agree on the information they needed to display
 - teamwork
 - individual work

Have them share their answers with the rest of the class and take this as an opportunity to emphasize the importance of being persevering, organized, and creative when embarking on any task or project.

2. Read and answer the questions below.

     Track 19

Encourage students to listen and follow. After playing the audio once, motivate students to read the text out loud and practice repeating the audio quickly and accurately. This section provides factual information about key healthy habits that are related to people's personality and to the way they interact with the environment. After listening and reading, motivate students to answer the key questions using their own words. Afterwards, elicit their opinions about the ideas presented in the article and encourage them to share anecdotes.

3. Give your Presentation.

Read each one of the guidelines in the green chart and clarify any doubts. Then, assign some time for students to organize their PowerPoint presentations. Walk around the classroom and provide help as needed. Before students present, remind them to speak clearly, look all people in the eyes, and stand up straight. Have them rehearse how they will use their visual prompts correctly. It would be encouraging to invite other teachers, students and even parents and neighbors, so that the whole community can see what students have produced, the problems they have identified, and the healthy habits they point out.

Share Your Project

1. Discuss your experience.

- a. How did you make your PowerPoint presentation? Use the Word Bank to list the steps you followed.

1. _____
2. _____ *Answers*
3. _____ *may vary.*
4. _____

Word Bank

- template
- slide
- layout
- images
- text

- b. Did you experience any difficulties? Which ones? _____
- c. Had you ever thought about problematic situations that affect the health of your community and city? How did you identify them?

- d. What did you learn from this experience? _____



2. Read and answer the questions below.

Most people are interested in having a long and happy life. The way we live every day, together with how we manage our natural resources, can play a key role in enjoying a long and happy life.

Having healthy habits goes beyond nutrition. It is true that eating fats and junk food does not do any good to our health, but what else can make a difference? Studies have shown that our personality is also a key factor: being sociable and enjoying time with friends is connected to long life expectancy. But, be wise when choosing your friends because habits, both healthy and unhealthy, are socially contagious. Community problems related to these social habits include obesity, smoking, drinking, and even stress. So, look for buddies who like exercising, sleeping well, and being in a good mood.

Taking care of the environment and protecting the natural resources can also make a big difference. People live longer in places where there is less air pollution, less contamination in rivers and oceans, and less chemicals in the soil. So, look for places where the air, water, and soil are clean.

- a. What are the two aspects involved in having a long and happy life?
- b. How is personality connected to life expectancy?
- c. Why is it important to choose your friends wisely?
- d. What are the key environmental problems that affect life expectancy?



Give your Presentation

- Introduce yourself.
- Mention the two problematic situations you have identified.
- Describe each problem one a time and show the slides.
- Talk about the possible origins of each problematic situation.

Useful Expressions

- Good morning. We are... (names)
- The unhealthy habit that is present in our community is...
- The environmental problem we have identified is...
- It must/could/might have started...



Game

Getting Healthy

Play by pairs. Place a counter on the **START** box. Toss a coin: heads or tails? Follow the arrows and answer the questions. Score two (2) points for each correct answer. If you answer incorrectly, move back to the box you were before. The winner is the first person to reach the finish box.



Start

HEADS

Name two healthy habits.

HEADS

Name an unhealthy habit a relative of yours has

HEADS

How often do you eat fruits and veggies?

TAILS

Name two unhealthy habits.

TAILS

HEADS

Name a healthy habit a relative of yours has.

HEADS

How often do you drink water?

HEADS

Do you exercise? Why?

TAILS

TAILS



TAILS

Your best friend is sleepy today. What might have happened? (Say two options)

HEADS

Have you ever felt stressed? Why?

HEADS

Do you have healthy eating habits? Why?

HEADS

Think of a healthy old person you know and make guesses about his/her habits.

TAILS

TAILS

Do you have unhealthy eating habits? Why?

HEADS

Mr. Velez is overweight. What must have he done? (Say two options)

HEADS

Miss. Smith didn't come to the gym today. What may have happened? (Say two options)

HEADS

Name the two types of natural resources.

TAILS

TAILS

Do you protect our natural resources? How?

HEADS

What type of natural resources are the air, water, and trees?

HEADS

What type of natural resources are oil, coal, and copper?

HEADS

Finish



Game

Getting Healthy

The purpose of the game is for students to get more practice using the vocabulary and grammar learned in this unit. In addition, the game provides students opportunities to think about their habits in relation to their own health and to make guesses about other people's habits. At the end of the game, students also practice the language and new words learned about natural resources and environmental problems.

Instructions: L V I I K N

Students can play the game in pairs or in groups of three. Encourage them to speak English by holding short conversations while they go through the different stages of the game. They need to toss the coin and follow the arrows according to which side their coins show. As they move, need to read the text and name the words or answer the question. Students score two points for each correct answer

and they, themselves, should write down the scores of each player to keep track of them. If a player does not know the answer, or provides an incorrect one, he/she has to move back to the previous box. Congratulate them on their use of the language and grammar as they practice it when playing the game.

▶ **EXTRA IDEAS** L I I

When students have finished playing, tell the winners to play a second round in pairs. Set a time limit so students have to answer during the allotted time. When the time is up, the next player keeps moving. Encourage the rest of the class to listen, control time, and keep track of their classmates' scores.



Quiz Time

Before the test

Remind students of the fact that this quiz will help them become aware of the strengths and weaknesses they have in relation to the main language issues worked on throughout this unit: *talking about healthy and unhealthy habits, speculating about past habits, naming natural resources, using relative pronouns, and talking about environmental issues.* Encourage students to read the instructions carefully for each part of the quiz. After they have worked individually, have them check their answers in pairs before sharing them with the whole class.

1. Listen to each conversation and check the correct option. Track 20

Tell students that they are going to listen to two short conversations related to the two main topics of the unit. The purpose is for students to identify the participants, the settings, main ideas and detailed information. Remind students to read the possible answers before you play the audio. Then, play the audio at least three times and encourage students to mark their answers. Finally, have them check the correct answer.

2. This is a picture of Mr. Graham, a healthy 85-year-old man. Look at his habits checklist and write sentences to speculate about his life in the past.

This exercise helps you assess the students' use of past modals. Suggest students read the instructions attentively

and make sure they are clear to them before having them look at the picture too. Invite them to read the example and to follow it as a model. Remind students that there are different degrees of certainty that can be used to speculate about the past.

3. Complete the definitions by writing the correct relative pronoun. Then, match them with the corresponding picture.

Encourage students to read each statement before trying to complete it. Then, suggest they look at the words preceding the blank to make decisions about the relative pronoun that best completes the gap. When they have filled in all the blanks, tell them they should match each sentence with the corresponding picture by writing the appropriate letter in the circle.

Self-Evaluation

Invite students to read the Self-Evaluation chart. Motivate students to be honest when marking their progress and take this as an opportunity to detect strengths and weaknesses. This can be a good time to provide further clarification regarding any difficulties expressed by the students. Have students reflect upon the fact that an evaluation is more than a number or a letter: *It is a means to overcome any language or grammar problem that is still present.* Advise them to form study groups to support each other.

Glossary

Tell students that a Glossary includes the key words present in the unit. Reading each entry and its definition is useful for developing dictionary skills and clarifying the meaning of the new vocabulary learned. Encourage them to read the entries of the Glossary and their corresponding definitions attentively. Have them practice pronunciation by reading each word out loud. You may want to add some interesting examples or have students create their own.

Game 1

Play the Word Class game by dividing students into groups of four. Ask students to select a word at a time and read it aloud. The first group that says the word class correctly scores a point. Play at least two rounds with each group saying a word from the glossary.

Game 2

Play the *key-word story* game. Have students use the pictures and the words from the Glossary plus the language learned in the unit to create a story. Assign them a reasonable amount of time to write it down. Motivate them to include characters, places, and key events. When they're ready, encourage them to role-play and tell the story out loud in front of the class. Encourage the class to select the best story and performance and to offer a symbolic prize to the winners.

Finally, don't forget to invite students to do the Glossary Activities on page 94. Bear in mind that this page corresponds to page 32 of the Teacher's Guide.

Quiz Time



1. Listen to each conversation and check the correct option.

Conversation 1

a. What keeps these women active and fit?

- Gym sessions
- Belly dance sessions
- Yoga sessions

b. Who has missed the dance class lately?

- Patty
- Sally
- Maggie

c. What could have happened to her?

- She might have been busy at work.
- She may have fallen ill.
- She might have found another job.

Conversation 2

a. Who are the people talking in this conversation?

- Mom and dad
- Teacher and student
- Dad and his son

b. What are they talking about?

- Natural resources
- Earth's nature
- Economical resources

c. Which renewable resources do they mention?

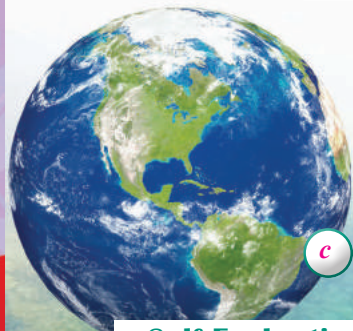
- Plants, water, and solar energy
- Energy, the wind, and soil
- The air, sun, and plants

2. This is a picture of Mr. Graham, a healthy 85 year-old man. Look at his habits checklist and write sentences to speculate about his life in the past.

<input checked="" type="checkbox"/>	a. Being active	<i>He must have been really active all his life.</i>
<input checked="" type="checkbox"/>	b. Drinking alcohol	
<input checked="" type="checkbox"/>	c. Eating low-fat foods	<i>Answers</i>
<input checked="" type="checkbox"/>	d. Being in a good mood	<i>may vary.</i>
<input checked="" type="checkbox"/>	e. Smoking	
<input checked="" type="checkbox"/>	f. Sleeping well	

3. Complete the definitions by writing the correct relative pronoun. Then, match them with the corresponding picture.

- a. Geologists are people who extract minerals and fuels from the soil.
- b. Oil and coal are non-renewable resources that cannot be replaced after they are used.
- c. The Earth is the place where there are renewable and non-renewable natural resources.
- d. Water is a renewable resource that we use for drinking, cooking, and washing.



Self-Evaluation

Now I can...

- talk about healthy lifestyles and ways to protect the environment.
- speculate about possibilities in the past.
- describe people, objects, and events by joining clauses.

Very Well

OK

A Little

Glossary

A-K

buddy: *n.* (informal) friend. (ant. enemy)

coal: *n.* a hard black rock that is found in the ground and is used as a fuel to provide heat. *In the past many trains ran on coal.*



copper: *n.* a red-brown metal used to make wire or pipes that conduct electricity or heat.

dig: *v.* to make a hole in sand or soil. (syn. burrow)

disease: *n.* a condition of a living thing or of one of its parts that impairs normal functioning and is manifested by certain symptoms. (syn. illness, sickness)

dump: *n.* a place where waste material and garbage is left. *The dump was really dirty and smelly.*

faucet: *n.* a tap on the bath or sink that controls the flow of water. (syn. tap, spigot)

flowing: *adj.* a stream of water that moves along. (ant. stagnant, still)

fossil fuel: *n.* fuels formed from the remains of plants and animals that lived in an earlier era.

iron: *n.* a hard, silvery heavy metal that is abundant in the earth and is used to make building structures. *The gates are made of iron.*

junk food: *n.* food that is unhealthy as it contains lots of fat, sugar, or salt. *Tim eats too much junk food.*

L-Q

layout: *n.* the design and organization of pictures and text on a page or PowerPoint slide. (syn. design, format, setup)

litter: *v.* to leave pieces of trash in public places or the outdoors and not in a trash can. *People shouldn't litter.*



nap: *n.* short, light sleep during the day. (syn. kip, siesta)

natural resources: *n.* substances or materials such as oil or wood that are found in nature. *Water is a natural resource.*

oil: *n.* a thick, dark liquid obtained from mineral deposits that is used as fuel.

outskirts: *n.* the areas surrounding the center of a town or city. (ant. downtown)

R-S

renewable: *adj.* possible to be replaced or renewed indefinitely. (ant. non-renewable)

scrap: *n.* waste material, especially metals suitable for reprocessing. *We can recycle scrap metal.*



sedentary: *adj.* sitting most of the time and not exercising a lot. (ant. moving, active)

slide: *n.* the page of a PowerPoint presentation that contains pictures and text.

soil: *n.* the surface layer of the Earth, the ground. (syn. dirt, earth)

storehouse: *n.* a place where things are kept in large quantities. (syn. warehouse)

stream: *n.* a natural flow of water narrower than a river.



T-Z

template: *n.* a computer document with a basic format you can use and adapt.

tide: *n.* the way the ocean waters fall and rise during the day. (syn. current)

timber: *n.* wood used for building. (syn. wood, logs)

tired: *adj.* being weak and in the need of rest and sleep. (ant. energetic)

veggies: *n.* (informal) vegetables. *My veggie garden is small.*

weight: *n.* a measurement that says how heavy something is. (syn. heaviness)

wise: *adj.* intelligent and able to make good choices and decisions. (syn. perceptive)

Colloquial Expressions

Be as fit as a fiddle: be in good health.

Be in bad shape: be in a poor physical condition.

Be in murky waters: behave in morally and ethically questionable ways.

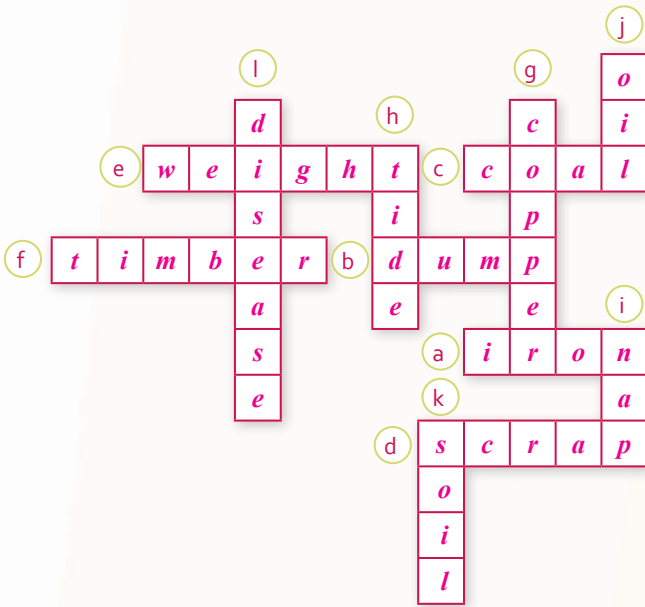
Move heaven and earth: be determined to do or get something that is difficult.





Glossary Activities

1. Answer the crossword puzzle.



Across:

- a. a hard, silvery heavy metal that is abundant in the earth and is used to make building structures
- b. a place where waste material and garbage is left
- c. a hard black rock that is found in the ground and is used as a fuel to provide heat
- d. waste material, especially metals suitable for reprocessing
- e. a measurement that says how heavy something is
- f. wood used for building

Down:

- g. a red-brown metal used to make wire or pipes that conduct electricity or heat
- h. the way the ocean waters fall and rise during the day
- i. a short, light sleep during the day
- j. a thick, dark liquid obtained from mineral deposits that is used as fuel
- k. the surface layer of the Earth
- l. a sickness or an illness

2. Circle the most appropriate word or expression to complete each sentence.

- a. My dad is a very _____ man. I always ask him for advice when I have a problem.
 - 1. tired
 - 2. wise
 - 3. sedentary
 - 4. flowing
- b. _____ like petroleum and natural gasses are formed from the remains of plants and animals from previous eras.
 - 1. Junk food
 - 2. Veggies
 - 3. Diseases
 - 4. Fossil fuels
- c. A well-balanced diet includes lots of fruit and _____.
 - 1. junk food
 - 2. scraps
 - 3. veggies
 - 4. diseases
- d. We have many different colors in our _____.
 - 1. storehouse
 - 2. dump
 - 3. outskirts
 - 4. layout

3. Find words in the glossary that are antonyms to the following words.

Glossary Word	Antonym
a. <i>outskirts</i>	downtown
b. <i>buddy</i>	enemy
c. <i>tired</i>	energetic
d. <i>sedentary</i>	moving
e. <i>renewable</i>	non-renewable
f. <i>flowing</i>	stagnant

4. Match the colloquial expressions with their meanings.

Colloquial Expression	Definition
a. be in murky waters	b. be in a poor physical condition
b. be in bad shape	d. be in good health
c. move heaven and earth	a. behave in morally and ethically questionable ways
d. be as fit as a fiddle	c. be determined to do or get something that is difficult

Test Training A

This test assesses students' achievements at the B1 level of the Common European Framework of Reference for Languages. It covers the topics presented in units 1 and 2, including exercises to evaluate all competences (listening, reading, speaking and writing). At the same time it provides the opportunity to practice test-taking strategies.

▶ Listening Track 21

You will hear a radio interview. For questions 1-5, check the correct answer in the answer box. You will listen to the recording twice.

Ask students to read the instructions individually, and check if they have understood what they are supposed to do. Direct their attention to the example and have them look at the answer grid. Tell them that the interview is about natural resources so that they can associate the content and the information with the concepts already learned in lesson 2. Allow them some time to read the questions and options before playing the audio. Afterwards, have students listen to the recording two or three times, allowing them to decide on the appropriate option that best answers each question.

Strategy: *Associating new information with familiar concepts*

▶ Speaking

Clarify that the exercise is divided into two stages. Have each candidate read the instructions for the first stage and the given examples. Then, clarify any doubts about the conversation they are supposed to hold and the language they should use. Suggest Candidate A be a good listener so that he/she can give some advice to Candidate B on how to improve his/her lifestyle.

Now, invite him/her to read the instructions attentively for the second stage and make use of the clues given in the list to talk about his/her lifestyle over the past year. He/She should speak clearly and listen carefully to Candidate B who will provide advice in response.

Strategy: *Using clues for receiving and sending messages*

Test Training A

Listening

You will hear a radio interview. For questions 1-5, check ✓ the correct answer in the answer box. You will listen to the recording twice.

Answers

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

0. A renewable resource is one which
- A. is replaced over time through natural processes.
 - B. cannot be replaced in nature at a rate close to its rate of use.
 - C. exists in fixed amounts and is used up faster than can be replaced in nature.

1. Some examples of non-renewable resources include

- A. plants, minerals and the sea.
- B. water, wind and sun.
- C. oil, coal and copper.

2. The major problem with the way our society uses non-renewable resources is that

- A. we don't have the money to reproduce them efficiently.
- B. we use them faster than they can naturally be replaced.
- C. we should be using them more frequently.

3. If we continue to use non-renewable resources so quickly, we run the risk of

- A. significantly reducing the world's supplies of these resources.
- B. having too many different kinds of non-renewable resources.
- C. running out of renewable resources.



4. Even though trees are technically considered renewable resources,
- A. they can't be naturally reproduced.
 - B. they are always consumed more slowly than they can be reproduced.
 - C. they are often consumed in a non-renewable fashion.

5. According to Dr. Rice, people can help protect our natural resources

- by
 - A. taking cold showers.
 - B. recycling.
 - C. using both kinds of resources.

Speaking Candidate A

Stage 1

Candidate B is going to tell you about his/her lifestyle over the past year.

Listen to what he/she says and make some predictions about the way he/she might have felt. Give some pieces of advice on how to improve his/her lifestyle. Use the expressions *could've*, *should've* or *must've*.

E.g. *You could've made more time for exercise.*
You must've been tired a lot.

Stage 2

Tell candidate B about your lifestyle over the past year.

Use the list below of things you did or didn't. He/She will make some predictions about your well-being and give you some advice on how to become healthier.

- Got up early
- Had unhealthy breakfasts
- Rode bike to and from work
- Had hamburgers for lunch
- Drank too much Coke
- Had light dinners
- Regularly went to bed early



▶ Reading

Read the following newspaper article. Select the correct option for each space. Mark the best answer (A, B, C or D) in the answer box.

Ask students to read the instructions carefully so that they understand what they are expected to do. Stress the importance of focusing their attention on the information given before and after each space. Also, you may advise students to carefully read the four options given to complete each gap before they make any decisions.

Allow some minutes for the completion of the ten statements so that students feel they are doing a careful learning activity and not simply rushing to get to the last one. The purpose of this reading test is to complete the text of a newspaper article with the best option. Go around the classroom and check if they still have any difficulties with any of the questions.

Strategy: *Focusing attention on grammar patterns and context clues*

▶ Writing

Frenchwoman Jeanne Calment, who died in 1997 at age 122, had the longest documented human lifespan. Speculate about her lifestyle and what she **must have, might have or may have done** in order to have lived for such a long time.

Write between 30 and 45 words.

Invite students to read the instructions carefully to complete this part of the test. Confirm students' understanding of the activity by asking questions, reminding them to include all the aspects involved when describing their speculations/guesses about the lifestyle of this woman's personality traits and healthy lifestyle.

Remind students that to describe the lifestyle of a person, they can think of healthy and unhealthy habits. Suggest they use blank paper sheets on which they should brainstorm their ideas and organize the descriptive details they want to include. Suggest they double check their final drafts for spelling mistakes, word choice, and grammar and tenses.

Strategy: *Brainstorming and organizing descriptive details*



3 What Lies Within Us



Skills

CEF Standards

Indicators

Listening
Comprehension

Can understand the main points of clear standard input on familiar matters regularly encountered in contexts such as work, school and leisure activities.

- Understands the main points of a radio program that talks about a well-known celebrity.

Reading
Comprehension

Can understand texts that consist of mainly high frequency words associated with familiar topics.

- Understands the principal ideas of a short biography.
- Analyzes a biography's organizational pattern.

Oral
Interaction

Can deal with most situations likely to arise while traveling or in familiar situations pertinent to everyday life or of personal interest.

- Describes and talks about how his/her personality has changed over the years.
- Talks about how she/he deals with her/his feelings and emotions.
- Uses idiomatic expressions to comment on personal experiences, feelings and emotions.

Oral
Expression

Can narrate experiences and events, giving brief reasons and explanations.

- Narrates important facts and anecdotal information about a famous person.
- Describes a famous person's life achievements.

Written
Expression

Can produce simple, connected texts on topics which are familiar or of personal interest.

- Writes a blog about a famous person.
- Uses a graphic organizer to write a biography.

What Lies Within Us 3

▶ General Objective

You will be able to describe people's characters, feelings and emotions.

▶ Communication Goals

You will learn how to

- talk about people's characters and personalities.
- express feelings, attitudes, and mood.
- describe events in the life of famous people.

▶ CLIL

- Character and Personality
- Feelings and Emotions

Vocabulary

- Descriptors of character and personality
- Words related to feelings and emotions

Grammar

- Phrasal verbs
- Gerunds and infinitives
- Prefixes and suffixes

▶ Idioms and Colloquial Expressions

- *Grin from ear to ear*
- *Head over heels in love*
- *Make your blood boil*
- *Your heart sinks*

▶ Project

A Personal Blog

You will design a personal blog to show and share your feelings about someone's personality and key life events.

Discuss:

- What do you like about your personality and character? What don't you like?
- What do you like about the personality and character of other people? What don't you like?
- Is it easy or difficult for you to express your feelings and emotions?





Lesson 1

Character and Personality Traits

1. Look at the pictures. What do you know about this artist?

Name	Nickname	Age	Personality
Paulina Rubio	La Chica Dorada	Answers	may vary.



2. Listen to the conversation and check the correct options.

What is true about Paulina Rubio?

- a. She is from _____.
- b. She has a _____ personality.
- c. She has been a successful _____.

<input type="checkbox"/> Spain	<input checked="" type="checkbox"/> Mexico	<input type="checkbox"/> Miami
<input checked="" type="checkbox"/> friendly	<input type="checkbox"/> shy	<input type="checkbox"/> vain
<input type="checkbox"/> model	<input checked="" type="checkbox"/> singer	<input type="checkbox"/> writer



3. Listen again and circle the best option to complete the statements.

- a. Well, I'll go for the female singer.
• on • for • with
- b. She looked after her friend's baby for a whole weekend!
• after • into • for
- c. She draws on her talent to make all her projects a success.
• up • in • on
- d. Her various businesses have brought in thousands of dollars.
• up • on • in
- e. She even turned down a proposal to play the lead role in a film.
• down • out • away

Listening Strategy

Read the statements and the given options before listening to predict what you will hear.



4. Read and discover the character and personality traits for each sign. Use the Word Bank. Then, listen to the second part of the radio show and confirm.

Sign	Character	Personality Traits	Sign	Character	Personality Traits
	Libra	<ul style="list-style-type: none"> • They get on well with people. • They use common sense. • They're proud and expect admiration. • They do not accept delay calmly. 		Virgo	<ul style="list-style-type: none"> • You can trust them. • They look into things deeply. • They don't make decisions easily. • They don't think they are better than others.
	Leo	<ul style="list-style-type: none"> • They eagerly want wealth and fame. • You never know what they are going to do. • They love to find out people's private information. • They hate to lose. 		Pisces	<ul style="list-style-type: none"> • They become angry or upset easily. • They tend to hold back their feelings. • They don't care about the consequences of their actions.

Word Bank

- ambitious
- humble
- irresponsible
- sensible
- curious
- analytical
- impatient
- reliable
- sensitive
- unpredictable
- competitive
- indecisive
- reserved
- ~~sociable~~
- vain

Vocabulary Strategy

Pay attention to the prefixes added at the beginning of a word. **Im-**, **In-**, **Ir-**, and **Un-**, are prefixes which mean **NOT**. **Impatient** = *not patient*



Lesson 1

Character and Personality Traits

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to describe people's characters and personality traits.	<ul style="list-style-type: none"> Describes and talks about people's characters and personality traits. Uses prefixes to figure out the meaning of adjectives. 	<p>Vocabulary ambitious, analytical, competitive, humble, impatient, indecisive, irresponsible, reliable, reserved, sensible, sensitive, sociable, curious, unpredictable, vain</p> <p>Structures Phrasal verbs Prefixes</p>	<ul style="list-style-type: none"> Using prior knowledge to predict information before listening Paying attention to prefixes of a word

▶ WARM UP (books closed)

Hangman

Prepare the names of some famous people or movie characters. Write on the board lines for each of the letters of their first and last names. Give students some clues as they call out letters to discover who the person is.

Person	Clue
Harry Potter	magical, can do magic
Lionel Messi	talented, can play soccer better than most people.
Batman	mysterious, can fly

▶ PRESENTATION 1

1. Look at the pictures. What do you know about this artist?

Direct students' attention to the pictures of Paulina Rubio. Encourage volunteers to give information about the artist. Then, ask them to complete the chart.

2. Listen to the conversation and check the correct options. Track 22

Call on a volunteer to read the Listening Strategy.

Have them say their option using the phrasal verb, "go for." Ask: *Where do you think she's from? I'll go for Spain.* Play the audio for students to confirm their answers.

3. Listen again and circle the best option to complete the statements. Track 23

Invite students to focus their attention on the possible verb - particle combinations as students go over the statements and the possible answers.

Play the audio and have students compare their answers in pairs. After that, invite them to explain the meaning of the phrasal verbs in their own words.

▶ PRESENTATION 2

4. Read and discover the character and personality traits for each sign. Use the Word Bank. Then, listen to the second part of the radio show and confirm. Track 24

Contextualize the exercise by discussing with students the use of the astrological signs to describe personalities. Invite students to say all the zodiac signs in English. Write on the board:

Aries=	/'eəri:z /	Leo=	/'li:əʊ/
Aquarius=	/ə'kwɛəriəs/	Virgo=	/vɜ:gəʊ/
Pisces=	/'paɪsi:z/	Libra=	/'li:brə/
Taurus=	/'tɔ:rəs/	Scorpio=	/'skɔ:piəʊ/
Gemini=	/'dʒeməni/	Sagittarius=	/,sædʒə'teəriəs/
Cancer=	/'kænsər/	Capricorn=	/'kæprɪkɔ:rn/

Then ask: *What's your zodiac sign?* Have students provide a typical personality trait of each sign.

What are Leos like? Are they brave? Encourage and accept any answer.

After that, direct students' attention to the exercise and have a volunteer read the example. Then, go over the Word Bank with the students. Point out the Vocabulary Strategy. Invite students to identify and underline all the words containing these prefixes.

Once students are familiar with the vocabulary, have them read and complete the chart. Remind students to use all the clues the context provides (prefixes, synonyms, associations). Then, play the audio so they can confirm their answers.

▶ EXTRA IDEAS

Personalize

Have students give some personality characteristics of their own signs. Encourage them to use the vocabulary from the exercise.

- Challenge students to create a similar radio program where they talk about the other signs of the zodiac. Have students listen again and focus their attention on the expressions used in the show to describe the signs:

Virgos are... / A Virgo is... / They can be ...

Another characteristic they have is that they're ...

They tend to be ...

▶ PRACTICE

5. Match the phrasal verbs with their meanings.



- Explain that the students should match each phrasal verb with its definition. Refer students to the Grammar box. Clarify that the particle changes the meaning of the verb. Have students identify the verb (in blue) and the particle (in green). Explain that the particle can be an adverb or a preposition.

Provide more examples with the verb look:

Look at /look up /look down /look back/look away.

Indicate the different meanings by using body language.

- Encourage students to go back through the lesson and identify examples with these phrasal verbs, e.g. *Paulina Rubio looked after her friend's baby for a whole weekend.*

6. Form the opposite of the following words by using the appropriate prefix: **Im-**, **In-**, **Ir-**, and **Un-**.



Have students close their books and remember the words containing the prefixes **Im-**, **In-**, **Ir-**, and **Un-**. Invite a volunteer to provide an explanation for the prefixes. After that, refer students to the exercise and have them come up with the opposites. Invite students to check their answers in pairs.

▶ EXTRA IDEAS

- Challenge students to remember or identify common suffixes used in adjective formation:

-able / -ous / -ive / -ible/able

- Ask them to provide examples from the lesson.

7. Fill in the gaps with the correct form of the phrasal verbs from exercise 5. Then, describe each person's character using the words from the Word Bank in exercise 4. Track 25

With this exercise you can check students' understanding and use of the lesson's vocabulary.

Make sure students look at the pictures and read the complete sentences to understand the context. Go over example (a) and (e) with students. Have them look at the picture and find an adjective to describe Sam's behavior, or based on John's picture and description, have them complete sentence (e) with the correct phrasal verb.

Ask students to write the correct adjective under each of the pictures. After students finish, have them compare their answers with a partner's. Encourage students to read the complete sentences and role play each dialog. Call on some volunteers to perform them to check pronunciation.

To expand on pronunciation, direct students' attention to the Pronunciation box. Explain to them that they will listen to some sentences which they need to complete using a phrasal verb. After students have complete the exercise, invite them to reflect on the emphasis that is given to the particle in contrast to the common pronunciation of prepositions. Give some more examples for students to contrast:

*This is **for** Sam (no emphasis)*

*I'll go **for** Sam. (emphasis)*

*The box is **on** the table. (no emphasis)*

*I get **on** well with all my classmates. (emphasis)*

▶ APPLICATION

8. Think of your own character and personality. Has it changed over the years? How? Discuss with a partner.

Give students enough time to prepare their answers. Encourage them to use the new vocabulary and to work with different partners. When students finish, have them report interesting information about their partners. Ask: *What did you learn from your partners? What do you have in common?*

Project Stage 1

Encourage students to discover if anyone has the same favorite famous person. This project will help them share some of their preferences with people who share similar interests.

Give students some important advice about using the web: Double check information, don't copy and paste, quote the source they use.

Students should write a description using adjectives to describe character and personality.

Remind students to investigate about important events in this person's life for the next class.

5. Match the phrasal verbs with their meanings.

- | | | |
|---------------|----------|---------------------------|
| a. bring in | <u>c</u> | have a good relation with |
| b. find out | <u>d</u> | choose |
| c. get on | <u>b</u> | discover |
| d. go for | <u>a</u> | earn money |
| e. hold back | <u>g</u> | investigate |
| f. look after | <u>e</u> | not to show how you feel |
| g. look into | <u>h</u> | reject |
| h. turn down | <u>f</u> | take care of somebody |
| i. draw on | <u>i</u> | make use of something |

6. Form the opposite of the following words by using the appropriate prefix: **Im-**, **In-**, **Ir-**, and **Un-**.

- | | |
|------------------------|-----------------------|
| a. In sensitive | c. Un happy |
| In tolerant | Un reliable |
| b. Im mature | d. Ir rational |
| Im polite | Ir resistible |

Reflect on Grammar

Phrasal Verbs

Phrasal verbs are verb-particle combinations. The particle gives a special meaning to the verb.

- She **looks after** her baby. (Meaning: to take care of somebody/something)
- They **look into** things deeply. (Meaning: to investigate)

7. Fill in the gaps with the correct form of the phrasal verbs from exercise 5. Then, describe each person's character using the words from the Word Bank in exercise 4.

- a. **A:** Which dessert does Sam want, the bitter or the sweet one?
B: Better ask him. You never know which option Sam will go for.
- b. **A:** Who can look after the baby while we go out?
B: Mary. She is a great nanny and I trust her.
- c. **A:** Is Tom in Hollywood now?
B: Sure! He loves that movie project. It'll bring in a thousand dollars a week.
- d. **A:** Who solved the last crime case? Was it Catherine Willows?
B: Yes, she examined the evidence until she found out who committed the crime.
- e. **A:** What has made John so anxious?
B: Well, his girlfriend holds back her feelings towards him.



Sam is indecisive.



Mary is reliable.



John is impatient.



Cath is analytical.

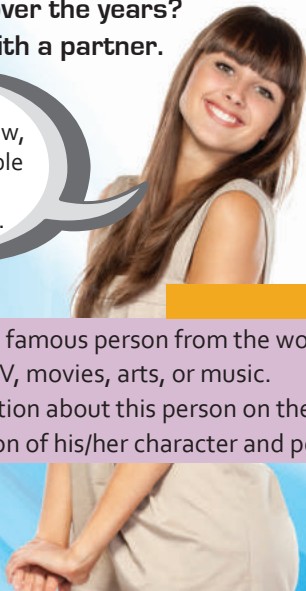


Tom is ambitious.

8. Think of your own character and personality.

Has it changed over the years?
 How? Discuss with a partner.

In the past, I was very shy. Now, I get on with people very well. I'm a sociable person.



Pronunciation

In phrasal verbs, the particle is emphasized. Listen and complete. Then practice.

- Actors often draw on their own life experiences.
- I get on well with my school friends.
- The police will look into the bank robbery.
- People shouldn't hold back their feelings.
- Mom has turned down a job offer abroad.



Project Stage 1

- In pairs, choose a famous person from the world of sports, fashion, TV, movies, arts, or music.
- Look for information about this person on the Internet.
- Write a description of his/her character and personality.

(E.g. date of birth, zodiac sign, etc.)



Lesson 2

Posting Your Feelings and Emotions

1. Take the test and then complete the grammar chart below.

How do you deal with your Emotions?

- | | |
|---|--|
| <p>a. When you have bad grades at school, you consider...</p> <p><input type="checkbox"/> 1. ignoring the issue.</p> <p><input type="checkbox"/> 2. studying harder to get better grades.</p> <p><input type="checkbox"/> 3. complaining to your teachers.</p> <p style="text-align: right;"><i>Answers may vary.</i></p> | <p>d. When you get shocking news, it makes you...</p> <p><input type="checkbox"/> 1. take a deep breath and do nothing.</p> <p><input type="checkbox"/> 2. talk to somebody to see what can be done.</p> <p><input type="checkbox"/> 3. cry a lot and feel extremely upset.</p> |
| <p>b. When you have a problem, you prefer...</p> <p><input type="checkbox"/> 1. to deal with it by yourself without telling anybody.</p> <p><input type="checkbox"/> 2. looking for your best friend to get some advice.</p> <p><input type="checkbox"/> 3. to tell everyone so you feel people care about you.</p> | <p>e. When your friends have a problem, you let them...</p> <p><input type="checkbox"/> 1. talk and release their pain. But you don't really listen to them.</p> <p><input type="checkbox"/> 2. explain the problem. Then, you give them some advice.</p> <p><input type="checkbox"/> 3. get desperate and create a drama. You don't feel you can comfort them.</p> |
| <p>c. When your parents don't let you go out at night, you tend to...</p> <p><input type="checkbox"/> 1. be hopeless at trying to convince them.</p> <p><input type="checkbox"/> 2. become interested in doing something fun at home.</p> <p><input type="checkbox"/> 3. be doubtful about being obedient.</p> | <p>f. When your best friend is embarrassed, you...</p> <p><input type="checkbox"/> 1. try not to help him/her feel better.</p> <p><input type="checkbox"/> 2. do your best to help him/her feel better.</p> <p><input type="checkbox"/> 3. feel embarrassed that you can't help him/her at all.</p> |

Scoring System: Answers No. 1 = 2 points; Answers No. 2 = 4 points; Answers No. 3 = 6 points.

Your score:

2-12: You never express your feelings; you hold them back and try to forget them.

13-24: You react in a measured way and you can express your emotions calmly and easily.

25-36: You tend to overreact and lose your temper. Sometimes you want to find a person to blame. You should avoid the instinctive reaction that makes you lose control.

Reflect on Grammar

Gerunds and Infinitives

Some words, **verbs** and **prepositions** are followed by a specific form of another verb. Read, complete, and check ✓:

... you **consider** studying harder to get better grades.

The verb **consider** is followed by:

- a. Gerund (-ing) b. Infinitive (to...)

... **hopeless at** trying to convince them.
 ... **interested in** doing something fun.
 ... **doubtful about** being obedient.

Prepositions are followed by:

- a. Gerund (-ing) b. Infinitive (to...)

... you **prefer** to deal with it by yourself.
 ... you **prefer** looking for your best friend.

The verb **prefer** is followed by:

- a. Gerund (-ing) b. Infinitive (to...)

... **shocking news makes** you take a deep breath.
 ... you **let** them talk and release your pain.
 ... **try not to help** him feel better.

Verbs make/let/help are followed by the object and:

- a. Infinitive with to b. Infinitive without to



Lesson 2

Posting Your Feelings and Emotions

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to describe people's life events and emotions.	<ul style="list-style-type: none"> Narrates important events in the life of a famous person. Describes this person's emotions and relates them to a specific circumstance. 	<p>Vocabulary annoyed, disappointed, doubtful, excited, hopeless, interested, pleased, resistant, skeptical</p> <p>Structures Gerunds and infinitives</p>	<ul style="list-style-type: none"> Turning nouns into adjectives by adding a suffix at the end of words

▶ WARM UP (books closed) **L V I A**

Invite students to brainstorm the names of different emotions and feelings. Give them some examples and continue eliciting information. Write their contributions on one side of the board.

Then, draw, photocopy or project some of these faces (emoticons) on the board, and invite students to identify the feeling.



Have students match the image to the words they have previously said. There are many possibilities. Go over their pronunciation.

Possible words:

*embarrassed, disappointed, upset
surprised, afraid, pleased, proud, satisfied
shocked, relieved, thoughtful, sleepy*

You might like to use the vocabulary from exercise 4 as a way to pre-teach these words.

Once students have finished, invite them to explain the situations when they feel these emotions. Provide an example:

I always feel afraid when I see a spider.

▶ PRESENTATION 1

1. Take the test and then complete the grammar chart below. **L V I**

Give students some time to skim the text in order to discover what kind of text it is (a psychological test).

Go over the question, *How do you deal with your emotions?* Explain to students that *deal* means *to manage*, or *to control* their emotions.

Invite students to take the test and go around the classroom providing help with difficult vocabulary.

After students score themselves, have them compare their answers in groups of three. Encourage them to change the pronoun *you* for *I*.

To share answers, ask students to report some interesting similarities or differences among them. Now, focus on the correct form of the verbs in bold.

Draw students' attention to the grammar box and refer them back to the test to complete the spaces with the appropriate verb form.

Go over the responses as a class.

▶ EXTRA IDEAS **L**

Have students close their books. Draw a Venn diagram on the board and challenge them to run to the board to group the verbs they remember.

PRACTICE

2. Classify the verbs in the Word Bank into the appropriate categories.

Invite a volunteer to read the instructions. Remind students that using a chart or visual organizers helps learners improve their recall of words.

Give students time to classify, and then invite them to compare their answers with a partner's.

3. Read the news posted in this personal blog. Fill in the gaps with the correct form of the verbs in parentheses. Then, listen and check.



Direct students' attention to the blog and have them identify the principal features of blogs (posts, comments, photos, and links).

Ask students to look at the picture and identify the famous character. Elicit from the class some of her personal information.

Then, invite students to read the title (*Paris Hilton and her productive career*). Encourage them to scan the blog to find out about important events that have made her career productive. Have students underline the two most important ones.

Next, have students read carefully and complete the sentences using the correct form of the verbs.

Refer them to the Vocabulary Strategy box and clarify that there are different combinations, depending on the first verb used. They can find these verbs in reference materials such as grammar books, dictionaries and the sort.

Ask them to check their answers with a partner's. Finally, play the audio for pairs to confirm their responses.

4. How do people react? Read the bloggers' entries and write the way they feel. Use the Word Bank.



Invite students to continue reading the blog. Tell them that they will read the comments or entries and then should analyze each person's reaction to the blog about Paris Hilton. Remind students to use the words from the Word Bank and refer them to the Vocabulary Strategy. Encourage them to provide more examples with the suffixes -ful, and -less.

careful - careless
helpful - helpless
powerful - powerless

- Go over the answers as a class and appoint some students to explain the reasons for their choices.

Project Stage 2

- Choose one important event in which your famous person was the protagonist.

Remind students to narrate or describe the events in their own words. Have them go over their ideas to check the different verb combinations they made.

- Write a description of his/her feelings and emotions related to the event.

Challenge students to use the vocabulary they learned in class.

- Write your own feelings, emotions, and reactions about both the famous person and the event.

Emphasize that the idea is for them to use the grammar and the vocabulary from lessons 1 and 2.

EXTRA IDEAS

Organize a contest. Divide the class into two groups. Prepare a list of adjectives with their corresponding antonyms and synonyms. Select a student from each group. Give them both a marker. Shout out a word and the instructions for the two students to run to the board and write a synonym or antonym of the word.

Teacher: *hopeless*

Student 1: *antonym - hopeful*

Teacher: *patient*

Student 2: *antonym - impatient*

2. Classify the verbs in the Word Bank into the appropriate categories.

Verbs followed by Gerunds <i>avoid</i>	Verbs followed by Infinitives <i>seem</i>	Verbs followed by Gerunds or Infinitives <i>continue</i>
<i>keep</i>	<i>decide</i>	<i>start</i>
<i>enjoy</i>	<i>hope</i>	<i>intend</i>

Word Bank

- continue
- decide
- hope
- ~~avoid~~
- intend
- keep
- seem
- start
- enjoy

3. Read the news posted in this personal blog. Fill in the gaps with the correct form of the verbs in parentheses. Then, listen and check.

Vocabulary Strategy
Use grammar books, dictionaries, or the Internet as sources of reference.

Home About me Archive Contact Celebrities Search:

Liza Ranieri
My Personal Blog

Paris Hilton and her productive career
People may be tired of hearing news about Paris Hilton, but her professional success seems to be (be) improving. She has never avoided talking (a. talk) about her many products and she has even admitted working hard on each project: "I decided to get (b. get) involved in my various businesses and products and I'll continue to do (c. do) so". She also claims that her many stores, perfumes, and product lines have helped her earn (d. earn) over \$1billion in revenue for the last 8 years. She has plans to keep growing (e. grow): "I intend to open (f. open) a new Beach Club Chain in the USA and I'll also start producing (g. produce) a new album which I hope to have (h. have) ready next year".
Posted: 24 hours ago

Posted information 37 Comments Showing 3 comments

Add a new comment _____

Mike Smith Dallas, Texas 6 hours ago
I find it hard to believe that Paris has managed to earn so much money. She may need help with her math.

DJJP Cancun, Mexico 17 hours ago
I cannot imagine another album. What a nightmare!

Kuljangilovy Milano, Italy 10 hours ago
Wow!! A beach club chain in the USA! Can she open one here in Italy? It'd be great!!

4. How do people react? Read the bloggers' entries and write the way they feel. Use the Word Bank.

Mike Smith	Kuljangilovy	DJJP
<i>doubtful</i>	<i>excited</i>	<i>annoyed</i>
<i>skeptical</i>	<i>interested</i>	<i>hopeless</i>
<i>resistant</i>	<i>pleased</i>	<i>disappointed</i>

Word Bank

- annoyed
- disappointed
- ~~doubtful~~
- excited
- hopeless
- interested
- pleased
- resistant
- skeptical

Project Stage 2

- Choose one important event in which your famous person was the protagonist.
- Write a description of his/her feelings and emotions related to the event.
- Write your own feelings, emotions, and reactions about both the famous person and the event.

Vocabulary Strategy
Make nouns into adjectives by adding a **suffix** at the end of a word:
Doubtful: full of doubt; Hopeful: full of hope.
Doubtless: without doubt; Hopeless: without hope.



Lesson 3

People's Highlights



1. How much do you know about this celebrity? Complete the chart.

Quick Facts	
Name:	_____
Occupation:	_____
Place of birth:	<i>Answers may vary.</i>
Date of Birth:	<i>vary.</i>
Zodiac sign:	_____
Personality:	_____
Famous for:	_____

2. Have a quick look at the text below and find examples of words made with the suffixes: -er, -or, and -ist.

suffix	base word	new word
-ist	- <i>turntable</i>	- <i>turntablist</i>
-or	- <i>act</i>	- <i>actor</i>
	- <i>administration</i>	- <i>administrator</i>
	- <i>teenage</i>	- <i>teenager</i>
	- <i>produce</i>	- <i>producer</i>
-er	- <i>sing</i>	- <i>singer</i>
	- <i>own</i>	- <i>owner</i>

Vocabulary Strategy

Transform base words into **nouns** about people by adding any of these **suffixes**: -er, -or, and -ist.

The Fresh Prince: A Charming Star

Willard Christopher Smith Jr. is a successful actor, producer, and singer. He was born in 1968 and raised in Philadelphia, Pennsylvania, USA. His mother was a school administrator and his father was the owner of a refrigeration company. His parents separated when he was thirteen. 1. c However, he has generally always been a fun, sociable person. That is why his school teachers and school friends gave him the nickname, *The Fresh Prince*. 2. e As a teenager, he started performing as a rapper in duo with his childhood friend, "DJ Jazzy Jeff", a turntablist who was great at beat mixing when playing their hip-hop music. In 1988, they won the first rap category Grammy award, which they were really excited about!

Will was a very good student with excellent grades, but after high school he decided to go for an artistic career and turn down a scholarship to study engineering. In 1990, he became a small screen star with his role in the TV show, *The Fresh Prince of Bel-Air*. As ambitious and competitive as he is, Will Smith has drawn on his talent, and energetic and charming personality to build a successful acting career which has brought in millions of dollars. He has starred in various blockbuster films. 3. a His movies have earned him a great reputation as a film star. 4. b

Smith has a very happy family life. 5. d His second child, Jaden, was his co-star in *The Pursuit of Happiness*, and his youngest child, Willow Camille, appeared as his daughter in *I Am Legend*. He is a loving parent and husband who looks after his family, and he even finds the time to take his mother on vacation every year. People have heard him say he loves playing chess and video games with his wife and children.





Lesson 3

People's Highlights

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to identify key elements and synthesize information in order to write a biography.	<ul style="list-style-type: none"> Understands word formation and use of suffixes. Identifies how biographies are typically organized. Synthesizes information from a biography, identifying the key content. Writes a synopsis based on information collected. 	Vocabulary charming, successful, producer, administrator, sociable, rapper, turntablist, ambitious, competitive, energetic	<ul style="list-style-type: none"> Transforming base words into nouns by adding suffixes Using context clues to locate extra sentences

WARM UP (books closed)

Have students relate occupations to typical personalities. Divide the class into two groups. Give a marker to each group. Tell students, a volunteer from each group will race to the board and write an occupation and a personality characteristic of that occupation.

Comedian- funny
 Soccer player - strong, agile
 Software designer – brainy
 Model- vain
 Tolerant, patient – teacher
 Rational, analytical – scientist
 Competitive – sportsperson

Pre-Reading

1. How much do you know about this celebrity?

Complete the chart.

Show a picture of this actor, but do not ask students to open their books. Play a game. Copy the chart on the board and call on volunteers to say the actor's name. Tell students to complete the chart as quickly as they can. Make groups of 3 or 4 and select a student from each group to call out an answer. Have them write their answers on the board.

First and last names: students should know how to spell his name correctly.

Occupation: (ask students to mention at least two)

Date and Place of birth: As dates are difficult to remember, encourage students to guess and the closest date and year to the real one wins.

Personality: ask students to mention at least two adjectives.

Famous for: ask students to mention at least two events which the person is famous for.

-After that, tell them the correct answers and select a winner. Continue with the same procedure for each of the items in the table. Add the points each team earned and select a winning group.




2. Have a quick look at the text below and find examples of words made with the suffixes: -er, -or, and -ist.

Refer students to the Vocabulary Strategy box.

Invite them to skim the text to identify words made with the suffixes to form occupations. Allow enough time for students to complete the chart.



You might want to encourage students to use their dictionaries to work out the base forms of the words. Remind them that dictionaries will provide an entry word (base word) and under the same entry, some information of the most common suffixes and prefixes will be mentioned.

Finally, ask them to compare their answers in pairs.

3. These five sentences have been taken from the text. Read the text again and use content clues to place them in the right gap. Then, listen and check.    **Track 27**

Call students' attention to the Reading Strategy.

Remind them that based on the given information, they need to use context clues to find the correct place for each sentence. Have them read sentences (a-e) and clarify their meaning. Once students have solved the exercise, ask them to discuss their answers in pairs. Additionally, you can play the audio so they can confirm their responses.

4. Make a synopsis of the text by identifying the key content. Find at least two examples for each group.  

Brainstorm ideas about the purpose of this biography. Ask students to identify its common elements and organizational patterns before looking at the chart and the strategy.

Tell students that to make a synopsis they should focus on what is important. Clarify that *factual information* refers to all information that has been verified and accepted as true. *Anecdotal* refers to information that is based on casual observations or rumors. *Key events* are the most important events in a person's life. *Achievements* refer to actions that are the result of ability, hard work, or heroism.

Encourage students to use their own words.

After students have finished, invite them to get into pairs and compare their notes. Call on some volunteers to read out and justify their answers. Challenge them to defend their responses.

5. Write a short biography about a famous person.



Direct students' attention to the outline. Have them read all the instructions. Then, ask a volunteer to read the Writing Strategy out loud. Remind students that a biography should be well-balanced, accurate and entertaining. Write these questions on the board to explore their choices more critically.

Why is this person famous?

What did/does this person do to become famous?

How has this person made an impact on the lives of others?

Invite students to find expressions and phrases that can help them introduce and describe some of the typical elements of biographies.

When they finish, have students interchange their biographies to do some peer correction. Ask them to give advice on content. Write on the board the following questions in order to guide students in their opinions or comments:

-Is it interesting to read?

-Does it provide different kinds of information like anecdotal and factual?

-Is it objective?

Project Stage 3    

- **Continue reading about your celebrity and write a short biography.**
 - Invite students to revise the information that they previously added in their project biography.
 - Encourage students to use a graphic organizer like the one presented here to organize the information they collected about their famous person (in case the biography written in the writing section is not the same for the project).
 - **Organize the information previously written and the recordings and pictures you collected to create and design your personal blog.**
- You might like to show students a blog that has the characteristics you want them to include. Encourage the tech-savvy students in your class to help the other students.
- **Upload all the information and create an attractive design using the texts, pictures, and videos.**

Tell students go to the lab and visit some of their partners' blogs and leave comments on their work.



3. These five sentences have been taken from the text. Read the text again and use content clues to place them in the right gap. Then, listen and check.

- a. These include *Independence Day*, *Men in Black*, and *I Robot*.
- b. His achievements include awards and nominations for being an outstanding actor, producer, and rapper.
- c. He felt gloomy and depressed in those days.
- d. He has been married twice and has three children.
- e. It later became his stage name.

Reading Strategy

Look at the sentences that are immediately before and after an idea to infer missing information.

4. Make a synopsis of the text by identifying the key content. Find at least two examples for each group.

Factual information	Anecdotal information	Key events in life
a. <u>Will was born in 1968 and raised in Philadelphia, Pennsylvania, USA.</u>	a. <u>His school teachers and school friends gave him the nickname, The Fresh Prince.</u>	a. <u>His parents separated when he was thirteen.</u>
b. <u>His mother was a school administrator and his father was the owner of a refrigeration company.</u>	b. <u>As a teenager, he started performing as a rapper in duo with his childhood friend, DJ Jazzy Jeff.</u>	b. <u>After high school he decided to go for an artistic career and turned down a scholarship.</u>
Main professional achievements	Character and personality	Private family life
a. <u>In 1988, they won the first rap category Grammy award.</u>	a. <u>He has generally always been a fun and sociable person.</u>	a. <u>He has been married twice and has three children.</u>
b. <u>In 1990, he became a small screen star with his role in the TV show, The Fresh prince of Bel-Air.</u>	b. <u>He is an ambitious and competitive person.</u>	b. <u>He loves playing chess and video games with his wife and children.</u>

5. Write a short biography about a famous person.

(Title) _____

(1st Paragraph: Introduction and early life): _____

Answers

may vary.

(2nd Paragraph: Professional career): _____

(3rd Paragraph: Private family life): _____

Writing Strategy

How to write a biography

- Organize the paragraphs by *Topics* (See the given layout).
- For each paragraph/topic, include both *factual* and interesting *Anecdotal* information.
- Use *third-person point of view* by using the pronouns *he* or *she*.
- Include descriptions of his/her *character and personality*.
- Write about the *key events* in the person's life in order and mention his/her *feelings* or *reactions* toward them.

Project Stage 3

- Continue reading about your celebrity and write a short biography.
- Organize the information previously written and the recordings and pictures you collected to create and design your personal blog.
- Upload all the information and create an attractive design using the texts, pictures, and videos.



Lesson 4

Grinning From Ear to Ear



1. Listen and complete the expressions in bold using the Word Bank. Then, match them with their meaning.

Word Bank

- ~~head~~
- ear
- blood
- heart

- a. My wife and I met in 2001 and we fell head over heels in love! d 1. feeling angry
- b. Adam was grinning from ear to ear. He passed the final test. a 2. feeling in love
- c. My heart sank when my parents got divorced last year. b 3. feeling happy
- d. It made my blood boil when Jim's boss yelled at him. c 4. feeling sad

2. Use the previous idiomatic expressions in the situations below.

Listening Strategy

Pay attention to the speakers' tone of voice to interpret their feelings.



Natalie Portman was _____ grinning from ear to ear (a) when she won her Oscar Award for best Actress in "Black Swan"



Many people's _____ heart sank (c) when they heard that Michael Jackson had died.



Prince William and Kate _____ fell heart over heels (b) for each other when they were college students in England.



It made my _____ blood boil (d) when my neighbors are noisy and I am trying to have a good night's sleep.

3. Talk to a partner about situations in which your feelings and reactions come to play an important role.



Speaking Strategy

Use an appropriate tone of voice and gestures to convey your feelings and emotions when holding a conversation.

Reflect on Values

	Always	Sometimes	Never
■ I respect people's characters and personalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am tolerant of people's feelings and emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I avoid overreacting and hurting people's feelings.	<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

Grinning From Ear to Ear

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to communicate using idioms.	<ul style="list-style-type: none"> ■ Uses idiomatic expressions to talk about emotions. ■ Associates words and expressions with a particular context. 	Vocabulary <i>Grin from ear to ear</i> <i>Head over heels in love</i> <i>Make your blood boil</i> <i>Your heart sinks</i>	<ul style="list-style-type: none"> ■ Paying attention to speakers' tone of voice to interpret their feelings ■ Using an appropriate tone of voice and gestures to convey emotions

PRESENTATION

1. Listen and complete the expressions in bold using the Word Bank. Then, match them with their meaning. Track 28

Go over the words in the Word Bank and model the correct pronunciation. Then, play the audio for students in order to fill in the gaps. After that, invite students to match the idiom with the definition. Have them compare their answers in pairs. Continue the pronunciation practice by asking students to read the sentences out loud and/or repeat after the audio. Refer students to the Listening Strategy box. Clarify that they should express the correct emotion from each idiom and sentence, using appropriate tone and body language.

PRACTICE

2. Use the previous idiomatic expressions in the situations below.

Write the complete expressions on the board for students to recognize and identify the different parts of the idioms such as verbs and nouns:

to fall / to be / to feel head over heels in love
 to *grin* from ear to ear
 to *make* someone's blood boil
 someone's heart *sinks* when...

Explain that *someone* should be replaced by a possessive reference. Provide some examples:

His heart sank when he saw the results of his driving test. The student's heart sank when he saw his math grade.

Have some volunteers identify the verbs: grin /make/sink /to be or fall or feel

Direct students' attention to the exercise. They should read the complete sentence before filling it in. Remind them to use the verbs in the correct form.

Finally, correct the answers as a class and monitor students' tone and pronunciation.

APPLICATION

3. Talk to a partner about situations in which your feelings and reactions come to play an important role.

Refer students to the Speaking Strategy. Have them demonstrate what kind of body language would be perfect when saying the idiom. Call on some volunteers and have them compare their gestures just for fun.

Invite students to read the examples and ask them to personalize the idioms by talking about personal experiences. Encourage students to provide more information by explaining the reasons and giving concrete examples.

Gap Activity

Invite students to get into pairs. Assign roles A and B. Explain that the pairs will have to share information in order to complete a dialog between a journalist and a famous singer. Remind students to read the complete interview and decide what kind of information they already have and what kind they need to get.

Reflect on Values

Establish a nice supportive atmosphere to talk about values. Invite students to express their ideas freely in an open class or in small groups.

Share Your Project

1. Discuss your experience.

Assign some time to answer the questions. Encourage students to give concrete examples based on their project experience. Invite them to share their answers in groups. Challenge students to use the vocabulary they learned throughout the lesson. Draw conclusions and tell students to believe in their work and present it neatly.

2. Listen and read. Then, answer the questions.

   *Track 29*

You might like to use this section to clear up any doubts and introduce students to the project of the unit. Ask some preliminary questions to introduce the topic and invite students to speculate a little about the content. Also advise them to have a clear purpose for the reading.

- While reading, invite them to have the questions below the text in mind. After reading, invite them to summarize the principal ideas. Encourage students to give complete answers.

-You might want to check the pronunciation as you ask volunteers to read out loud.

3. Give your Presentation.

If possible, invite students to show their blog online if there is Internet connection. If it is not possible, follow the procedure for PowerPoint presentations. Arrange all equipment and materials beforehand. Make sure to leave a comment on each person's blog. Do not use the comment to grade the student. Instead, make a genuine comment about the content and the emotions it produces in you as a reader.

Ask a volunteer to read the Useful Expressions box to the class.

Go over the pronunciation of the phrases and encourage students to use the appropriate body language. To remind students of some important recommendations for presenting their blog, have some volunteers read the tips presented in the Give your Presentation box.

Share Your Project

1. Discuss your experience.

- How did you feel working on this project by yourself? _____
- What traits of your personality helped you to successfully work on the project?
_____ *Answers*
- What traits of your personality and character did not help?
_____ *may vary.*
- What did you like the most about your Personal Blog?

2. Listen and read. Then, answer the questions.

A blog is a personal website published on the World Wide Web. It can include a range of sections and contents. It is usually designed by an individual to show his/her main interests, likes, dislikes, feelings, or opinions about different topics and events. It might also include descriptions of his/her personal life as well as accounts of the life of famous people who are of interest to the blog owner.

The texts on a blog are called "entries", "blog posts" or "posts". The person who creates the blog is called a "blogger" and the act of posting texts, maintaining the blog, and updating the information is called "blogging".

A blog can also include pictures, videos, hypertexts, and even links to other web pages or websites. This makes a blog an interactive tool where visitors can explore its content and leave their comments. Bloggers usually react to the blog posts and expect responses from other visitors. This interactivity distinguishes a blog from other static websites. Thus, blogging is a type of social networking where bloggers can build up social relationships and make new friends.

Answer:

- What are the characteristics of a blog? _____
- What's the difference between "blogging", "blogger" and "blog posts"? _____
- What makes blogs interactive? _____

Give your Presentation

- Give a presentation of your personal blog.
- Use power point slides showing screenshots of the blog you have created.
- Show the main content of your blog and read the biography you've written about the famous person you selected.
- Invite your teacher and classmates to visit your blog and make constructive comments.

Useful Expressions

- This is my Personal Blog. You can find it on the Internet at <http://name...> ...
- Here you will find the following sections/ content...
- The famous person I selected is...
- I wrote a biography entitled: ...



The Moody Bracelets



Read and listen.

Hey, I've decided to sell mood bracelets. I'm sure I'm gonna make a fortune with this!

Huh! Sure! This new business will bring in thousands of dollars!

Don't you believe me? Why don't you try one? Which one would you go for?

Well, I'm sure none of these really work. But, let's try this one.

Wow! You see! It started shining red! It's amazing!

What does that mean?

It means you secretly love somebody.

No, I think this bracelet is broken.

He can't find out that I've fallen head over heels in love with his sister!

Let's try another one. I hope that this one will work properly.

Look! It's flashing yellow. It means you are impatient or maybe very sad these days!

Not at all. These mood bracelets are defective. I'm grinning from ear to ear these days!

Huh, precisely now that I'm jobless.

OK. Let's see what happens with the last one. You're really curious, right?

Not really. But, OK, let's see.

Gee! It's glowing kind of black and gray. That means you have to pay me!

Ahh! Sure! Is there a bracelet for feeling skeptical and tricked?



The Moody Bracelets

WARM UP (books closed) L V I I

Go around the class asking students to show you the bracelets, rings or necklaces they are wearing or usually wear. Ask them why they wear them. Encourage them to explain if they wear them as an accessory or for any other reason.

Ask: *Does it represent protection, good luck or is it just a nice accessory to wear?*

Pre- Reading

Direct students' attention to the title of the comic. Clarify that the word, "moody," refers to frequent changes of temperament (emotions). Ask students if they know someone who is moody.

Model:

A friend of mine is moody. He can be sad and then, suddenly, he starts laughing.

Ask students to make some predictions about the story. You might have students look at the comic pictures for a couple of seconds and then have them close their books and elicit predictions:

What do you think the story is about? Who are the people in the pictures?

Accept any answer and encourage them to give details.

While Reading Track 30

Read and listen. (books open)

Play the audio and invite students to follow along in their books. Write these questions on the board for students to have a reason for reading:

Who are the two guys?

What's the secret power of the bracelets?

What do the different colors of the bracelets mean?

When they finish reading, ask students to share their answers with their partners.

Post -Reading

Invite students to go over the comic again and to do the following exercises:

- Draw the following chart on the board and have students check each character's personality.
- Give them the vocabulary: indecisive/ analytical / curious/ reserved/ annoyed/disappointed/doubtful/ excited / interested/resistant /confident

Thin guy		Chubby guy	
Personality	Feelings	Personality	Feelings
Ambitious		Skeptical	

- Play the Audio again for students to pay attention to the tone of each character.
- Encourage students to share their answers with a partner. Clarify that answers might vary; however, the important thing is for students to support their opinions.

EXTRA IDEAS L V I K

Invite students to create narrator lines for each of the pictures, using the vocabulary from the chart.

Provide an example:

One day Brian, a very ambitious guy, had an idea. His friend Ken was a little dubious about his invention, but he was curious about it. ...

- Invite students to get into groups and compare the narrator lines they created.
- In groups, select the best lines and dramatize the story including the narrator's voice.

Quiz Time

Before the test

This test will help you evaluate the different objectives proposed throughout the unit: describe life events using phrasal verbs and the correct verb combinations with “ing” and infinitives. Remind students to do the test individually and with the right attitude in order to evaluate themselves.

Encourage them to use all the strategies they have learned and to apply them in an autonomous way: preview the test, look at pictures, read the questions beforehand, predict information, use background knowledge, and so forth.

1. Complete the text with the appropriate phrasal verbs. Use the Word Bank.

This exercise helps you assess the students’ use of phrasal verbs as vocabulary units related to people’s life events. Remind students to use the verbs in the Word Bank. Clarify that verbs already have the required form. (Some are in the present and some are in past.)

2. Listen to the conversation. Choose only four words from the Word Bank that describe Paul’s personality. Track 31

This exercise helps you assess the students’ listening comprehension of words related to personality. Direct their attention to the Word Bank. Clarify that they don’t have to use all words; they need only 4. Play the audio twice for students to listen to and take notes before checking their answers.

3. Complete the Facebook entry with the correct form of the verbs given. Use gerunds and infinitives.

This exercise helps you assess the students’ understanding of verb combinations using “ing” and “infinitives” in the context of professional achievements. Remind students to use the correct form of the verb in parentheses.

Self-Evaluation

Tell students they will have the opportunity to evaluate their progress in an autonomous way.

Encourage them to be honest in order to recognize how well they have achieved the proposed objectives.

Allow enough time for students to complete the evaluation. As a class, call on volunteers to provide examples to the “I can...” statements. Help students realize their mistakes and provide feedback in terms of fluency and accuracy.

Refer students to the corresponding pages of the book and Grammar Chart appendixes to help them cope with difficulties and under achievements. Involve all students in this process. Encourage more advanced students to provide advice to weaker students about what to do and how to improve.

Glossary

Explain to students that a glossary is a list of words that is unfamiliar to students. Remind them to use it every time they encounter an unfamiliar word in the lessons throughout this book.

- Use any of the games below to activate the vocabulary from unit 3

Unscramble the word!

Ask students to take a look at the glossary and read it. Assign a few minutes for students to go over it. After that, ask students to close their books. Make two groups. Write one word from the glossary on the board, but scramble its letters.

Invite students to say the word and write its correct spelling. If students can’t figure out the word, give some clues like an example in context or the definition.

Write on the board: o-p-l-s-s-e-e-h

Say: *I’ll give you a clue. The synonym is desperate.*

I’ll give another clue. It’s when you don’t have any hope.

Play Jeopardy

In this game students are given the answer to the questions. They have to say the questions.

Form groups. Give students the definition and encourage them to ask the appropriate question.

Model: *It’s when you’re without hope.*

Students: *What’s the meaning / definition of “hopeless?” / What’s a synonym of desperate?*

EXTRA IDEAS

Invite students to do the corresponding glossary activities on pages 95. Bear in mind that this page corresponds to page 46 of the Teacher’s Guide.

Quiz Time

1. Complete the text with the appropriate phrasal verbs. Use the Word Bank.

Word Bank

• drew on • find out • ~~go for~~ • hold back • looked after • turn down

I never thought I was going to go for an artistic career. Ten years ago, I was a babysitter; I looked after (a) babies in a foreign country. In those days, I wanted to find out (b) what to do with my life. Then, one night, I was with my friends at a bar and we sang some karaoke. It was fun. While I was singing, I noticed that a man was looking at me. He was a DJ. A few minutes later, he made me a job proposal I couldn't turn down (c). Soon, I started singing at big shows; I had to hold back (d) my feelings and deal with the stage fright. I drew on (e) my talent and voice to open new doors; I've collaborated with David Guetta (Titanium), Christina Aguilera, and Flo Rida.



2. Listen to the conversation. Choose only four words from the Word Bank that describe Paul's personality.

Paul is... sociable, competitive
humble and, impatient.

Word Bank

• ambitious • humble
• analytical • impatient
• competitive • sociable

3. Complete the Facebook entry with the correct form of the verbs given. Use *gerunds* and *infinitives*.

facebook



I have to **admit** being (be) exhausted after my last tour, but it was worth it. We had a blast! As soon as I **started** to sing/singing (a. sing) and to dance/dancing (b. dance), I felt the passion of my fans from all over the world. Thanks for joining (c. join) me and enjoying (d. enjoy) my show. I will **keep** working (e. work) on my new album. I've **decided** to work (f. work) with three collaborating singers. I'm interested in producing (g. produce) new sounds and remixes. I **intend** to have/having (h. have) it ready by the end of the year. I do **hope** to hear (i. hear) comments from all my fans.

Self-Evaluation

Now I can...

- use phrasal verbs and verb patterns with gerunds and infinitives.
- talk about people's characters and personalities.
- describe events in the life of famous people and celebrities.

Very Well

OK

A Little

Glossary

A-G

ambitious: adj. having a strong desire to be rich, successful, or famous.

analytical: adj. involving analysis. *She is an analytical person.*

annoyed: adj. feeling angry or impatient. (ant. pleased)

bring in: v. to earn money.

competitive: adj. wanting to be better or achieve more than others. *Jason is a competitive person.*

disappointed: adj. feeling unhappy because something that you hoped for did not happen.



doubtful: adj. when someone does not feel sure about something.



draw on: v. to make use of something that you have for your personal benefit.

excited: adj. feeling very happy and enthusiastic. (syn. enthusiastic)

find out: v. to discover information. *I found out he was in Peru.*

get on: v. to have a friendly relation with people.

go for: v. to choose from various options or possibilities.

H-I

hold back: v. not to tell or show how you feel.

hopeless: adj. showing or feeling no hope. (syn. desperate)

humble: adj. not thinking you are better than others. (syn. modest)

impatient: adj. having no patience; unable to wait. (ant. patient)

indecisive: adj. having difficulty to make decisions. (ant. decisive)

irresponsible: adj. not having or showing any care for the consequences of personal actions. (ant. responsible)

K-R

look after: v. to take care of somebody or something.

look into: v. to investigate.



polite: adj. being kind and behaving in an educated way. (ant. impolite)

reliable: adj. someone or something you can trust. (ant. unreliable)

S-V

sensible: adj. a person who is reasonable and practical; showing good reasoning and judgment.

sensitive: adj. feeling easily offended or annoyed and reacting quickly or strongly to something.

skeptical: adj. having doubts about something; not believing what others think is true.

turn down: v. to reject or refuse a proposal, invitation, or job offer. (syn. reject)

unpredictable: adj. a person who changes his/her behavior or mind easily. (ant. predictable)

vain: adj. being very proud and thinking you are very attractive or special.



Colloquial Expressions

Grin from ear to ear: feeling very happy.

Head over heels in love: falling in love with someone.

Make your blood boil: feeling very angry.

Your heart sinks: feeling very sad.





Glossary Activities

1. Match the verbs with their particles to make phrasal verbs. Then, match the phrasal verbs with their definitions.

Verb	Particle	Phrasal Verb	Definition
a. draw	g for	<u>go for</u> 5	1. to investigate
b. hold	f after	<u>look after</u> 7	2. to reject, refuse
c. bring	e out	<u>find out</u> 8	3. to make use of something
d. turn	c in	<u>bring in</u> 6	4. not to show how you feel
e. find	a on	<u>draw on</u> 3	5. to choose from various options
f. look	d down	<u>turn down</u> 2	6. to earn money
g. go	h into	<u>look into</u> 1	7. to take care of somebody
h. look	b back	<u>hold back</u> 4	8. to discover information

2. Choose seven phrasal verbs from exercise 1 to complete the conversation.

PaulDJ: Hi Amy. Welcome to our radio contest. Today, you have to find out (a) who the artist of the week is. You have two options: a male singer or a female actress. Who do you want to select?

Amy: Well, I'll go for (b) the male singer.

PaulDJ: OK. Great! Here is the first clue: he is a very friendly person; he gets on very well with people and fans. In his songs, he is very honest and never holds back (c) his feelings about the world. He even expresses his religious feelings.

Amy: Wow! That's interesting. Is he a Latin American singer?

PaulDJ: Yes, he is. He draws on (d) his talent as a musician to mix his pop style with merengue, bolero and bachata. He likes to look into (e) the preferences of people to please them with his songs.

Amy: What about his records? Has he sold many of them?

PaulDJ: Yes, he has sold over 30 million. This has brought in (f) millions of dollars. His music is very popular and well-known in different countries. He sings in Spanish and English. He has turned down (g) a proposal to sing in Portuguese, what a shame!

Amy: OK, now I guess I can tell who this is! Is he Juan Luis Guerra?

PaulDJ: You're right. Congratulations, you've found out our artist of the week.



3. Write antonyms using the prefixes in the box.

Im- In- Ir- Un-

a. insensitive

c. irrational

e. irresponsible

g. unpredictable

b. unhappy

d. unpatient

f. indecisive

h. unreliable

4. Match the colloquial expressions with their corresponding pictures.

a. Head over heels in love

b. Your heart sinks

c. Grin from ear to ear

d. Make your blood boil



4 For Old Times' Sake



Skills

CEF Standards

Indicators

Listening
Comprehension

Can understand an oral text about people's experiences and accomplishments using visual aids and context.

- Explores visual aids and language clues before listening.
- Identifies concepts already known while listening attentively.
- Recognizes idioms or colloquial expressions and places them within a context.

Reading
Comprehension

Can identify detailed information in a contrast essay dealing with communication in the past and in the present as well as old and modern forms of communication.

- Completes passages by placing words into context.
- Understands contrast relationships that are established by words like although, however, while and but in a contrast essay.
- Scans the text to identify details or specific information.

Oral
Interaction

Can ask and answer questions about old traditions and customs.

- Asks for and gives information about old traditions and customs.
- Describes activities done to celebrate traditions.

Oral
Expression

Can use informal language to describe traditions, achievements and how to break bad habits.

- Integrates idiomatic expressions into daily conversations.
- Uses fixed expressions to express agreement.

Written
Expression

Can write a short comparison and contrast essay.

- Writes a short essay following a scheme.
- Uses words like although, however, while and but to join opposing ideas.

For Old Times' Sake

► General Objective

You will be able to talk about old traditions and remarkable people's achievements.

► Communication Goals

You will learn how to

- talk about changes over time.
- share experiences and accomplishments.
- discuss traditions.

► CLIL

- Old Traditions and Customs
- Remarkable People and Events
- Old Times and the Modern World

Vocabulary

- Words related to customs, traditions, remarkable experiences and accomplishments

Grammar

- Passive Voice
- Used to

► Idioms and Colloquial Expressions

- *In style*
- *To break with tradition*
- *A crowning achievement*
- *To break the habit*

► Project:

A Memory and Tradition Survey

You will carry out a survey about memories of past traditions, finding out what is done today, and asking what used to be done in the past.

Discuss:

- Who are the people in the pictures?
- Do you think they are remarkable?
- How have technology and communication means changed over time?





Lesson 1

Appeal of Traditions!



1. Look and label the pictures with the words in the Word Bank. Then, listen and repeat.



Word Bank

- a. ~~parade~~
- b. livestock
- c. crops
- d. beast
- e. lantern
- f. fireworks
- g. envelope
- h. spring

Vocabulary Strategy

Use visual aids to guess meaning.



2. Fill in the blanks with words from the previous exercise. Then, listen and check.

Keeping Traditions Alive

Fireworks are an American tradition on the Fourth of July. On that day in 1776, the thirteen colonies declared their independence from Great Britain. It was a historic moment that eventually led to the USA's independence. That is why this day is known as Independence Day and Americans celebrate the birthday of their country with parades on the streets, floats and extraordinary fireworks (a) that light up the sky.

Even though fireworks were invented in China in the 7th century and were used to scare away evil spirits, today they are seen as spectacular displays that are out of this world and make people happy, not only on Independence Day, but also on New Year's Eve, at Christmas, as well as during important ceremonies in many countries worldwide!

The Chinese New Year is also known as the Spring Festival. This old tradition marks the end of winter and the beginning of spring (b), a time when there is heavy rain and lots of flowers blossom. Originally, the Spring Festival was celebrated to defend their villages from the mythical evil beast (c) the Nian, who came to eat livestock (d) like cows and horses, as well as fruit, vegetable crops and children. It was believed that putting food in front of their doors at the beginning of every year and wearing red clothes would prevent the Nian from attacking people. Nowadays, several customs are observed during this special celebration.

The Chinese celebrate in style by buying gifts, food, clothing, and decorations. Houses are decorated with red paper cutouts, red lanterns (e) to illuminate the village, and scrolls with poems about fortune and happiness. The day before the Chinese New Year, people have a family dinner, visit friends and relatives, give red envelopes (f) filled with money and finish the night with firecrackers that make a loud noise when they explode.

Key Expressions

In style: to celebrate with elegance

Vocabulary Strategy

Use context clues to find missing words.



Lesson 1

Appeal of Traditions!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will lead students to talk about changes over time.	<ul style="list-style-type: none"> Asks for and gives information about old traditions and customs. Describes activities carried out to celebrate traditions. 	<p>Vocabulary Words related to old customs and traditions</p> <p>Expressions <i>In style</i></p> <p>Structures Passive voice in Simple Present tense Passive voice in Simple Past tense</p>	<ul style="list-style-type: none"> Using visual aids to guess meaning Using context clues to find missing words

WARM UP

Direct student's attention to the unit heading: *For Old Times' Sake*. Ask them to analyze it word by word and see if they can come up with the meaning of the expression. Suggest that they should start by analyzing each word of the expression in order to figure out its meaning. Accept as many ideas as they come up with and write them on the board. Prompt them by asking: *What's the purpose of doing something for old times' sake?* They are expected to say: *To remember a special or happy time in the past.* Ask: *Why do people remember special or happy times? Can you recall some special family celebrations?* Invite them to describe the pictures on page 47 and ask: *What do these old traditions and customs refer to? What traditions do you celebrate? How do you celebrate holiday traditions?*

PRESENTATION 1

1. Look and label the pictures with the words in the Word Bank. Then, listen and repeat.

    Track 32

Encourage students to play *Hangman* with words related to celebrations. Make use of some words in the Word Bank. Some of them have already been learned in previous courses like (parade) and (spring). Then, continue with the new and more complex words. Do some individual and choral drills of the words presented. Challenge students to tell you the place the pictures of the *lantern*, *the envelope*, and *the beast* represent. Ask: *In what place of the world do you think people use these things?* They will most probably relate it to China. Every time they give you a correct letter, encourage them by saying, *That's Right! You're getting there!* After finishing each word, have them repeat and then define it.

PRACTICE Track 33

2. Fill in the blanks with words from the previous exercise. Then, listen and check.

Get students to work in pairs. Refer them to the Vocabulary Strategy and then, explain and model it with the example given. Let them know the correct word is *parades* because it is done on the streets and can include marching bands and floats (*this is the context given in the text*). Refer students to the Key Expressions box and give them examples related to their own background such as, *Our school celebrates graduation ceremonies in style by inviting our family members and offering music bands and shows!* Get them to quickly find those expressions in the passages (*paragraph 4, line 1*). Challenge them to complete the reading, without listening to the recording but using the context clues provided to infer the meaning of unfamiliar words. Play the audio once to have them confirm their answers or write the correct information. Have them cross-check their answers before listening to the recording for the second time and socializing them as a class. Finally, get them to work in pairs to discuss: *Why should we keep traditions alive? What's the value of keeping traditions nowadays? Are traditions important for the younger generations?* Stimulate them by saying: *You've done it! You should be proud of yourselves!*

3. Complete the sentences using the past participle form of the verbs in parentheses.

Then, check T (true) or F (false). **L**

Invite a volunteer to read the instruction and make sure everybody understands the task. Suggest that they read sentences (a - d) and identify the reading passage it refers to. Use sentence a. as an example by asking: *When did the conflict between the colonies and Great Britain finish?* Ask them to give a complete answer. (*It finished on July 4th, 1778*). Students can work individually at first, and then, compare their answers in pairs while you go around the class to help them if necessary. Check the answers orally as a class by inviting some volunteers to read the sentences, say whether they are true or false, and give reasons for their answers using the connector, *because*, and the corresponding passage. If needed, correct pronunciation.

PRESENTATION 2

4. Complete the grammar chart. **L M**

Draw students' attention to the Reflect on Grammar chart to have them recall when to use Passive Voice. Have them read the examples given in the table and deduce how to form Passive Voice affirmative and interrogative sentences in the Simple Present and Simple Past tenses. Have them complete the missing information in the Grammar Chart. Have students notice the use of the preposition, *by*, to introduce the doer or performer of the action. Get them to work in pairs and practice the past participle form of different verbs. Draw the table below on the board and inform them that an easy way to learn such verb forms is by classifying or grouping them.

Irregular verbs whose base Simple Past and past participle forms are identical:			Irregular verbs with similar Simple Past and past participle forms:		
put	put	_____	make	made	_____
read	read	_____	tell	told	_____
hit	hit	_____	buy	bought	_____
set	set	_____			
Irregular verbs with different Simple Past and past participle forms:			Regular verbs with identical Simple Past and past participle forms:		
get	got	_____	celebrated		_____
give	gave	_____	prohibited		_____
go	went	_____	revived		_____
			reconstructed		_____

Invite students to first complete the table and then, tell them to cross-check their answers with other pairs. Next, ask some volunteers to socialize their answers as a class.

PRACTICE

5. Change the paragraph below from active into Passive Voice. **L M**

Have students do some picture description. Invite them to read the paragraph quickly and then ask: *Where and when is the Sun Festival celebrated? Where did it originate? When was this festival prohibited? Who prohibited this celebration? What activities are done to celebrate it?* Get them to work in pairs. Go around the class and provide help if needed. Encourage some volunteers to take turns going up to the board to write the paragraph in Passive Voice. Correct spelling and pronunciation if necessary. Congratulate them for their effort!

APPLICATION

6. Talk with a partner about traditions. **L I I**

To strengthen the linguistic and interpersonal intelligences, get students to work in pairs. Encourage them to talk about traditions that are celebrated in their families, including places where those traditions are commemorated, activities done to celebrate the tradition, and so forth. Go around the classroom, listening to each pair of students and guiding them if required.

Project Stage 1 **L V I I**

To get a better picture of the project, go to the Share Your Project section on page 55 and notice the features and types of surveys listed. Present the project with enthusiasm; tell students it will be developed over three stages, and then socialized at the end of the unit, in the Share Your Project section. Let them know that the Memory and Tradition Survey that they have to carry out will give them the opportunity to learn about or recall the origins of their traditions and customs. Have students work in pairs to search for information about their families', neighborhoods' and hometown's memories of past remarkable events. Advise them to look at their families' photo albums and to list traditions and activities celebrated, along with the people and places involved in them.

3. Complete the sentences using the past participle form of the verbs in parentheses. Then, check T (true) or F (false).

- a. The conflict between the colonies and Great Britain was finished (finish) on July 4th, 1778.
- b. The Chinese New Year is also known (know) as the Spring Festival.
- c. The USA's birthday isn't celebrated (celebrate) with colorful parades and fireworks.
- d. Red envelopes with money are given (give) to children on the Chinese New Year's Eve.

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

4. Complete the grammar chart.

Reflect on Grammar

Passive Voice

Use the *Passive Voice* to emphasize actions or when the doer of the action is not important or unknown. To form *Passive Voice* sentences, use the auxiliary verb to be and the past participle form of the main verb.

Simple Present	Statements Houses <u>are decorated</u> with red paper.	Interrogative How <u>are</u> houses <u>decorated</u> ?
Simple Past	Fireworks <u>were invented</u> in China to scare away evil spirits.	Where <u>were</u> fireworks <u>invented</u> ? Why <u>were</u> fireworks <u>invented</u> ?

Note: To introduce the doer or performer of the action in *Passive Voice* sentences use the preposition *by*:
Fireworks were invented by the Chinese in the 7th Century.

5. Change the paragraph below from *active* into *Passive Voice*.

Every year, Peruvians celebrate the Festival of the Sun on June 24th. The Spanish conquerors prohibited this Incan Festival in the 16th century. However, in the 1940's the writings of "El Inca", a half-conqueror, half-Incan poet, revived and reconstructed the Festival of the Sun and its traditions. Today, the festival offers colorful exhibitions, live concerts, traditional dances, and activities where actors and singers bring the past alive. This is the second biggest festival in Latin America, after the Rio Carnival.

Answers may vary.

6. Talk with a partner about traditions.



Project Stage 1

- In pairs, search for information about your family's, neighborhood's and hometown's memories of past remarkable events. E.g. *Christmas Eve/ New Year's Eve*.
- Look at your family's photo albums to list traditions and activities celebrated and the people and places involved in them. E.g. *The Christmas tree is decorated with lights*.



Lesson 2

Past Echoing in the Present

1. Match the verbs (a - f) with their synonyms.

a. thought	b quoted	d. used	a considered
b. cited	e created	e. invented	d applied
c. printed	f portrayed	f. described	c published

Vocabulary Strategy

Relate new language to concepts already known to memorize vocabulary.



2. Listen and complete with verbs from the previous exercise.

a. Anne Frank's diary **has been published** all over the world in 30 different languages. Her literary legacy has helped people understand the terror and anguish of the Holocaust through the eyes of a child.



b. Nelson Mandela **has been considered** a symbol of the human struggle for justice and equality. He was an anti-apartheid activist who became president in the first democratic elections in South Africa in 1994.



c. Apple's current CEO (Chief Executive Officer) **has been quoted** as saying, "the iPad is the most important thing we've ever done," when asked about his company's greatest invention.



d. The Civil Rights Movement leader, Martin Luther King Jr., **has been described** as the symbolic leader of African-Americans. He won the Nobel Peace Prize in 1964.



Reflect on Grammar

Passive Voice in The Present Perfect Tense

Use the **Present Perfect Passive** to describe something that was done in the past, especially when you might not know when or by whom the action was done.

- Anne Frank's diary **has been published** in 30 languages.
- Martin Luther King Jr., and Nelson Mandela **have been honored** with the Nobel Peace Prize.
- The iPad **has been considered** Apple's greatest invention.

Contractions:

- I've been given an iPad.
- He's been portrayed as the symbolical leader of African-Americans.

3. Complete the statements using the *Present Perfect Passive*.

- a. The Civil Rights have been created to protect individuals' freedom.
create
- b. The ideal of giving everybody equal opportunities has been considered for years.
consider
- c. High-tech gadgets have been applied to education lately.
- d. There are few leaders who have been portrayed as benefactors of humanity.
apply
portray

Past Echoing in the Present

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to mention people's experiences and accomplishments.	<ul style="list-style-type: none"> Talks about remarkable historical people and events. 	<p>Vocabulary quoted, portrayed, considered, cited, printed, published</p> <p>Structures Present Perfect Passive Used to</p>	<ul style="list-style-type: none"> Relating new language to concepts already known to memorize vocabulary

WARM UP (books closed)

Focus students' attention on the pictures of the people that appear throughout the lesson and ask: *Who are the remarkable people in the pictures? Why are they famous? Do you think any of these historical characters are remarkable? Why? What have they contributed to society? What have they done to benefit our society?* Alternatively, bring in printed photographs of these characters, that can be either alive or dead, along with printed information of their achievements. Stick the photos on the board and distribute the achievements among the groups of five students so as to have them do the matching as follows.

Angela Merkel	is the chancellor of Germany.
Steve Jobs	was an American businessman, designer and inventor / co-founder, chairman and chief executive officer of Apple-Inc.
Anne Frank	was the German-Jewish teenager who was forced to hide during the Holocaust.
Nelson Mandela	was the first democratically elected president in South Africa.
Lady Gaga	is a famous eccentric American singer and songwriter.
Mark Zuckerberg	is the creator of the social network, Facebook.
Martin Luther King Jr.	was the Civil Rights Movement leader in North America.
Sheryl Sandberg	is the chief operating officer of Facebook.

Congratulate them for their hard work.

PRESENTATION 1

1. Match the verbs (a-f) with their synonyms.



Center students' attention on the Vocabulary Strategy and exemplify it by reading it to your students: *We have just learned about eight people that have been recognized, distinguished or admired for their remarkable achievements.* Emphasize the ending of the verbs in past participle form and say that they are synonyms. Write on the board the six verbs and challenge students to come up with a synonym. Have them work in pairs to do the matching exercise while you go around the classroom to help them if necessary. Ask students to compare answers with other pairs before socializing them as a class. Do some choral and individual drills of the verbs and encourage them to choose one verb and write an example on the board.

PRACTICE

2. Listen and complete with verbs from the previous exercise. Track 34

Prior to having students listen to the audio, refer them to the Reflect on Grammar chart. Guide them to realizing when to use and how to form the Present Perfect Passive by having them reflect upon the examples given. Then, invite them to read the first sentence (a) of the exercise and notice the structure. Get them to work in pairs to solve the exercise without listening. Play the audio once for them to confirm or write the correct verb. To socialize answers as a class, play the audio for the second time and stop it when you hear the verb. Once they have re-confirmed the verb, release the audio again.

3. Complete the statements using the Present Perfect Passive.  

In this exercise, students have to complete the sentences by applying the grammar structures from the Reflect on Grammar chart. Encourage some volunteers to read the statements and then, ask them to work in pairs. Invite students to cross-check answers with other pairs before socializing them as a class.

PRESENTATION 2

4. Read and check the statements below T (true) or F (false).    

Direct students' attention to the Reflect on Grammar chart and have them study the structure of *used to* and its usage (*to talk about habits or situations that were true in the past, but no longer happen in the present*). Model by writing some examples close to the students' environment, making sure you use a different color (*When you were little, did you use to play with remote-control cars/play with lifelike baby dolls/ride your bike all day long/run and play under the rain? and so forth*).

Then, ask students to read the texts. Get them to work in pairs to decide whether the statements are right or wrong and ask them to correct the wrong ones. Invite them to compare their answers with other pairs before socializing them as a class. Work on the pronunciation of *used to*: The base form of the verb, *use*, is pronounced /ju:z/; in the past tense, *used*, is pronounced /ju:zd/; and the modal verb, *used to*, is pronounced /ju:stə/. Alternatively, you can come up with a pronunciation exercise in which students are asked to identify the phonetic differences of some sentences that are read out loud. You can follow the example shown in the following box.

	use /ju:z/	used /ju:zd/	used to /ju:stə/
a. When I was a child, I used to play with fire.			✓
b. We used the computer yesterday.		✓	
c. Did you use to fight against your siblings?	✓		
d. A long time ago, she used to be a singer.			✓

Have students do some choral and individual drills of *used to*. Praise them for their effort.


PRACTICE

5. Complete the dialog. Use the verbs in parentheses with *used to*. Then, listen and check.    Track 35

Brainstorm information about Lady Gaga's life before she became famous and her achievements. Accept all students' ideas related to her personal life and professional career. Encourage students to work in pairs to complete the conversation. Call on two volunteers to read the dialog to check the answers as a class, or play the audio for students to confirm. As a follow-up activity, invite them to role-play the dialog between the interviewer and Lady Gaga while you go around, listening to them. Correct pronunciation and intonation if necessary.

Project Stage 2   

Remind students to choose two remarkable events from the past that call their attention the most. Invite them to write questions to find out what is done today and what used to be done in the past. Advise them to use their class notes or textbooks to check structures.

4. Read and check  the statements below T (true) or F (false).



Communication has been influenced by Facebook, the social network created by Mark Zuckerberg. This creation was the result of his computer hobby. As a child he **used to** create computer games and small software applications. As a teenager, he **used to** have computer lessons with a private tutor. Today he is managing his company and has been considered one of the most successful entrepreneurs of our time.



Angela Merkel is the chancellor of Germany. She has been chosen as the world's most powerful woman by Forbes magazine, for being "the head of the one real global economy in Europe." As a student, she **used to** be a member of the Socialist Youth Movement. She studied physics and received a doctorate in Quantum Chemistry. When Merkel was younger, she **didn't use to** work in politics, like she does today, but as a researcher at the Central Institute for Physical Chemistry.

- a. Angela Merkel *used to* work in politics after finishing university.
- b. Mark Zuckerberg *used to* be interested business when he was a child.
- c. Angela Merkel *didn't use to* be part of any political movement at University.
- d. As a child, Mark Zuckerberg *used to* have a private tutor.

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

Reflect on Grammar

Used to

Use it to talk about what happened regularly in the past but no longer happens in the present (a habit or a situation).

Affirmative	As a child he used to create computer games and small software applications.
Negative	She didn't use to work in politics but as a researcher.
Interrogative	Did she use to work as a politician?



5. Complete the dialog. Use the verbs in parentheses with *used to*. Then, listen and check.

Host: Thank you for being with us here on "Famous Guest Stars".

LG: It's a pleasure to be here.

Host: Could you tell us about your early years?

LG: Sure. As a child, I used to study (study) at a religious school. I was a good student and got high grades.

Host: Did you use to be happy at school?

LG: Well, I didn't use to be (a. not be) happy because my classmates used to make (b. make) fun of me for being eccentric in the theater roles I used to perform in (c. perform in). Also, I used to be (d. be) a victim of bullying. But, it isn't a problem

anymore. I'm surrounded by open-minded people at work now.

Host: How did you use to deal with (e. deal with) that situation?

LG: I had to deal with it by myself. Now I am more open about how I feel, but I didn't use to tell (f. not tell) anyone about my feelings.

Host: I understand you have created a foundation for young people, haven't you?

LG: That's right. Since I didn't use to feel (g. not feel) safe at school, I want the children and teens of today to develop into loving and open-minded people.

Host: That's great news!

Project Stage 2

- Select two remarkable events from the past that call your attention the most. *What traditions are celebrated in your neighborhood?*
- Write questions to find out what is done today to remember them and what used to be done in the past. *What activities are done to celebrate it?*



Lesson 3

Old Times and Modern World

1. Fill in the blanks using the Word Bank. Then, classify the communication means into (M) modern or (A) ancient.



a. text messaging



c. pigeon post



e. fire signals



b. video conference



d. word of mouth



f. online chat

Word Bank

- signals
- post
- mouth
- ~~messaging~~
- chat
- conference

Vocabulary Strategy

Use visual images and relate them to the language clues to deduce the meaning of new vocabulary.

2. Read the essay and circle the words that show contrast among ideas.

Keeping in Touch

- Going back in time lets us see how people used to communicate in contrast to nowadays. It is undeniable that the reasons why humans beings communicate remain the same (to share news, contact friends, do business, send warnings and so forth), but the ways they do so are different. While in the past people used to send smoke signals, word of mouth messages, pigeon post, or letters and cards, today most people send e-mails, make calls on their cell phones, send text messages, chat online, or use Twitter to communicate.
- When using old methods of communication, messages took a long time to both be sent and replied. However, with modern communication the message is received immediately, without having to wait too long for the answer. This means that today we enjoy instant communication, even with friends, relatives or colleagues who live in different towns, cities and countries.
- Technology has contributed to the development of communication, which has become incorporated into daily life. In fact, online communication has been created

to facilitate communication. Although in the past, it was difficult to transmit news and messages because of a lack of technology in distant regions, nowadays technology is more widely available and has been incorporated into people's daily lives. People can use it everywhere and find it hard to imagine their lives without it.

- Inventions in communication have changed the way people socialize. Long ago, people used to meet for a coffee, stop by friends' houses or pick up the phone and call, but modern communication has decreased face-to-face interaction, which some people think damages relationships. So, while some think that socializing online may be positive, others consider this change negative.
- Communication has been one of the greatest achievements of humankind. Its evolution over time, the speed at which it works, the influence of technology in it, and its impact on human interaction have made communication possible for billions of people around the world that used to be out of touch!



Lesson 3

Old Times and Modern World




Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to discuss about how means of communication have changed over time.	<ul style="list-style-type: none"> Identifies communication differences between the past and the present. 	<p>Vocabulary text messaging, pigeon post, fire signals, video conference, word of mouth, online chat</p> <p>Connectors <i>although, however, while, but</i></p>	<ul style="list-style-type: none"> Using visual images and relating them to language clues to deduce the meaning of new vocabulary Scanning the text to identify specific information

WARM UP (books closed)

Discuss the concept of *communication* with your students. You might want to start the class by asking them to guess the concept. Write on the board clue words or ideas such as *interchange of thoughts, opinions, or information by speech, writing, or signs; something that is interchanged, or transmitted; a document or message reporting news, views, or information; it allows people to contact and make friends, promote group organizations, and do business, and the sort* and then ask them to guess. Once they have come up with the word *communication*, challenge them to define the word. Get them to work in groups of five and to think of five different means of communication (e.g. *the Internet, newspapers, radio, telephone, television*). Ask a group representative to come up to the board and jot them down. Accept contributions in Spanish and help them with the corresponding translation. Correct spelling and pronunciation. To get closer to the lesson's topic, you can pose questions such as: *Which of those means of communication have been used by your parents / grandparents? Did you use to communicate through fax machines / radiotelephones? Which are your favorite means of communication today? Which of these means of communication can be considered modern and which ones old?* Do not forget to praise your students for their contributions by saying, *Good work!*

Pre-Reading

- Fill in the blanks using the Word Bank. Then, classify the communication means into (M) modern or (A) ancient.   

Focus students' attention on the Vocabulary Strategy and emphasize the importance of reading visual images and relating them to the language clues to deduce vocabulary. Do some picture exploitation by asking: *What are the people in pictures d and f doing? Do they look enthusiastic? Is face-to-face communication better than other types of communication?* Have students read the words in the Word Bank and do some choral and individual repetitions of the words. Ask them to do the exercise individually, and then compare their answers with their partner's before socializing them as a class.

While Reading

- Read the essay and circle the words that show contrast among ideas.     Track 36

Refer students to the text heading. Ask them to tell you what it means. Accept as many ideas as they come up with and copy them on the board. Tell them that along the passage, they will find words that show contrast among ideas like the word, *while*, circled in blue. Model with a shortened version to facilitate understanding: *While in the past people used to send letters, today they use e-mails*. Invite them to read and listen to the text individually, and then, do the exercise in pairs. Go around the class to help them if necessary. Call on some volunteers to check answers as a class. Check pronunciation of the contrast words. Finally, challenge students to find an expression that contrasts in meaning with *Keep in touch* (*Out of touch*- last line of the fifth paragraph).

Post-Reading

3. Complete the chart below.

Prior to having students do the exercise, direct their attention to the Reading Strategy and model it by asking them to scan the text (*reading or moving their eyes quickly to find specific information*) in order to find the phrases given as an example in the box. Congratulate them for their scanning abilities. Have them read the four topics they need to concentrate on. See if there are any doubts and solve them quickly. Divide the class into groups of five. Advise them to go back to the reading and highlight the information they need to complete the table. Ask them to cross-check their answer with other groups before socializing them as a class.

Pre-Writing

4. Complete the sentences using the words in the Word Bank.

Challenge students to recall the contrast words they have just underlined in exercise 2 and write them on the board. Invite them to confirm the words by having them read the contrast expressions in the Word Bank and check pronunciation. To do the exercise in a more dynamic way, call on some volunteers to read the sentences aloud while the rest of the class think and choose the correct contrast word/expression. Every time they come up with the correct contrast word, invite them to congratulate themselves for their attitude toward learning and their effort.

Writing

5. Write a comparison and contrast essay about the ways your family used to communicate in the past and nowadays.

Encourage students to recall the type of text they have read in this lesson (a comparison and contrast essay) and ask them to consider the 5 different paragraphs entailed in it. Likewise, advise students to look at the table in exercise 3 for them to see the different aspects that were compared between communication in the past and in the present. Draw students' attention to the Writing Strategy and have them go through each one of the steps to write their essay. Emphasize that they should begin by stating the two topics they want to compare; then they should continue by comparing and contrasting one aspect at a time. Make sure they use the contrast words studied throughout this lesson; and finally, they need to finish with a conclusion that wraps up all the aspects presented and developed throughout the essay by rephrasing or rewording them.

Project Stage 3

Let students know that surveys are conducted/administered in order to find out about people's opinions, attitudes, and their personal or factual information. Invite them to use the questions they wrote in stage 2 to design the *memory tradition survey*, which should be friendly (*easy to answer*) and attractive (*with a beautiful design*). Similarly, let them know that there are three salient features of a survey: the size of the sample population (*the number of participants/respondents*), the method used to collect the information (*personal interview, telephone interview, e-mail questionnaire*), and the content itself (*opinion, attitudes, or facts*). As the content has already been chosen, tell them to decide on the number of the population sample they want to survey (*which family members*) and the method to gather data. By surveying a population sample, they refine their interpersonal intelligence.

To organize the data into pie graphs or bar charts, have them recall that the segments of a pie graph show a proportion of the data, and that the rectangular bars of a bar chart represent the frequency of the results.

Highlight that to write the report of the data gathered, they need to interpret the information represented in graphical form. To do so, they need to state the objective of the graph, identify its variables, and understand the relation of labels, colors and numbers with the title of the pie graph or bar chart. By interpreting numerical results, they develop both their linguistic and logical and mathematical intelligences.

Remind students to organize a study schedule to prepare and rehearse the presentation of their surveys. In other words, they should be ready to socialize their survey in the Share your Project Section at the end of this unit.

3. Complete the chart below.

Reading Strategy
Scan the text to identify specific information.

Paragraph	topic	Past	present
1	<i>Ways of communicating</i>	<i>Smoke signals, word of mouth messages, pigeon post, or letters and cards were used.</i>	<i>People send e-mails, make calls on their cell phones, send text messages, chat online, or use Twitter to communicate.</i>
2	<i>Means of communication</i>	<i>Messages took a long time to both be sent and replied</i>	<i>Today we enjoy instant communication, even with friends, relatives or colleagues who live in different towns, cities and countries.</i>
3	<i>Technology</i>	<i>It was difficult to transmit news and messages because of a lack of technology in distant regions.</i>	<i>Technology more widely available and has been incorporated into people's daily lives. People can use it everywhere, and find it hard to imagine their lives without it.</i>
4	<i>Socialization</i>	<i>People used to meet for a coffee, stop by friends' houses or pick up the phone and call.</i>	<i>Online interaction / virtual interaction</i>

4. Complete the sentences using the words in the Word Bank.

- In the past, people used to send smoke signals, but now they use online communication.
- While in the past people sent letters and cards, today they send text messages to friends and relatives.
- Although many years ago the telephone and the radio modernized the world, nowadays it is *Facebook* and *Twitter* that have revolutionized and made people's lives easier and faster.
- Dorothy used to write letters and send telegrams. However, today she emails everybody.

Word Bank

- ~~but~~
- while
- however
- although

5. Write a comparison and contrast essay about the ways your family used to communicate in the past and nowadays.

Introduction: _____

First difference: _____

Second difference: _____ *Answers may vary.* _____

Third difference: _____

Conclusion: _____

Writing Strategy

- State that you want to discuss the differences between two topics.
- Present and contrast one difference at a time (*e.g. place, modern and ancient inventions, speed, access, type of interaction, etc.*)
- Make sure you use words like *but, while, however* and *although* to contrast the ideas.
- Conclude by rephrasing what you mentioned in previous lines.

Project Stage 3

- Use the questions you wrote in Project Stage 2 to design the Memory Tradition Survey. *E.g. What traditions did you use to celebrate in your neighborhood?*
- Conduct the Memory and Tradition Survey and organize the data into pie graphs or bar charts.
- Write a report of the data collected and then show the data gathered in charts and figures.



Lesson 4

Breaking with...



1. Listen and complete the conversations with the expressions in the Word Bank.

Word Bank

• crowning achievement • break with tradition • break the habit



a. Secretary: Congratulations on winning the elections.
Mayor: Thanks. It's definitely the crowning achievement in my life.
Secretary: Sure! It's not every day that your community elects you as their mayor.



b. Mom: I guess your brother won't be with us on Christmas Day.
Sally: Don't worry mom, I'm sure he won't break with tradition, even if he only comes for a short while.



c. Principal: Darren, when are you going to stop your bad habit of texting your friends while you are in class? You know it is prohibited here.
Student: I'm sorry ma'am. I promise I'll break the habit soon.
Principal: I hope so!

2. Check the correct meaning.

a. To break with tradition	<input type="checkbox"/> to do something similar to what is usually done	<input checked="" type="checkbox"/> to do something different from what is usually done
b. A crowning achievement	<input type="checkbox"/> a good performance	<input checked="" type="checkbox"/> a great accomplishment
c. To break the habit	<input checked="" type="checkbox"/> to end a habit	<input type="checkbox"/> to change a habit

3. Think of situations in which you can make use of the expressions above.

Organizing the fundraising party at school was my crowning achievement! We raised a lot of money for charity.



No doubt about it.

Reflect on Values

	Always	Sometimes	Never
■ I respect and value different ways of celebrating traditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I value traditional and new ways of communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Speaking Strategy

Use *that's for sure* or *no doubt about it* to express agreement.

Gap Activity

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



Lesson 4

Breaking with...

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to use idioms and colloquial expressions in informal conversations.	<ul style="list-style-type: none"> Uses informal language to describe traditions, achievements and how to break bad habits. 	Vocabulary <i>A crowning achievement</i> <i>To break with tradition</i> <i>To break the habit</i>	<ul style="list-style-type: none"> Using "that's for sure" or "no doubt about it" to express agreement

▶ WARM UP (books closed)

Write the words, *traditions*, *achievements* and *habits* on the board using different colors. Encourage students to think of words related to the three issues and to write them on the board. Accept as many words as they come up with, correcting spelling and pronunciation if necessary. Finally, encourage students to speak to each other by asking: *Which of these traditions do you celebrate with your families? Have you ever celebrated an academic achievement? How do you celebrate achievements? What bad habits do you have? What can be done to end a bad habit? and the sort.* Congratulate students for their eagerness to participate in class.

▶ PRESENTATION 1

1. Listen and complete the conversations with the expressions in the Word Bank.



Divide the class into three big groups and assign each one an idiomatic expression. Tell them they will participate in a *predicting game*. Ask them to represent the individual words of the expression, through drawings. Unlike many idiomatic expressions, the meanings of these three idioms are rather literal, so students will most probably come up with a precise interpretation of the expressions. Accept their predictions and tell them they will confirm their guesses later as the lesson proceeds. Centre students' attention on the Word Bank and do some choral and individual repetitions to check pronunciation. Have students describe each one of the pictures. Get them to work in pairs and play the audio twice for them to complete the conversations. Invite them to cross-check answers with other pairs before socializing them as a class.

2. Check (✓) the correct meaning.

Organize a *thirty-second contest*. Ask students to continue working in pairs to solve the exercise while you count to thirty. The couple that finishes first will read their choices and if they are correct, the whole class should give them a round of applause. If they are incorrect, continue counting to thirty until they come up with the correct choices. Praise them for their learning effort!

▶ PRACTICE - APPLICATION

3. Think of situations in which you can make use of the expressions above.

Focus students' attention on the Speaking Strategy and stress the importance of integrating idiomatic expressions into our daily conversations to become more fluent and natural users of the language. Stress the fact that the fixed expressions, *that's for sure* and *no doubt about it*, help us express agreement, which in turn indicates that we are listening to our partner. Invite them to talk about school achievements and personal habits following the format given.

▶ Reflect on Values

Insist on being honest about their learning experience. Highlight the fact that we cannot lie to ourselves because we know ourselves better than anyone does. Tell them that being honest means being genuine. Inform them about the relevance of respecting and valuing other people's way of celebrating traditions and customs, especially when living in a multicultural society. Let them know that by valuing old and new ways of communication, we express gratitude and pay respect to old times, knowledge and people whose achievements have influenced many aspects of modern societies.

Gap Activity

Invite students to look for a partner and sit facing each other, with a little space between them. Ask student A to open his/her book to page 88 and student B to go to page 91. Tell them they have to complete the passage about online communication by using the clues given in order to ask each other questions.

Share Your Project

1. Discuss your experience.

Check (✓) what you learned while working on the project.

To have students reflect on what they experienced while designing and conducting or administering the *memory tradition survey*, ask them to get into pairs and read the four possibilities aloud. Have them share their opinion with their partners and then socialize their experiences with the entire class. Pay special attention to the most common learning experiences of the class by writing them on the board. Ask: *Why should we respect and value other people's way of celebrating old traditions? What are the benefits of listening to the experiences of others? How can you collect information and represent it? Why are the results of group work better than the results of an individual?* Accept as many answers as possible and use this feedback to build up a two-fold reflection: how to facilitate students' learning process and how to improve your teaching methods.

Invite students to reflect on their common responses. Stress responses (b and d) that might help you build a safe and friendly learning environment for future class activities and projects. Emphasize the fact that by listening to others and valuing group work, we not only show respect for other's ideas and grow as sensitive human beings, but we also gain knowledge, strengthening both our intrapersonal and interpersonal intelligences.

2. Read and answer the questions below.

  Track 38

Since students have already designed, administered and systematized their surveys, challenge them to come up with their own concept of a survey. Take notes about their ideas and do your best to gather everything in a single definition

written on the board. Play the audio for students to learn about the concept and features of a survey, types of surveys as instruments to collect data, visual ways to represent the information gathered, and tips to keep in mind when interpreting the data collected.

As soon as they finish reading and listening to the audio, have them compare their definition with the one they heard in the audio. If it is correct, or close to the one given in the audio, congratulate them. Ask them to continue answering the questions posed, while you go around the class, offering help where necessary.

3. Give your Presentation.


To enhance tenth graders' sense of responsibility and to have a more organized Share Your Project session, invite students to choose two class representatives: one to perform the role of the presenter and the other to be the computer assistant, who will help to open word or excel files as the different pairs of students present their surveys with the corresponding systematization and graphic representation of the data gathered.

Suggest that they arrange the classroom (in a circle, a horseshoe or rows) so that everybody is able to see and hear the presenters. Recommend that they appreciate their classmates' work by listening attentively, making constructive comments and asking pertinent questions.

Highlight the value of the Give your Presentation and Useful Expressions boxes to socialize their surveys. Keep students working in pairs and ask them to read the five steps to present the results of the survey. Likewise, have them relate these steps to the useful expressions given. Allow them enough time to rehearse their presentation in pairs before presenting it to the whole class. Invite them to start socializing their surveys with their classmates and teacher.

Share Your Project

1. Discuss your experience.

Check  what you learned while working on the project.

*Answers
may vary.*

- a. To respect and value different ways of celebrating traditions.
- b. To listen to others' experiences attentively.
- c. To collect information, present it visually and report it briefly.
- d. To value the results of group work.



2. Read and answer the questions below.

The word survey is used to describe a method to collect or gather information from a group of people (a population sample) in order to learn about their opinions, attitudes, and personal information.

They are characterized by the standardized questions used to collect data, which means that every person responds to the same question. The size of the sample varies, and this depends on what it needs to be used for. This means that while some findings are made public, others are kept as private.

Surveys are classified into three types: First, by their dimension, which refers to the size and type of the sample population (e.g. all the children in a country, students in public schools, political leaders, or consumers of a particular product or service). Second, they are classified by their method of data collection (e.g. telephone surveys, mail surveys, and interview surveys). Third, they are classified by their content. While some surveys focus

on opinions and attitudes towards an issue (like virtual communication or past traditions), others are related to factual characteristics, behaviors, memories and so forth (e.g. study habits, eating habits, traditions).

Finally, to show the results of a survey in a visual way, we can use a pie graph or a bar chart. While a pie graph is a circle divided into segments or slices to represent a proportion of the data, a bar chart is a chart with rectangular bars that show the frequency of the results. To interpret the information in a graph, we should identify the purpose of the graph, recognize its variables and see the relation between labels, colors and numbers by looking at its title.

Answer these questions.

- a. What is a survey?
- b. What characterizes a survey?
- c. What are the different types of surveys?

Give your Presentation

- Greet the audience and present the purpose of your report.
- Mention the way the data was gathered.
- Describe the type of survey you conducted.
- Show the graphs and charts used to describe your findings.
- Ask the audience if they have any questions.

Useful Expressions

To begin your presentation

- Today we want to show the findings of a survey we conducted to learn about ...

To refer to the way the data was gathered

- The population sample *was chosen* taking into account...

To describe the type of survey conducted

- A sample of (number of families or neighbors) was surveyed.
- We compared what used to be done in the past with what is done today to celebrate...

To show the findings or results

- This graph illustrates that in the past people used to ..., but now they...
- As can be seen, a percentage of the population used to..., percentage used to...



Game

Talk About Traditions

- Ask each other about a family tradition. Describe the activities done, the people involved, the food prepared, and the clothes worn to celebrate.
- Work in pairs. Roll the dice, move your marker and take turns to ask and answer the questions.
- If you answer correctly, stay in that square until your next roll. If your answer is incorrect, move back one square and stay there until your next roll. The winner is the first player to reach the box “you win”.



1. What special traditions are celebrated in your family?
2. What activities are done to celebrate New Year's Eve?
3. Who is involved in the activities done on New Year's Eve?
4. What food is prepared to celebrate New Year's Eve?
5. What clothes are worn to celebrate New Year's Eve?
6. How long do you spend celebrating New Year's Eve?
7. What activities are done to celebrate Christmas?
8. What cultural activities are done to celebrate Christmas?
9. Where do people gather to celebrate Christmas?
10. What type of house decoration is used to celebrate Christmas?
11. What clothes are worn to celebrate Christmas?
12. What activities are done to celebrate your birthday?
13. What _____ are _____ to celebrate _____? (ask a free question)
14. What _____? (ask a free question)



Game

Talk About Traditions

Instructions: L V I I M

- Ask each other about a family tradition. Describe the activities done, the people involved, the food prepared, and the clothes worn to celebrate the tradition.
- Work in pairs. Roll the dice, move your marker and take turns to ask and answer questions.
- If you answer correctly, stay on that square until your next roll. If your answer is incorrect, move back one square and stay there until your next roll. The winner is the first player to reach the box, *You Won*.

Introducing games to the classroom is an excellent opportunity to break the routine of a formal class and to promote different learning styles. Regarding the topic of multiple intelligences, usually both intrapersonal and interpersonal intelligences come into play since students are supposed to share their own experiences with others. This game in particular deals with the topic of traditions and involves family feelings, emotions and relationships.

Call on a volunteer to read the instructions and make sure everybody understands the mechanics of the game. Invite students to start playing and reward the winners by giving them the possibility to socialize their family traditions with the whole class.

EXTRA IDEAS L I I

Alternatively, number students from one to thirty and divide the class into two big teams: even numbers are group A and odd numbers are group B. Invite the two groups to make two circles. Team A members will make the inner circle and team B members will make the outer circle. Students in both circles should sit so as to be face-to-face with their partner from the opposite group. This will result in the integration of peers that usually do not work together, which in turn, will help them develop their interpersonal intelligence. Continue by repeating the same procedure suggested in the previous part.

Alternatively, students can be encouraged to think of other types of traditions and customs or special celebrations they have in their countries. This will give them the opportunity to use the target language while talking about content- subjects like history (*e.g. Independence Day*), political science/ law (*e.g. Labor Day*), natural sciences (*e.g. Environment Day/ Earth Day*), anthropology (*e.g. Race Day, HomeTown Patron's Day*), and the sort.



Quiz Time

Before the test

To emotionally prepare students for the quiz, let them know that this activity includes the topics, learning strategies, key vocabulary and structures studied throughout the lesson. This means that, students who have attended the English classes, completed all the learning activities proposed in class and the assigned homework, will most likely be able to succeed in the quiz. This happens to be true because evaluations are an opportunity to show what we have consciously internalized or learned through a study period. Let students know that by being permanently exposed to taking quizzes, they will gradually develop the language skills that will enable them to become effective users of the target language.

1. Match the words with their concepts.

Call on a volunteer to read the instruction. Advise students to individually read the words in the first column, and then the concepts in the second one. Recommend recalling the pictures in lesson 1 of this unit and associate them with the words and concepts. Also, suggest that they start by matching the ones they are sure of and then, continue with those they are not certain about.

2. As you listen to the conversation, write the missing information. Track 39

Remind students that in order to do this exercise, they should use the context clues given in the sentences, which means that they need to read carefully. Tell them to bear in mind the words and concepts they have just matched in exercise 1. Challenge them to do it without listening to the audio. Play the audio once for them to compare or write the correct words. Play the audio for the second time for them to confirm their choices. Call on some volunteers to socialize the answers as a class.

3. Read and check the statements below T (true) or F (false).

Invite some volunteers to read the instruction and options a to e below the text to know what to pay attention for while reading. Recommend underlining the key words related to each of the options that they are to label as T or F. Have students read the passage individually and silently. Allow enough of time for them to read and answer the exercise. Encourage them to compare and discuss their answers with a classmate before socializing them as a class.

4. Use the contrast words *but*, *while*, *however* and *although* to complete these sentences.



Do a quick review of the position of these contrast words within a text. For instance, remind students that the word, **but**, usually goes in between two opposite ideas and it is preceded by a comma; the word, **while**, regularly goes at the beginning of two ideas and we place a comma after the first one; the word, **however**, frequently goes after a period / full stop; and the word, **although**, often goes at the beginning of the first sentence and we place a comma between the two opposite ideas. Give them enough time to solve the exercise, and then cross-check and discuss their answers with a classmate.

Keep in mind that these rules are very general. These words can be used at varying points of sentences and ideas.

Self-Evaluation

Insist on being honest while doing this self-evaluation about their learning achievements regarding their ability to talk about traditions to distinguish events that are now different or finished, and to use contrast words.

Glossary

Have students use the Glossary to develop dictionary skills. Invite them to go over the words, identifying the information provided in the Glossary. You might like to go over the pronunciation and add some examples or

elicit them from students. Don't forget to invite students to do the corresponding Glossary Activities on page 96. Bear in mind that this page corresponds to page 58 of the Teacher's Guide.

Quiz Time

1. Match the words with their concepts.

a. livestock	c	1. a group of musicians walking and playing music together as part of a celebration
b. fireworks	a	2. animals such as cows, sheep, chickens and hens, kept on a farm
c. marching band	e	3. a large number of people walking or in vehicles as part of a public celebration
d. paper cutouts	b	4. safe explosives that light up the sky and make a loud noise
e. parades	d	5. decorative designs made of folded paper which has been cut



2. As you listen to the conversation, write the missing information.

- To celebrate Patron's Day they used to have school parades on the streets.
- People used to decorate their doors with white paper cutouts and they raised the flag.
- There used to be livestock shows after the religious celebration in the morning.
- There used to be a fireworks display in the evening.
- Many old traditions that people used to celebrate have been forgotten or changed now.

3. Read and check ✓ the statements below T (True) or F (false).



Sheryl Sandberg was born in Washington, D.C., US in 1969. As a child, she used to study at a public school where she was always top of her class. In high school she used to teach aerobics. She studied economics at Harvard College and was awarded for being the best student her class. She used to work on health projects in India and as a consultant for many companies, but nowadays Sheryl is the chief operating officer of *Facebook*. She has been recognized as one of the most powerful women in business, and she has also been ranked as one of the most influential female entrepreneurs on the Web.

- Sheryl used to study at a private school.
- She used to teach aerobics in high school.
- She didn't use to work as a consultant.
- Today she works for *Facebook*.
- She has been recognized as both an entrepreneur and a celebrity.

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

4. Use the contrast words *but*, *while*, *however* and *although* to complete these sentences.

- Although / While in the past, Internet access used to be difficult and slow, today it is fast and simple.
- In the past, communication took time, but today it is instant.
- While / Although online communication has made life easier and faster, it might make relationships colder and more distant.
- Social networks are helpful tools to contact people. However, they can be addictive.

Self-Evaluation

Now I can...

- talk about traditions.
- make comparisons between the past and the present.
- use words that express contrast.

Very Well

OK

A Little

Glossary

A-H

accomplish: **v.** to achieve or obtain a desired objective or result. (syn. fulfill) *They have accomplished their project successfully.*

anguish: **n.** extreme suffering. (syn. anxiety)

award: **v.** To give someone a prize or reward. (syn. grant) *Lady Gaga has been awarded 5 Grammy awards.*

beast: **n.** a wild large and often dangerous animal. (syn. monster, creature)



consider: **v.** to think about something carefully. (syn. contemplate) *I considered studying medicine, but I decided against it.*

crop: **n.** grains, fruit or vegetables grown by farmers.

entrepreneur: **n.** a person who starts or manages a business.

feature: **n.** characteristics. **v.** to give particular attention to something.

fireworks: **n.** safe explosives that light up the sky and make a loud noise.

firecrackers: **n.** a small cylinder that makes a loud noise when it explodes



I-P

influence: **v.** to have an effect on people or things. *Communication has been influenced by the social networks.*

instant: **adj.** something happening immediately, without any delay. *Nowadays we enjoy instant communication.*

holocaust: **n.** the systematic killing of a lot of people.

lantern: **n.** a light inside a container which has a handle to hang it up.

livestock: **n.** animals, such as cows, sheep, and chickens, kept on a farm. (syn. farm animals)



marching band: **n.** a group of musicians walking and playing music together as part of a celebration.

mythical: **adj.** an imaginary or unreal entity that exists only in stories or legends. (syn. fabled, legendary)



online chat: **n.** any kind of communication over the Internet.

parade: **n.** a large number of people walking or in vehicles as part of a public celebration. (syn. procession)

pigeon post: **n.** communication done through carrier pigeons.

publish: **n.** to prepare and print information in a book, magazine, newspaper, etc. (syn. print, issue) *Anne Frank's diary has been published in 30 different languages.*

Q-Z

quote: **v.** to mention someone's words. (syn. cite)

receive: **v.** to get or be given something.

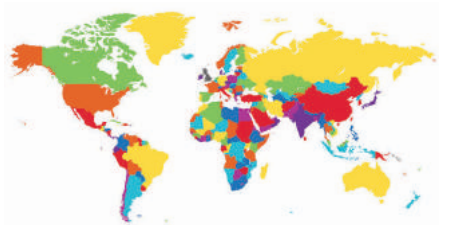
scare away: **v.** to frighten someone.



sweep away: **v.** to eliminate completely. (syn. wipe out)

word of mouth: **n.** messages passed from person to person.

worldwide: **adj.** universal, global.



Colloquial Expressions

Crowning achievement: a person's greatest achievement.

To break the habit: to end a habit.

To break with tradition: to do something different from what is usually done.

In style: to celebrate with elegance.





Unit 4

Glossary Activities

1. Unscramble the words and then match them with their definitions.

Word	Definition
a. kofirewsr <u>fireworks</u>	g 1. a light inside a container which has a candle to hang it up
b. porc <u>crop</u>	f 2. something happening immediately, without any delay
c. rrpnnereuet <u>entrepreneur</u>	a 3. explosives that light up the sky and make a loud noise
d. etufear <u>feature</u>	e 4. the systematic killing of a lot of people
e. schooluta <u>holocaust</u>	c 5. a person who starts or manages a business
f. ntstian <u>instant</u>	b 6. grains, fruits or vegetables grown by farmers
g. nrelant <u>lantern</u>	d 7. to give particular attention to something

2. Replace the words in bold face with a synonymous word from the glossary.

a. The farmer makes his money by selling his **livestock**.

f a r m a n i m a l s

b. The **beast** was the ugliest looking thing that I have ever seen.

m o n s t e r

c. The little girl was in a state of **anguish** when she couldn't find her parents in the supermarket.

a n x i e t y

d. The search for a cure for cancer is a **worldwide** effort.

u n i v e r s a l

e. In China, dragons are **mythical** creatures.

l e g e n d a r y

3. Match each illustration with a colloquial expression. Then, use the expressions to complete the sentences.



a.



b.



c.

c crowning achievement

b in style

a break the habit

1. Winning a gold medal at the Olympics was my biggest success. It was definitely a crowning achievement in my life.


2. It wasn't easy, but I finally break the habit of eating too much sugar when I am nervous.

3. If Brazil is organizing the opening ceremony for the 2016 Olympic Games, you know that, as always, it will be done in style.

Test Training B

Stress that the real meaning of the learning process is to achieve one's learning goals. Inform students that to do so they need to build and maintain a positive attitude towards learning a language. This can be done, on the one hand, by paying attention to class explanations, doing class work, asking for clarification when having doubts, revising class notes and the textbook, doing homework, creating a study group, finding the right place to study, discovering their most productive time intervals, and so forth. On the other hand, they can benefit from the realization that the learning strategies presented and applied in the English lessons help them learn effectively and eventually become more independent learners. Likewise, remind them of the importance of being on time for the test, which in turn will give them time to organize their materials (pencil, paper, eraser) and relax a little.

▶ Listening

You will hear someone talking about people's personality traits and feelings. For questions 1-5, check the correct answer in the answer box. You will listen to the recording twice.  **Track 40**

Invite students to read the instruction carefully and have them observe the example. Refer them to the Answer box and draw their attention to the 5 cells in the black column and the corresponding spaces for them to tick their answers. Highlight that there are 5 questions in the black column (1-5) and that each one has 3 options (A, B and C).

Strategies:

Using background knowledge
Paying attention to context clues

▶ Speaking Candidate A

Stage 1

- Talk about celebrations with Candidate B.
- Choose one of the following celebrations and use the guidelines.

Stage 2

- Find out Candidate B's celebration.
- Ask him/her questions using the guidelines on the right.

Have students read the instructions of the two stages. Ask them to carefully observe the picture of the two celebrations and read both, the guidelines / key words given and the prompts for questions. Besides this, encourage students to remember that to talk about traditions and celebrations they can resort to both their knowledge of context and their general world knowledge. They can also use language structures like Simple Past in Passive Voice and *used to*. Finally, encourage Student A to start answering Student B's questions about the chosen celebration.

Strategy:

Checking comprehension

Test Training B

Listening

You will hear someone talking about people's personality traits and feelings. For questions 1-5, check ✓ the correct answer in the answer box. You will listen to the recording twice.

0. The topic of the radio program is about the link between
A. personality and self-esteem.
B. personality and profession.
C. personality and communication.

Answers

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

1. Being aware of people's personality traits may benefit relationships because it
A. helps people solve individual communication problems.
B. lets people interact effectively with others.
C. allows people to get more friends.

2. Competitive people can be recognized because they tend to
A. keep a low profile.
B. have a great sense of humor.
C. look for recognition.

3. To interact with competitive people in a more effective way, it's advisable to
A. recognize their discipline to achieve goals.
B. criticize their personality.
C. listen attentively to what they say.



4. Reserved people can be recognized because they tend to
A. be sociable.
B. be ambitious.
C. be shy.

5. To interact with reserved people in a more effective way, it's advisable to
A. be polite.
B. be a good listener.
C. be indifferent.

Speaking Candidate A

Stage 1

- ▶ Talk about celebrations with candidate B.
- ▶ Choose one of the following celebrations and use the guidelines.

The Chinese New Year

- red envelopes
- fireworks
- family reunion
- special dinner
- lanterns
- parades



Independence Day in your country

- military parades
- live concerts
- other...



Stage 2

- ▶ Find out candidate B's celebration.
- ▶ Ask him/her questions using the guidelines on the right.

- What celebration/talk about/going to?
- When/celebrated?
- What activities/done/to celebrate it?

Reading

Read the biography below and choose the correct word or words for each space. For questions 6 to 15, mark the best option (A, B, C or D) for each space.

The Unstoppable Shining Celebrity

Oprah Winfrey is a (6) _____ North American actress, producer, TV talk show host, businesswoman, political activist, humanitarian and writer. She was born on January 29th in 1954 and raised in Kosciusko, Mississippi, USA. She (6) _____ called the most influential woman in the world. Her worldwide humanitarian efforts (7) _____ recognized by the Academy of Motion Picture Arts and Sciences with the Jean Hersholt Humanitarian Award. As a child, she (8) _____ a happy girl because her mother didn't (9) _____ her properly. However, at a very early age, she used to read aloud and recite sermons in her church. Her fame and fortune started in high school when she (10) _____ work as a part-time radio news broadcaster. At the age of nineteen, she started to work as reporter for a radio station (11) _____ Nashville and then she studied a career in radio and television broadcasting at Tennessee State University. Then, she (12) _____ on to local TV news, and after that, to the famous The Oprah Winfrey Show that was broadcast nationally, and very soon became the number one talk show in the country. In 1985, Winfrey (13) _____ for an Academy Award for best performance in Steven Spielberg's film *The Color Purple*. Her talk show (14) _____ awarded three Daytime Emmy Awards in the categories of Outstanding Host, Outstanding Talk/Service Program and Outstanding Direction, and Oprah herself (15) _____ the International Radio and Television Society's Broadcaster of the Year award.

Answers

6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D

- 6. A has B have been C has been D had been
- 7. A have been B had been C has been D were
- 8. A hasn't been B isn't C hadn't been D wasn't
- 9. A look after B looked after C look into D looked into
- 10. A used B didn't use C used to D use
- 11. A at B in C on D from
- 12. A moves B move C has moved D moved
- 13. A was nominated B is nominated C were nominated D has been nominated
- 14. A have been B had been C has been D was being
- 15. A have received B has received C had received D received

Writing

Write a short biography about a famous person. Use the Quick Facts chart below for brainstorming.

Quick Facts	
Name	_____
Occupation	_____
Place and date of birth	_____
Early childhood (habits or situations that were true in the past)	_____
Remarkable achievements	_____

Speaking Candidate B

- Stage 1**
- ▶ Talk about celebrations with candidate A.
 - ▶ Find out candidate A's celebration.
 - ▶ Ask him/her questions using the guidelines on the right.
- Stage 2**
- ▶ Choose one of the celebrations you want to talk about and use the guidelines.
 - ▶ Answer student A's questions.

USA Independence Day



- marching bands
- fireworks
- sporting events
- bar-b-ques

Christmas at home



- gifts/presents
- Christmas tree
- church
- other...

▶ Reading

Read the biography below and choose the correct word or words for each space. For questions 6 to 15, mark the best option (A, B, C or D) for each space.

Guide students to read the instructions before reading the passage in order for them to know the purpose of the reading.

Strategies:

Contextualizing

Transferring (using previously acquired linguistic knowledge to facilitate the completion of a new language task)

Deducing logically

Draw their attention to the *Answer box*. Highlight that there are ten questions in the black column (6-15) and that each one has four options (A, B, C and D) for them to check one. With the reading purpose in mind and the reading strategies to do the reading comprehension exercise, students can start reading the passage and completing it by filling in the blanks accordingly.

▶ Writing

Write a short biography about a famous person.

Use the *Quick Facts* chart below for brainstorming.

Invite students to read the instructions and the Quick Facts chart that contains five issues / aspects which they should include in their famous person's biography. Allow a few minutes for them to think and choose their personage. Highlight the purpose of the writing exercise; to give detailed information and describe events in the life of a famous person. Ask them to first complete the information in the

Quick Facts chart as a way to brainstorm facts and events. Next, advise students to organize the facts and events, and then, write the first draft of their biography on a separate piece of paper. Encourage them to read it through and check content, spelling, structure and punctuation. Finally, have them write the edited version of their biography.

Strategy:

Brainstorming

▶ Speaking Candidate B

Stage 1

- Talk about celebrations with Candidate A.
- Find out Candidate A's celebration.
- Ask him/her questions using the guidelines on the right.

Stage 2

- Choose one of the celebrations you want to talk about and use the guidelines.
- Answer Student A's questions.

Ask students to read the instructions of the two stages carefully. Have them carefully observe the picture of the two celebrations and read, both the guidelines and key words given, as well as the prompts for questions. Besides this, encourage them to remember that to talk about traditions and celebrations, they can resort to both their knowledge of context and their general world knowledge. Also, they can use language structures like the Past Simple Passive Voice and *used to*. Finally, encourage Student B to start answering Student A's questions about the chosen celebration.

Strategy:

Checking comprehension



5 Getting Away



Skills

CEF Standards

Indicators

Listening
Comprehension

Can understand the main points of standard input on familiar matters regularly encountered in leisure issues.

- Pays selective attention and uses general world knowledge clues to identify details.
- Uses visual aids and context to identify details.
- Recognizes idioms or colloquial expressions and places them within a context.

Reading
Comprehension

Can recognize facts and opinions in standard input on familiar matters regularly encountered in leisure issues.

- Distinguishes facts from opinions in a holiday brochure.
- Relates content and conventions to the corresponding subheadings in a holiday brochure.

Oral
Interaction

Can handle short social conversations on familiar topics and activities.

- Checks for information and asks for agreement about activities and places visited while on vacation.

Oral
Expression

Can use informal expressions to briefly describe travel experiences, events and plans.

- Uses tag questions to keep the conversation going.

Written
Expression

Can produce simple connected texts on topics which are familiar or of personal interest.

- Writes a short holiday brochure following both a model and the guidelines given.
- Uses *so* (*so + adjective*) and *such* (*such + adjective + noun*) to place emphasis on descriptions.

Getting Away 5

▶ General Objective

You will be able to talk about activities and places visited while on vacation.

▶ Communication Goals

- You will learn how to
- check for information.
 - ask for agreement.
 - report what someone has said.

▶ CLIL

- Landscapes
- Outdoor Activities

Vocabulary

- Words related to holiday destinations, weather, typical food, activities and attractions

Grammar

- Tag questions
- Reported speech
- Compound adjectives

▶ Idioms and Colloquial Expressions

- *To look forward to*
- *Travel on a shoestring*
- *To catch some rays*
- *To live like a king*
- *To travel light*

▶ Project

A Promotional Radio Advertisement
You will create and record a radio advertisement to promote a holiday destination.

Discuss:

- Have you planned your vacation already?
- Have you chosen your holiday destination?
- What places are worth visiting?
- What activities can you do there?
- What's the weather like there?
- What's the typical food like?





Lesson 1

Going on Vacation



1. Listen and complete the conversations with the words you hear. Then, match each conversation with its corresponding picture.

a **Tina:** Emily enjoys traveling, doesn't she ?
Tim: Yes, she loves it!
Tina: But, she hasn't chosen her holiday destination yet, has she ? (a)
Tim: Yes, she has, she's going to Dubai!
Tina: Wow! But she hates traveling by plane, doesn't she ? (b)
Tim: Yeah, but she'll have to do it.

c **Liz:** Oh Albert, I'm looking forward to our vacation in Spain!
Albert: You're booking the flight, aren't you ? (e)
Liz: Yes, I'm looking for cheap flights on the Internet.
Albert: And do not forget that we're not staying at a hotel, are we ? (f)
Liz: Yeah, I haven't forgotten. We have to travel on little money.

b **Joan:** Ron, you will book the hotel reservation, won't you ? (c)
Ron: Yes. I'll make it for two weeks.
Joan: But we will be back before our daughter's birthday, won't we ? (d)
Ron: Yeah, we couldn't afford more days at that expensive hotel.
Joan: Oh, I can't wait for the vibrant city of Los Angeles!
Ron: That's true, L.A., is a dazzling city!

d **Harold:** You have planned everything for your holiday, haven't you ? (g)
Diane: Yes, I have. I'm going to the exotic beaches of Krabi and Phuket in Thailand.
Harold: That's interesting! There you can enjoy many water sports!
Diane: Yes, I know.
Harold: But you haven't packed yet, have you ? (h)
Diane: No, I haven't found the suitcases yet!
Harold: Gosh! You must hurry up!

Pronunciation

- Use falling intonation to check information. *Eileen likes city tours, doesn't she?*
- Use rising intonation to ask for something you don't know or you're not sure of. *You haven't packed yet, have you?*



Key Expressions

- To look forward:** to expect something with pleasure
- Hurry up!:** to make someone move faster

2. Match the expressions with their definitions based on the previous conversations.

a. To book	b 1. To be able to pay for something.
b. To afford	a 2. To arrange for tickets in advance.
c. To look for	e 3. To put things into a suitcase.
d. To stay	c 4. To search for or seek something.
e. To pack	d 5. To inhabit a place temporarily.

Vocabulary Strategy

Relate new language to concepts already known.



Lesson 1

Going on Vacation

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will lead students to talk about activities and places visited while on vacation.	<ul style="list-style-type: none"> Checks for information and asks for agreement about activities and places visited while on vacation. 	<p>Vocabulary Words related to holiday destinations, weather, typical food, activities and attractions</p> <p>Expressions <i>To look forward to</i> <i>Hurry up</i></p> <p>Structures Tag questions</p>	<ul style="list-style-type: none"> Relating new language to already-known concepts Paying selective attention and using general world knowledge clues to identify details

▶ WARM UP (books closed)

Direct students' attention to the photos on page 61. Invite them to have a buzz word about the pictures with their partners for a minute. Then, ask *What are they doing? Are they happy/sad? Do they look excited? Where are they? What sort of clothes are they wearing? Have you ever gone to the beach? Which has been your best vacation? What activities did you do there? Where did you go on your last vacation?* Finally, prompt them by having them answer the questions at the bottom of page 61.

▶ PRESENTATION 1

1. Listen and complete the conversations with the words you hear. Then, match each conversation with its corresponding picture.

    Track 41 - 42

Focus students' attention on the pictures and challenge them to tell you the name of those holiday destinations (*Dubai: Atlantis Hotel, Palm Island; Spain: La puerta de Alcalá, Madrid; Los Angeles: Hollywood Boulevard, Hollywood Walk of Fame; and Thailand: Phuket Island*). Every time they come up with a place write it on the board. Tell them that they will check their guesses later on.



Then, have students read the conversations silently and see if they can fill in the blanks without listening to the recording

following the example given, which makes reference to tag questions. Play the recording once allowing some time after each conversation for students to fill in the gaps. Have them cross-check answers with their partners. Play the recording as many times as necessary for them to confirm their answers or to do the task. Check the responses orally as a whole class by inviting some volunteers to read or role-play the conversations.

Now, ask them to match the conversations with the corresponding pictures and confirm the students' predictions made at the beginning of the exercise.

After that, refer students to the Key Expressions box and exemplify by saying: *I'm looking forward to my vacation in the Amazon next month! There isn't much time to book my hotel. I must hurry up!* Encourage them to do a quick search of the two expressions and then, to personalize the example by choosing an imaginary holiday destination.

▶ PRESENTATION 2

2. Match the expressions with their definitions.  

Get students to work in pairs. Call students' attention to the Vocabulary Strategy and encourage them to associate the new or unknown words to what they already know. Elicit answers as a whole class. Do not forget to stimulate them with a rewarding expression like: *Well done!*

PRACTICE

3. Finish the questions in column A. Then, match them with the corresponding answers in column B.

Prior to having students do the task, center their attention on the Reflect on Grammar box. Ask them to read the examples given in the table and have them notice the use of the corresponding auxiliary verb of the sentence's tense and subject pronoun. Write a couple of contextualized examples on the board and make sure you use an eye-catching color for both the auxiliary verb and the subject pronoun: *You are* already familiar with tag questions, *aren't you?* Have them complete the missing information in the Grammar Chart individually.

Then, draw students' attention to the Pronunciation box and have them realize that we use falling intonation to check information by reading the example given (*Eileen likes city tours, doesn't she?* Do the same with the second example to demonstrate that we use rising intonation to ask for something we don't know or we're not sure of (*You haven't packed yet, have you?*) After that, have them do some choral and individual drills of the given tags with their rising or falling intonation. Invite students to go back to the conversations in exercise 1 and identify the ones that check information and those that ask for something people don't know or are not sure of. Make sure they do some choral drills with the corresponding intonation.

Finally, ask students to solve the exercise. Suggest that they write the corresponding tag questions first, and then do the corresponding matching between the two columns. Ask students to cross-check answers with another couple before checking them as a class. To practice both the rising and falling intonations, write the sentences on the board and draw some arrows going up and down in front of each one, and have them read those accordingly. If needed, correct spelling. Congratulate them for their pronunciation skills!

4. Listen and complete the details. Track 43

Draw students' attention to the five parts of the radio advertisement they are going to listen to. Challenge them to give you a synonym of the word motto (*slogan*) and see if they can come up with a definition. Alternatively, encourage them to use the glossary to find out the meaning of this

word. Have them recall some water sports they know of or remember having learned before. Direct their attention to the Listening Strategy emphasizing that associating our general world knowledge with the topic or information that is being studied makes our understanding easier. Play the recording once for students to fill in the blanks. Ask them to cross-check answers with another pair of students. Play the audio for the second time for them to confirm before asking some volunteers to read them to the class.

5. Listen and check if people are checking or asking for information. Track 44

Have students recall both the falling and the rising intonation of tag questions, which are used to check information and to ask for something people don't know about or are not sure of respectively. If necessary, refer them again to the Pronunciation box on page 62. Get them to work individually. Play the audio once and have them compare their answers with a classmate's. Play the audio for the second time for them to confirm or correct their answers before checking them as a whole class. As a follow-up, challenge students to listen for the third time and see if they can catch the whole question. Correct spelling if necessary. Do some individual and choral drills, making sure they use both the rising and the falling intonation accordingly. Praise them for their learning effort!

Project Stage 1

For you to get a complete idea of the project go to the Share Your Project section (page 69) and carefully read about it. Likewise, for students to envision the project invite them to go over the three stages that need to be carried out when creating a radio advertisement or at the end of lessons 1, 2 and 3. Motivate students to work on their radio advertisement by presenting it with enthusiasm during the presentation at the end of the unit, in the Share Your Project section. Have students think of a tourist place they consider worth visiting and write it secretly on a piece of paper with their names. Each paper is read aloud and students form groups of four. Recommend that they think of and write three attractions and benefits of their selected holiday destinations. Get them to brainstorm words and ideas to create a motto that captures listeners' attention and gets the promotional message across.

Reflect on Grammar

Tag Questions

Tag questions turn statements into questions and are used to check or to ask for information. Notice the use of the corresponding **auxiliary verb** of the sentence's tense and **subject pronoun**.

Simple Present tense

He travels on little money, doesn't he?
 They travel by plane, don't they?
 She likes city tours, doesn't she ?

Present Progressive tense

She is booking the flight, isn't she ?
 He is ordering the meal for us, isn't he ?
 We're not traveling tomorrow morning, are we ?

Future tense

He will make the hotel reservation, won't he ?
 We will be back in three weeks, won't we ?
 They won't stay at a hotel, will they ?

Present Perfect tense

She has bought the tickets, hasn't she ?
 It has been our best holiday destination, hasn't it ?
 They haven't been to London, have they ?

3. Finish the questions in column A. Then, match them with the corresponding answers in column B.

A		B	
a. She loves sunny beaches, <u>doesn't she</u> ?	<u>c</u>	1. No, I won't. I can't afford it.	
b. He is making the hotel reservation, <u>isn't he</u> ?	<u>d</u>	2. Yes, they have already bought them.	
c. You won't stay at an expensive hotel, <u>will you</u> ?	<u>e</u>	3. No, we haven't been there yet.	
d. They have bought the tickets, <u>haven't they</u> ?	<u>b</u>	4. No, he isn't. He is booking the flight only.	
e. We haven't been to Beijing yet, <u>have we</u> ?	<u>f</u>	5. Yes, it is. It offers dazzling landmarks.	
f. Spain is worth visiting, <u>isn't it</u> ?	<u>a</u>	6. Yes, she enjoys sunbathing.	

4. Listen and complete the details.

Motto:	A unique experience, not to be missed by <u>beach</u> fans!
Place:	The well-preserved Phuket Island on the southwest coast of Thailand.
Water sports:	Enjoy snorkeling, scuba <u>diving</u> (a), <u>fishing</u> (b), kite <u>surfing</u> (c), water-skiing, <u>kayaking</u> (d), and rappelling.
Food:	<u>Western</u> (e) and <u>Asian</u> (f) seafood
Price:	A two-week <u>vacation</u> (g) for US\$ <u>499.00</u> (h)

5. Listen and check ✓ if people are checking or asking for information.

	asking for information	checking information
a. Janet		✓
b. Paul		✓
c. Harold	✓	
d. Sara		✓
e. Annie	✓	

Listening Strategy

To identify details, pay selective attention and use general world knowledge clues.

Project Stage 1

- In groups, think of a tourist place you consider worth visiting and write it secretly on a piece of paper.
- State three attractions and benefits of their selected holiday destinations. E.g. *The Galapagos Islands are located to the west of the Ecuadorian coast.*
- Brainstorm words and ideas to create a motto that gets the promotional message across. E.g. *The Galapagos Islands are the perfect holiday destination for lovers!*



Lesson 2

Amazing Things to Do

1. Label the pictures.

- a. kite surfing
- b. snowboarding
- c. scuba diving
- d. surfing
- e. rappelling
- f. rock climbing
- g. kayaking
- h. mountain biking
- i. hiking
- j. snorkeling
- k. tobogganing
- l. helicopter rides



2. Listen and complete the conversation with words from the previous exercise.

Beth: I want to go to the Matterhorn Mountain in Switzerland on vacation. Can you give me some information about it?

Agent: Sure! The well-known Matterhorn is a 4,478 meter mountain with 365 days of snow; something you can only find in Zermatt!

Beth: Wow! I will be able to practice lots of sports, won't I?

Agent: Yes, you will be able to go hiking (a), and practice rock climbing (b), mountain biking (c), and snowboarding (d) there.

Beth: Great! There is lots to do.

Agent: Besides those previously mentioned, you can also go tobogganing (e).

Beth: Oh, I can't wait for this adventure! What about cheap hotels and tickets?

Agent: You're traveling on little money, aren't you?

Beth: Yeah, I'm traveling on a shoestring this time.

Agent: Then, you can stay in accommodations for backpackers and get a second-class ticket.

Beth: Great! You accept credit cards, don't you?

Agent: Yes, we started to accept all of them last month.

3. Go back to the dialog and check ✓ who said the statements below.

	Beth	Agent
a. She said that she wanted to go to the Matterhorn Mountain in Switzerland.	✓	
b. She said that the Matterhorn was a 4,478 meter mountain with 365 days of snow.		✓
c. She said that she would be able to practice lots of sports.		✓
d. She said that she was traveling on a shoestring.	✓	
e. She said that they had started to accept credit cards.		✓

Key Expressions

Travel on a shoestring:
to travel on little money



Lesson 2

Amazing Things to Do

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to talk about well-known holiday destinations.	<ul style="list-style-type: none"> Reports what someone has said. 	<p>Vocabulary Words related to outdoor activities</p> <p>Expressions <i>Travel on a shoestring</i></p> <p>Structures Reported Speech</p>	<ul style="list-style-type: none"> Reasoning deductively to apply general rules to new target language situations

▶ WARM UP (books closed)

To center the students' attention on the 12 outdoor activities make an *unscramble game*. Write the twelve activities on a piece of paper, cut them into individual letters, and put them into twelve colorful balloons, plastic bags or envelopes. Divide the class into 12 groups and give each group a balloon, bag or envelope and so forth. Tell them that they will have thirty seconds to unscramble the outdoor activity and mimic it in front of the class. Invite them to take turns mimicking the outdoor activities, have the rest of the class guess it and stick the pieces of paper on the board so as to form the word. Keep their motivation up by saying: *How extraordinary! Outstanding performance! Etc.* Alternatively, ask students to think about amazing things to do while on vacation. Copy/write every activity they mention on the board and make sure they include the ones presented in the lesson. Check spelling and pronunciation and have them rank those activities from the most to the least exciting. Congratulate them for their effort.

▶ PRESENTATION 1

1. Label the pictures.

Focus students' attention on the pictures and have them name them aloud without seeing the word in the Word Bank. Stress that they are applying a Vocabulary Strategy they are already familiar with, which consists of evoking prior knowledge through visual aids. Then, invite students to work in pairs to participate in a *two-minute competition* to have them label the pictures. Go around the classroom to prompt them if necessary. The pair of students that finishes first will read the answers aloud for the rest of the class to confirm or correct theirs. Do some choral and individual drills on the pronunciation of outdoor activities.

▶ PRACTICE

2. Listen and complete the conversation with words from the previous exercise.



Get students to work in pairs. Allow some minutes for students to complete the task while you go around the classroom providing guidance if needed. Play the audio a second time for students to confirm or write their answers. Invite them to compare their answers with a partner's. Before directing students' attention to the Key Expressions box, ask: *What is needed to travel? (time and money), Do we need lot of money to travel? Is it possible to travel on very little money? (this was previously presented in conversation b, in lesson 1).* Ask students to go back to the text and look for the expression *to travel on a shoestring* and have them deduce its meaning. Tell them to pay attention to what the agent asks and to what Beth replies. Now, refer students to the Key Expressions box to confirm their deduction.

3. Go back to the dialog and check (✓) who said the statements below.

To motivate students bring a magazine or newspaper cutout of the Swiss Matterhorn mountain and challenge them to say its location and describe it in terms of the weather and outdoor activities people can do there.

Then, get students to work in pairs. Call on two volunteers to read the instructions and the statements in the table. Ask them to go back to the previous conversation to solve the exercise. Have them cross-check answers with other pairs before checking them as a class.

PRESENTATION 2

4. Rewrite the statements as reported speech.



Before having students do the exercise, draw their attention to the Reflect on Grammar chart. Have them realize the time changes that take place in sentences (pronouns and verbs). To facilitate understanding, have them notice the contrast between the reported statement and the original one by underlining the two verb forms in the examples of the Grammar Chart (e.g. *want* and *wanted*; *started* - *had started*, and so on). Additionally, you can draw a simple graph where you evidence the relationships among tenses in *Reported Speech* like the one on page 103. This action may help them internalize or learn by heart the related tenses in reporting. To practice more, model reported statements by eliciting some examples from students' life experiences. You might ask them about their favorite holiday destinations and unforgettable vacations as well as some landmarks or landscapes worth visiting. Copy what they say on the board and then report those things making sure you use different colors to indicate the change in the tense of the verb. Finally, have students do the exercise in pairs while you go around the class to provide help if needed. Check answers as a whole class by calling on some volunteers to write the sentences on the board.

PRESENTATION 3

5. Write the correct compound adjective. Use the Word Bank.

Do some exploration of students' background knowledge of famous landmarks like: *The Great Wall of China*, *Machu Picchu*, *The Colosseum*, *The Egyptian pyramids*, etc. Ask:

Are these well-known holiday destinations? Does Thailand have first-class beaches? Have you ever gone on a four-week vacation? Do you think the Eiffel Tower/ Buckingham Palace is a well-preserved monument?, and so forth. Invite students to carefully read and study the Reflect on Grammar box on compound adjectives. Have students recall what an adjective is and ask them to give you some examples while you write them on the board. Take advantage of the opportunity to remind them that adjectives are descriptive words that generally do not have plural forms and go before nouns. Emphasize that to form compound adjectives or a two-word adjective, we join two describing words with a hyphen, right before the noun they qualify.

Then, go over the exercise and call on a volunteer to read the Word Bank and do some choral and individual drills of those words. Get students to work in pairs to do the task. Have them compare their answers with another pair of students before checking them as a class. Praise them for their incredible learning abilities!

Project Stage 2

Highlight that as holiday brochures and radio advertisements help people choose, plan and book their next vacation, they should start looking for printed or online holiday brochures that may give them fresh ideas. Also, recommend that they listen to promotional radio advertisements to get familiar with the language, tone of voice and intonation that are typically used. Encourage them to search information on the internet about the selected destination, including pictures, facts and figures, and videos. Stress the importance of stating the value and benefits of the tourist place by describing the landscapes, transport, activities and attractions, weather, food, and costs.

Reflect on Grammar

Reported Speech

To report what a person says, we change the tense of the verb because we are usually making reference to a time in the past.

	Direct speech		Reported speech
Simple Present	"I want to go to Matterhorn Mountain."	Simple Past	She said she wanted to go to Matterhorn Mountain.
Simple Past	"We started to accept credit cards last month."	Past Perfect	She said they had started to accept credit cards last month.
Present Progressive	"I' m traveling on a shoestring."	Past Progressive	She said she was traveling on a shoestring.
Future	"I will go hiking and practice climbing."	Would	She said she would go hiking and practice rock climbing.

4. Rewrite the statements as reported speech.



- a. My favorite mountain sport is rappelling.

She said that...

her favorite sport was rappelling.



- b. I saw the **well-known** Great Wall of China on a **20-minute** helicopter ride.

He said that he had seen the well-known Great Wall of China on a 20-minute helicopter ride.



- c. We are going on a **three-week** scuba diving and kite surfing training lesson.

They said that they were going on a three-week scuba diving and kite surfing training lesson.



- d. I will go mountain climbing on the **well-known** Mount Everest next month; it's an **8,848 meter** mountain.

She said that she would go mountain climbing on the well-known Mount Everest next month.

Reflect on Grammar

Compound Adjectives

Compound adjectives are two word adjectives that modify a noun.

Adverb - adjective - noun

Buenos Aires is a **well-known** city.
France has **well-preserved** monuments.
Mexico offers **first-class** beaches.

Figure – noun – noun: The first two nouns work as an adjective.

We went on a **two-week** vacation.
This is a **700-year-old** castle.
It was a **6-hour** flight.

5. Write the correct compound adjective. Use the Word Bank.

- Ian wants to go to the well-known mountain of Machu Picchu. It's one of the most famous Peruvian mountains.
- Jo went on a three-week vacation to Mexico. He spent 15 days there.
- Liz wants to visit the well-preserved Great Wall of China. The structure still looks magnificent.
- Anna will probably go to a first-class beach in Thailand this December. It's one of the best beaches in the country.
- They have booked a twelve-hour flight in the economy class. They will be in the air half a day.

Word Bank

- known
- twelve
- preserved
- week
- first
- class
- well (x2)
- hour
- three

Project Stage 2

- Search information on the Internet about the selected destination, including pictures, facts, and videos.
- State the value and benefits of the tourist place by describing the landscapes, transport, activities and attractions, weather, food, and cost.
E.g. *The well-known Galapagos Islands were chosen as the best islands by the "World's 10 Best Awards."*



Lesson 3

Holiday Destination



1. Use the clues given to guess the words.

a. A financial plan	b <u>u</u> dg <u>e</u> t
b. A company that rents cars	r <u>e</u> nt <u>a</u> l c <u>a</u> r <u>a</u> g <u>e</u> ncy
c. The area of America that goes from Mexico to Argentina	L <u>a</u> t <u>i</u> n <u>A</u> m <u>e</u> r <u>i</u> c <u>a</u>
d. Days taken to travel or rest	h <u>o</u> l <u>i</u> d <u>a</u> <u>y</u> s
e. The place where someone is going	d <u>e</u> s <u>t</u> i <u>n</u> a <u>t</u> i <u>o</u> n

Vocabulary Strategy

Use language-based clues to guess meaning.

2. Read and choose a suitable sub-heading for each section. Use the box.

Feeling like getting away from the city?

You just need to pop in and book your *Iguazu Falls Vacation*.

It is worth visiting any time of the year.



It is a well-known fact that in 1986, UNESCO designated this natural wonder as a World Heritage landmark. Just imagine a fantastic network of 275 diverse waterfalls extending over a three-kilometer area. They are **so** beautiful that the risk is wanting to stay.



Location

The falls are located on the Iguazu River and an area shared by Argentina, Brazil and Paraguay, so it is a three-country border zone.



How to get there (a)

Iguazu has **such** organized transportation that you can arrange travel in the city of Foz do Iguacu on the Brazilian side, or the town Puerto Iguazu, on the Argentine side. Since both sides have nearby airports, buses from all main ci-

ties, rental car companies and hotels in the park, you can choose to go by plane, bus, car or on foot.



What to do (b)

Iguazu National Park offers many activities to make your adventure unforgettable. Experience the well-preserved waterfalls in different ways; going on sightseeing excursions from the Brazilian and the Argentine sides of the falls up to the impressive Devil's Throat; taking a 10-minute helicopter ride above the Iguazu National Park and the Falls is a great option for you to visit this stunning landmark; going boating under the falls and taking exciting sailing tours facing the rapids; going on a rappelling adventure down the cliff face; going canoeing and kayaking; taking rafting courses and enjoying camping sites -a convenient choice for backpackers traveling on shoestring budgets. Besides, the Iguazu National Park has the largest biological diversity of Argentina. It has **such** amazing biological diversity that you feel like



When to go (c)

The falls are wonderful anytime with their subtropical climate and rains all year long. There are **such** exciting water sports to practice in any season that tourists never forget this experience. However, in winter there is less rain so the falls may be less powerful.



What to eat (d)

Fresh fruit is one of the key delights for thirsty travelers besides a variety of typical dishes such as *Feijoada* (black beans and pork stew), *Moqueca* (seafood stew) and *Churrasco* (mixed grilled meats), among many others. The food at the open market is **so** good and cheap that tourists often decide to have all their meals there.

Reading Strategy

Relate the content and conventions of the text to the corresponding sub-headings.

Key Expressions

Get away from: to escape, to go away

Pop in: to visit briefly





Lesson 3

Holiday Destination

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to recognize facts and opinions in holiday brochures.	<ul style="list-style-type: none"> Distinguishes facts from opinions. Relates content and conventions to the corresponding subheadings in a holiday brochure. 	<p>Vocabulary Words related to holiday and travel</p> <p>Expressions <i>Get away from</i> <i>Pop in</i></p> <p>Structures So Such</p>	<ul style="list-style-type: none"> Relating the content and conventions of the text to the corresponding sub-headings Identifying both factual information and personal opinions Using <i>so/such</i> to place emphasis on descriptions

▶ WARM UP (books closed)

Bring some holiday brochures of famous landmarks and landscapes in Latin America. Ask students to form groups of four. Distribute the brochures among them and ask them to identify and label the type of information they include (e.g. motto, place, weather, activities, food, prices, etc.). Give them enough time to do the task while you go around the classroom to provide help as needed. Encourage them to choose a representative per group to tell their classmates and the teacher about their holiday destination, landmark or landscape. Finally, invite students to conduct a survey among the participants of each group in which they will choose their favorite place. As they report the findings of the survey, put a check in front of the destination to see what is the most attractive and the least attractive for them. Do not forget to praise them for their contributions with something like: *Thanks for helping! Good work! Well done! Etc.*

Pre-Reading

1. Use the clues given to guess the words.



Focus students' attention on the Vocabulary Strategy and highlight the benefits of using language-based clues to guess meaning. Write the word *vacation* on the board and brainstorm words related to it. Prompt them to see if they can come up with some of the words given in the exercise. You can ask something like: *What's a word for a period of time used to travel and rest? What's the word for a place where people go to rest or relax? What's the name for the amount of money you have to spend?* Call on some volunteers to read the instructions and the clues from a to e. Ask them to do the exercise individually, and then compare their answers with their partners' before checking them as a class.

While Reading

2. Read and choose a suitable sub-heading for each section. Use the box.

Do some picture exploitation by asking: *What is this famous landmark? Have you heard about it? Where is it located? Have you ever gone there? What's the weather like? Does it have seasons? What can you do there?* Etc. Challenge students to find the motto or slogan of this holiday destination. Then, have them recall the definition of a motto (*a short sentence or phrase that expresses a belief or purpose*). Ask: *Why is this motto persuasive/convincing?*

Now, direct students' attention to the Reading Strategy and model it by having them relate the first convention (*a world map*) of the text to the corresponding sub-headings (*location*). Ask: *Why are these two items related to each other?* (*a world map indicates places, sites, localities, positions, etc.*) *What does the text underneath this convention refer to?* (*where the landmark is located*) *Where are the Iguazu Falls located?* and the like. Immediately, have students carefully read the Key Expressions and their corresponding meanings. Encourage them to look for these expressions in the text (both of them appear in the motto). Get students to work individually and then have them compare their answers with their classmates' before checking answers as a class. Alternatively, don't forget that you can make use of the audio to check answers. Keep their motivation up by saying: *Super job! Very impressive! Etc.*

Post-Reading

3. Based on the reading determine which statements are F (facts) and which ones are O (opinions).

Prior to having them do the exercise, have students read the Reading Strategy. Model by saying and writing: *Buenos Aires is the capital of Argentina. I think that Buenos Aires is a sophisticated city.* Make sure you write the verb *think* and the word *capital* in a different color. Then have them decide which of these two statements is a fact or an opinion. Have them realize that the former is a truth/something that actually exists and the latter is what we consider or believe about something. Get students working in groups of four to do the task. Recommend that they go back to the text, locate and underline the information then decide whether the statement is a fact or an opinion. Ask them to cross-check their answers with other groups before checking them as a class.

4. Circle the correct word *so* or *such* to complete the sentences.

Before inviting students to do the task, call their attention to the Writing Strategy. Have them carefully read the use of *so* + *adjective* and *such* + *adjective* + *noun* to place emphasis on descriptions. Exemplify by saying *Machu Picchu is so majestic that people want to stay there forever! The Great Wall of China has such organized transportation facilities that you can get there very easily.* Now, challenge students to go back to the reading and do a quick search of the examples with *so* and *such*. Give them some minutes to find and underline them. Call on some volunteers to read them aloud. Congratulate students for their learning attitude. After that, get students working in pairs to solve the exercise. Encourage them to cross-check answers before checking them as a class.

Writing

5. Use the guidelines to write a short holiday brochure.

Invite students to write their favorite holiday destination and their name on a piece of paper. Collect all the pieces and put them into a paper bag. After shaking the bag to get the pieces mixed, invite students to take one piece. They are expected to look for the person whose name is on the piece of paper and work in pairs. As soon as they get together they should negotiate their preferences and choose one to write about. Emphasize that they should also search the internet, read printed holiday brochures and look for information in travel guides. Stress the importance of including facts, experts' reviews, tourist comments, and amazing things to make their holiday brochure more convincing or persuasive. Advise them to include some pictures to make the layout more attractive. As a follow-up, invite students to share their holiday brochures by placing them on the classroom walls so that everybody can go around browsing and learning from their classmates' outstanding work! Alternatively design a check list which includes the five aspects of the given layout (e.g. *Does it include a headline/motto? Does it mention facts? Does it offer experts' reviews and tourists' comments?, etc.*). This way you can invite students to give peer feedback on their holiday brochures and minimize mistakes.

Project Stage 3

Prior to having students working on their project, give them some practical hints on preparing radio advertising such as listening to other commercials before writing theirs, revising the text or script of their radio advertisement to make sure it includes all aspects that comprise a typical radio advert and adding key information like location, e-mail addresses, contact phone numbers, or websites. Avoid mistakes by correcting the tone of voice, practicing the script until they feel confident and ready to record it, and getting good music and suitable background sounds. Remind them to be ready to release their radio advertisement in the Share your Project Section at the end of this unit.



Budget (e)

Our tourist plans suit a range of budgets. Iguazu offers **such** exciting 5 to 10 day excursions priced from US \$1,499 that it is worth the money. Although bringing US dollars facilitates monetary deals,

Argentine pesos and international credit cards are also accepted.



Reviews (f)

When Ms. Glem, a travel expert, was asked about her holiday experience, she said that Iguazu Falls was a stunning

Reading and Writing

holiday destination for adventure and nature lovers!

Some tourists said, "I think Iguazu Falls is out of this world! We believe that these falls are a unique landmark!"

Book your vacation today.

You won't miss the chance to enjoy this adventure, will you?

Contact us at 320 2 55 11 55 • Visit us at SouthAmericanTours.com

3. Based on the reading determine which statements are F (facts) and which ones are O (opinions).

a. I think the Iguazu Falls are out of this world!	O
b. The Iguazu Falls has been a World Heritage landmark since 1986.	F
c. The Iguazu Falls is a stunning destination for adventure and nature lovers.	O
d. It is a network of 275 drops extending over a three-kilometer area.	F
e. We believe that these falls are a unique landmark!	O
f. The falls are located in a three-country border area.	F
g. The variety of fruit and food suits all travelers' tastes.	O
h. Examples of its biological diversity include 2,000 plant species and 450 bird species.	F

Reading Strategy

To identify facts, look for figures/numbers/percentages, geographical features, experts' comments, true examples, official recognitions, studies and so forth.

To recognize opinions, look for signal verbs like think, consider, believe, suppose, .

4. Circle the correct word **so** or **such** to complete the sentences.

- a. Iguazu falls are **so** / **such** stunning! They have been designated a World Heritage area.
- b. This triple-country border area offers **so** / **such** powerful waterfalls that any other falls pales by comparison.
- c. Iguazu has **so** / **such** a huge rainforest that it holds the largest biological diversity of Argentina.
- d. Food is **so** / **such** delicious that it suits all travelers' tastes.
- e. Iguazu National Park offers **so** / **such** amazing things to do that nobody gets bored.

Writing Strategy

Use **so** / **such** to place emphasis on descriptions.

- so + adjective
- such + adjective + noun

5. Use the guidelines to write a short holiday brochure.

- Headline _____
- Well-known facts: _____ *Answers may vary.*
- Attractions/benefits: _____
- Experts' and tourists' reviews: _____
- Key information (contact phone numbers, e-mail address, or websites: _____

Project Stage 3

- Add key information like location, e-mail addresses, contact phone numbers, or websites.
- Recording your radio advertisement.
- Choose the correct tone of voice and add suitable background sounds.



Lesson 4

Living Like a King!



1. Listen, read and choose the corresponding meaning.



After graduating from high school my parents gave me a one-month trip to Europe. So, I must **travel light!**

a. To travel light means...

- 1. to travel alone.
- 2. to get slim before traveling.
- 3. to travel with little luggage.



Oh, I'm terribly pale! I'm going to the beach to **catch some rays.**

b. To catch some rays means...

- 1. to avoid the sun.
- 2. to play on the beach.
- 3. to get a suntan.



I have **lived like a king** during my four-week holiday. I stayed at an expensive hotel and spent a fortune, but it was worth it.

c. To live like a king means...

- 1. to live in a palace.
- 2. to travel a lot.
- 3. to live luxuriously.



2. Complete the conversation with the expressions in bold from the previous exercise. Then, listen and check.

Brian: You have chosen your holiday destination, haven't you?

Carla: Yes, I have. I'm going to Cancun to **catch some rays!** (a)!

Brian: That's great! But please, don't travel with lots of luggage!

Carla: Yeah, I'll never take lots of luggage with me again. I've learned to **travel light** (b).

Brian: I guess you will **live like a king** (c) staying at expensive hotels.

Carla: No, I won't. It's incredible how well you can travel on a shoestring budget avoiding expensive hotels and restaurants.

Brian: Are you kidding me? That's real change!

3. Share your vacation plans with a partner.

I'm going on a three-month vacation to South America.

Yes, I'm looking forward to it, but I don't how to travel light, **do you?**



Wow! I guess you can't wait for it, can you?

Speaking Strategy

To keep the conversation going, use **tag questions**.

Reflect on Values

	Always	Sometimes	Never
■ I respect the value of nature and landscapes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ I appreciate and value World Heritage Sites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ I encourage people to visit places that are worth visiting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gap Activity

Student A goes to page 90.
Student B goes to page 92.



Lesson 4

Living Like a King!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to use idioms and colloquial expressions in informal conversations.	<ul style="list-style-type: none"> Uses informal language to talk about activities, places to visit and related issues while on vacation. 	Vocabulary <i>To catch some rays</i> <i>To live like a king</i> <i>To travel light</i>	<ul style="list-style-type: none"> Using tag questions to keep the conversation going

WARM UP (books closed)

Get some illustrations of people travelling with big and heavy suitcases, some tourists lying on a beach sunbathing, and a couple of rich people on a luxurious cruise. Show them to the students and do some picture exploitation by having them briefly describe the pictures. Ask: *What do you do when you go to the beach? Do you usually travel on a shoestring? Do you carry a lot of money with you when you travel? When you travel, do you usually bring big and heavy suitcases? Is it practical to travel with a light suitcase or backpack? Do you prefer expensive hotels or cheaper accommodations? What means of transportation do you use when you travel?* Accept as many answers as possible, jot them down on the board and have students draw some conclusions based on their responses. Congratulate students for their contributions!

PRESENTATION 1

1. Listen, read and choose the corresponding meaning.

Have students describe to each other the pictures on page 68. As in the previous unit, the meaning of these three idioms is rather literal, so students will most probably be able to guess the meaning of the idiom by choosing the correct alternative. Accept their predictions and tell them they will be able to confirm them later as they listen and read the situations. Ask them to continue working in pairs and play the audio once or twice in order for them to confirm their choices or to select the right alternative. Invite them to cross-check answers with other pairs before checking them as a class.

PRACTICE

2. Complete the conversation with the expressions in bold from the previous exercise. Then, listen and check.

Prior to having students do the task, do some choral and individual drills of the three idioms. Ask students to continue working in pairs to solve the exercise while you go around

the classroom to help if necessary. Give them enough time to complete the conversation with the idioms. The couple that finishes first will role-play the conversation as a way to check answers. Play the audio as many times as needed for them to confirm their answers or to choose the correct alternative. Praise them for their learning effort!

APPLICATION

3. Share your vacation plans with a partner.

Focus students' attention on the Speaking Strategy and stress the importance of incorporating tag questions into our daily conversation to keep it going. Highlight that tag questions help us confirm information or ask about something we are not sure of. Invite them to talk about their vacation with a partner following the example given. Go around the class to help if needed.

Reflect on Values

Insist on their being honest with themselves, especially when dealing with personal values. Inform them about the relevance of respecting the value of nature and landscapes, appreciating and valuing World Heritage Sites, and encouraging people to go to places that are worth visiting. Let them know that by valuing world landscapes and landmarks we acknowledge both natural and man-made wonders.

Gap Activity

Get students to work in pairs. Ask them to read the instructions and perform their corresponding roles. Then, ask them to change partners and carry out the activity playing a different role.

Share Your Project

1. Discuss you experience.

Check (✓) what you learned while working on the project.

Get students in their groups. Have them reflect on what they experienced while creating their radio advertisement to promote a holiday destination. Ask them to read and discuss the four alternatives given. Encourage them to share their opinion with their partners and then to share their experiences with their classmates and teachers. Once they have done so, ask them to identify the learning situation that was most difficult to deal with and the most rewarding one. Accept all the possibilities from the groups and use this feedback to continue building a two-fold reflection: how to motivate and assist students' learning process and how to improve your teaching practice.

Highlight the fact that by identifying others' abilities and working together to achieve a common goal, we not only recognize others' strengths and grow as receptive human beings but also gain knowledge and self-confidence, which may contribute to the development of our intrapersonal and interpersonal intelligences.

2. Read and listen.

As students have already created and recorded their own radio advertisement, invite them to share their own concept of a radio commercial. As they express their ideas, write them down on the board. Have them read all their contributions and invite them to build the class definition of a radio advertisement. Play the audio for students to read as they listen about the concept of radio commercials.

3. Answer the following questions.

Recommend that students go back to the reading passage and locate the paragraph where the information appears. Suggest that they can underline or highlight the details or specific information they are looking for. Get them to work in pairs and allow them plenty of time to do the task. Go around the class to provide help if necessary. Take advantage of any opportunity to correct pronunciation and intonation. Invite students to cross-check their answers with another pair of students before checking them as a class.

4. Give your Presentation.

Ask the students to choose a class arrangement (a circle, a semi-circle, a horseshoe or rows) so that everybody is able to see the group members, the presenter and the audio assistant. Advise them to show respect for their classmates' work by listening attentively and giving constructive feedback, especially by making positive comments, helpful suggestions and asking pertinent questions.

Highlight the value of the Give your Presentation and Useful Expressions boxes in helping to present their Radio Ad and discuss their experience while creating and recording it. Encourage students to continue in groups and ask them to read the four stages involved in presenting and releasing their radio ad. Similarly, have them relate these stages to the useful expressions given in the blue box. Invite them to start socializing their radio commercials with their classmates and the teacher.

Share Your Project

1. Discuss your experience.

Check what you learned while working on the project.

Answers may vary.

- | | |
|---|---|
| <p>a. To look for key information about common places of interest that are worth visiting. <input type="checkbox"/></p> <p>b. To consider others' ideas to write a motto that will capture the listener's attention. <input type="checkbox"/></p> | <p>c. To collectively create the full text of a recorded radio advertisement. <input type="checkbox"/></p> <p>d. To identify others' abilities and work together to achieve a common goal. <input type="checkbox"/></p> |
|---|---|

2. Read and listen.

Although many people think that the radio is a less popular medium than the television or the Internet, it is still a popular communication means to advertise. It penetrates areas of our daily lives that other mass media cannot because the listeners can listen to the radio in their cars, taxis, waiting rooms, cafeterias, restaurants, grocery stores and so forth.

A radio advertisement or a *spot* is a radio commercial that captures the listeners' attention for 30 or 60 seconds that promote products or services. The commercial usually records a voice reading the advertising copy or the text of a product with background music playing. The person who creates the advertising copy is the copywriter. He/She should be careful with the words they choose for the text to make sure it captures the listener's attention: The spot may start with a motto or catchphrase that expresses a belief or purpose to get people's attention, and include the benefits that make the product or service worth getting. The ad or spot can also give and repeat key information like location, address, contact phone numbers, or available websites.

The two main types of radio ads are live reads and produced spots. In live reads an announcer reads the spot from a copy, fact page or personal previous knowledge. In a produced spot the radio studio or an advertising agency records it for the customer and it can have diverse formats such as a straight read with sound effects or background music, a dialog, or a monolog.

Keep in mind two advertising strategies for an effective spot: First, define the clear target audience (E.g. *families, children, teenagers, adults, workers*, etc.) you want to invite to take action. Second, include a short attractive motto. Third, keep your message easy to understand, including the benefits and the value of your product, emphasizing the features and inviting the listener to make a decision.

3. Answer the following questions.

- What is a radio advertisement?
- What information should go in a radio ad?
- What are the types of radio ads?

Give your Presentation

- Introduce the place of interest your radio ad promotes.
- Talk about the type of radio ad and the information you included.
- Release your radio ad.
- Say if you enjoyed creating the radio ad.

Useful Expressions

Begin your presentation

- Good morning/afternoon, our radio ad promotes...
- The characterization of this *well-known* landmark includes information about ... and ...
- Now, we leave you with the following radio spot/commercial.
- This has been an experience because in your opinion...



A Trip Paradox



Listen and read.





Comic

A Trip Paradox

Listen and read.

Comic strips are an excellent teaching and learning resource because they can be used in various ways. For example, comic strips demonstrate vocabulary in context, illustrate idioms and colloquial expressions, simulate daily conversations are humorous and provide a basis for class reflection and discussion on culture and values.

Pre-Reading

Center students' attention on the comic strip. Ask them to take a quick look at it. Have them make some predictions by asking and writing on the board: *What does a paradox mean? What do you think the comic is about? How many characters are involved? What are they like? Where do you think they are from? Are they married/ siblings/ tourists/ friends? Do you recognize the landmarks it shows? Can you name them?* And others of that sort.

While Reading Track 50

Play the audio for students to read and listen to the comic. Ask them to answer the questions you wrote on the board and see if their predictions were right.

Encourage them to reflect further by asking them to discuss these questions: *Why is it good to visit historical places and places of natural beauty? Why is it important to know our own homeland? What do we learn when we travel? Do we need a lot of money to travel in our homeland? Is it expensive to travel to other countries in Latin America? Why should we respect nature and landscapes? What is one way of appreciating and valuing World Heritage Sites?* and the like.

Post-Reading

As soon as they have finished reading and interpreting the comic strip, challenge them to tell you what the *trip paradox* in the comic strip is. (*They may say that the paradox consists of preferring to visit foreign landmarks and landscapes over our national tourist attractions; some people give more prominence to foreign tourist attractions than to national ones*) To have students ponder further on the paradox, ask them: *If you were given the opportunity to visit any landmark in the world, which one would you choose? Which places in your own country would you recommend someone to visit? What places are worthier of visiting, foreign tourist sites or national ones? Why? Are foreign tourist attractions and national ones equally important? Why?* Praise students for their outstanding contributions.

EXTRA IDEAS

Alternatively, encourage students to: (a) role-play the comic strip by adapting it to their own homeland, (b) continue developing the comic strip so as to see how far they can take the reflection and conversation between the two characters and (c) rewrite the comic strip depicting a different paradoxical situation.

Quiz Time

Before the test

To set the tone for the quiz and emotionally prepare students to succeed, stress that this activity includes the topics, learning strategies, and key vocabulary and structures they have already studied in this unit.

Emphasize that evaluations are opportunities to show what we have learned during a study period. Besides that, inform them that this regular exposure to English quizzes will help them to develop the language skills that should enable them to become effective users of the target language. Encourage students to answer the quiz individually and then, cross-check their answers with a classmate's prior to checking them as a class.

1. Fill in the blanks with the correct form of the verbs. Use the Word Bank. **L** **V** **I**

Call on a couple of volunteers to read the instructions and the words in the Word Bank. Advise students to individually read the conversation and look for correct verbs to fill in the blanks, bearing in mind the verb form and tense that can be deduced from the context. Allow enough time for students to complete the task. Go around the classroom and help if needed. Invite them to compare their answers with a partner's before checking them as a whole class.

2. Write the correct tag question. **L**

Remind students of the use of the corresponding auxiliary verb of the sentence's tense and subject pronoun in the tag. Allow them enough time to do the task and then to cross-check answers with a classmate. Call on some volunteers to read out their answers and allow class to check.

3. Rewrite the statements in reported speech. **L**

Have them recall that in Reported Speech there is a change in the tense of the main verb of the sentence. Illustrate an example, e.g. "I like the film" changes to "he/she said" "he/she had liked the film". Invite some volunteers to read the instruction and the statements from a to e. Allow plenty of time for them to read and rewrite the statements. Go around the classroom to guide if needed. Encourage them to compare and discuss their answers with a classmate before checking them as a class.

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

Encourage students to be as honest as possible while doing this self-evaluation of their learning achievements, which includes talking about holiday destinations, checking or confirming information, asking for unknown information, and reporting what someone has said.

Glossary **L**

Have students read the Glossary. Ask them to center their attention on the word categories given in each definition. For example, the lower-case letters in red indicate if the word is a noun, a verb or an adjective. Have them notice

if the words have synonyms or antonyms and have them read the examples given. Finally, invite them to do the glossary activities on page 97. Bear in mind that this page corresponds to page 72 in the Teacher's Guide.

Quiz Time

1. Fill in the blanks with the correct form of the verbs.
Use the Word Bank.

Word Bank

- look for
- afford
- stay
- book
- pack

Ann: What are you doing with that suitcase?

Bob: I'm packing (a). I'm going on a three-week vacation to Mexico.

Ann: Wow! That's wonderful. Have you already booked (b) the flight?

Bob: Yes, I have booked a cheap flight and made the hotel reservation.

Ann: Are you staying (c) at an expensive hotel?

Bob: No, I couldn't afford (d) it; you know I'm traveling on a shoestring budget.

Ann: You have looked for (e) exotic beaches, haven't you?

Bob: Yes, I have. I can't wait to swim in the sea and feel the sun rays.

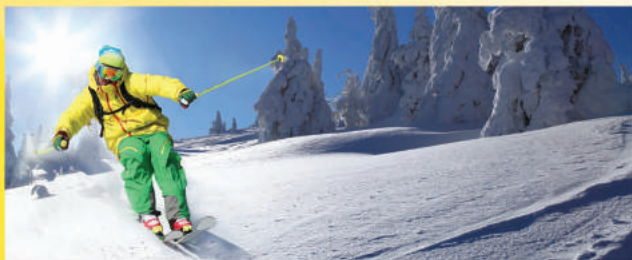
Ann: When are you traveling?

Bob: Tomorrow morning.

Ann: Gosh! You must hurry up!

2. Write the correct tag question.

- a. They don't like helicopter rides, do they ?
- b. She is taking a course, isn't she ?
- c. We will try snowboarding this winter, won't we ?
- d. He doesn't practice rappelling, does he ?
- e. She hasn't surfed this week, has she ?
- f. We won't go kayaking, will we ?
- g. You won't miss the diving excursion, will you ?



Self-Evaluation

Now I can...

- talk about holiday destinations.
- check if something is true and ask for information.
- report what someone has said.

3. Rewrite the statements in reported speech.



- a. Our favorite school excursion is the stunning diving course in the Galapagos Islands.

They said that their favorite school excursion was the stunning diving course in Galapagos Islands.

- b. I saw the impressive Niagara Falls on a 15-minute helicopter ride.

She said that she had seen the impressive Niagara Falls on a 15-minute helicopter ride.



- c. I'm going on an exotic cruise to Phuket Island.

He said that he was going on an exotic cruise to Phuket Island.



- d. We will visit the magnificent Saint Peter's Basilica in Rome next summer.

They said that they would visit the magnificent Saint Peter's Basilica in Rome next summer.



- e. My favorite landmarks are well-preserved monuments.

She said that her favorite landmarks were well-preserved monuments.



Very Well

OK

A Little

Glossary

A - L

afford: **v.** to be able to pay for something. *I can't afford staying at an expensive hotel.*

beach: **n.** a sandy and sunny area near the sea. (syn. seaside)

book: **v.** to arrange for tickets in advance. (syn. reserve)

budget: **n.** a financial plan.

canoeing: **n.** to travel in a canoe. *Let's go canoeing.*

cliff: **n.** a rock face.



destination: **n.** the place where someone is going.

heritage: **n.** the cultural value of a place, thing or person. *Stonehenge is a World Heritage site.*

hiking: **n.** an outdoor activity consisting of taking a walk in mountains or fields.

holidays: **n.** a period taken to travel, rest or relax. (syn. vacation, break)

kayaking: **n.** a water sport that requires a boat and a paddle to move across water.

kite surfing: **n.** an extreme water sport that combines surfing, windsurfing, wakeboarding, paragliding and gymnastics.

landmark: **n.** place of interest for tourists to visit due to its attractive physical characteristics, historical importance. *The Great Barrier Reef is an Australian landmark.*

M-S

motto: **n.** short sentence or phrase that expresses a belief or purpose.



mountain biking: **n.** to ride on hills/ mountains and rough grounds.

mountain climbing: **n.** a mountain sport consisting of climbing elevated points for sport, pleasure and research.

pack: **v.** to put things into a suitcase or bag. *I haven't packed for my vacation yet.*



rappelling: **n.** to descend or move down a vertical surface like a cliff or wall.

rental car agency: **n.** a company that rents cars.

reservation: **n.** an arrangement to get to have something like a room in a hotel or a seat on a plane in the future. (syn. booking)

R-Z

rock climbing: **n.** the outdoor sport of climbing rock faces using specialized techniques and equipment.

scuba diving: **n.** a water sport consisting of swimming and diving deep underwater with oxygen tanks. *It feels like you're floating in space when you go scuba diving.*

snorkel: **n.** a tube swimmers hold in their mouth to help them breath if their faces are under the water.

snorkeling: **n.** a water sport consisting of swimming and using a snorkel.

snowboarding: **n.** an outdoor sport consisting of moving over snow using a snowboard.

stay: **v.** to remain in a place. *We stayed at Monffit Hotel in London.*

surfing: **n.** a water sport consisting of riding on a wave on a board.

suitcase: **n.** a rectangular bag with a handle for carrying clothes and toiletries.

tobogganing: **n.** a winter sport consisting of sitting on a board and sliding over snow or ice.

waterfall: **n.** a stream or river that falls over a cliff.



Colloquial Expressions

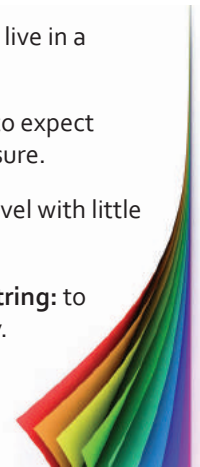
To catch some rays: to get a suntan.

To live like a king: to live in a luxurious way.

To look forward to: to expect something with pleasure.

To travel light: to travel with little luggage.

To travel on a shoestring: to travel on little money.





Glossary Activities

1. Unscramble the names of different sports.

- a. cork mibniglc rock climbing
- b. tkei grusfni kite surfing
- c. basuc gvidni scuba diving
- d. iaykangk kayaking
- e. sfurngi surfing
- f. klgsnorenin snorkeling

2. Complete the dialog with the words from the previous exercise.

Presenter: Good evening Marcus, and welcome to our program, *Adventure Sports Live*. Tell us, what sports would you consider to be the most extreme?

Marcus: Well, there are three sports that I consider really extreme: the first is rock climbing (a), which is where people climb flat cliff faces; the second is kayaking (b), where a single person uses a small kayak or boat to move through the rapids in the water, and the third one is kite surfing (c). This sport combines various different water and air sports like surfing and paragliding. It is a must for anyone who wants a real adrenaline rush!

Presenter: Wow, they sound fun and dangerous! Tell me Marcus, what extreme water sport would you suggest for someone who loves the water?

Marcus: I would definitely have to say scuba diving (d). The feeling you get when you are diving deep under the sea and breathing through an oxygen tank is absolutely amazing. And of course, for the less adventurous water lover there is always snorkeling (e). This is similar to scuba diving, but with a snorkel instead of an oxygen tank.

Presenter: And you Marcus, what is your favorite adventure sport?

Marcus: That's easy. surfing (f) is my passion. I just love riding those waves on my board.

3. Circle the word that best completes each sentence.

- a. We can't **book** / afford / pack to stay in 5 star hotels. They are too expensive!
- b. We are traveling on a very small budget / cliff / suitcase of \$15 a day.
- c. The Colosseum in Rome is one of Italy's most famous cliffs / landmarks / beaches.
- d. The Pyramids of Giza in Egypt are a world snorkeling / motto / heritage site.
- e. My motto / holiday / waterfall is, "never say never!"

4. Complete the sentences with the correct colloquial expression.

- a. I don't spend a lot of money when going abroad. I like to travel on a shoestring.
- b. We are looking forward to go on vacation. It is going to be so much fun!
- c. When going on vacation, Pete likes to live like a king. He stays in the most luxurious hotels
- d. Let's catch some rays. I really want to go home with a suntan.
- e. I like to travel light. I only have a very small backpack.



6 Teenage Matters



Skills

CEF Standards

Indicators

Listening
Comprehension

Can understand detailed information of standard input on familiar matters.

- Explores visual aids and uses both language clues and context before listening.
- Deduces meaning of idioms or colloquial expressions in informal conversations.

Reading
Comprehension

Can identify specific information in informative articles about familiar issues.

- Identifies true and false statements in written texts.
- Recognizes expressions that make reference to an expert or authority in a field of research.
- Distinguishes stated information from that which is inferred in an informative article.

Oral
Interaction

Can briefly state what people do in both real-life and unreal familiar situations.

- States what people will normally do in real-life situations.
- States what people would generally do in unreal situations.
- Expresses regrets and wishes.

Oral
Expression

Can use informal expressions to briefly talk about familiar experiences.

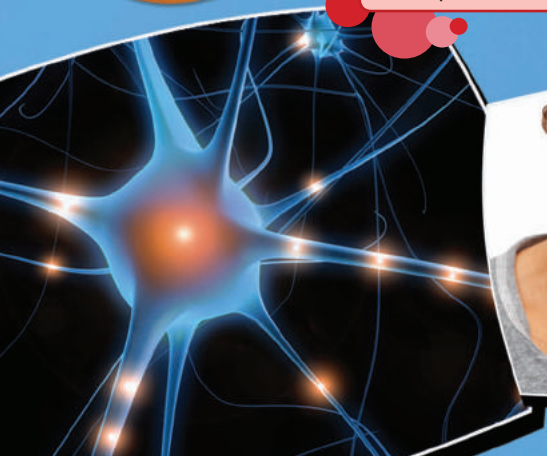
- Incorporates idiomatic expressions into everyday conversations.
- Uses fixed expressions to ask for repetition.

Written
Expression

Can produce a short connected article on topics which are familiar or of personal interest.

- Uses authoritative arguments to support viewpoints.
- Introduces authoritative quotes or citations using fixed expressions.

Teenage Matters 6



► General Objective

You will be able to talk about teen problematic situations.

► Communication Goals

You will learn how to

- talk about what you will normally do in real-life situations.
- talk about what you would generally do in unreal situations.
- express regrets and wishes.

► CLIL

- Real Teen Problematic Situations
- The Teenage Brain

Vocabulary

- Words related to teen life events

Grammar

- First and second conditional
- Third conditional
- Wish

► Idioms and Colloquial Expressions

- *A thorny issue*
- *Make your blood run cold*
- *Can't stand the pace*
- *Cry over spilled milk*
- *To give the heebie-jeebies*
- *To kick oneself*
- *Your wish is my command*

► Project

A Debate

You will set up a debate to discuss real-life problematic situations that teenagers face.



Discuss:

- What real-life problematic situations have you been through?
- Have you ever been a victim of bullying?
- Are you currently under pressure at school?
- Can brain changes justify teens' real-life problems?



Lesson 1

Dealing with Difficult Situations



1. Fill in the blanks using the Word Bank. Then, listen and check.



a. homework

procrastination



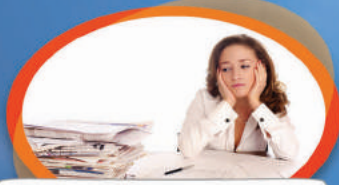
c. identity

search



e. rejection

feelings



b. school

pressure



d. bullying

incidents



f. parental

pressure



g. body

image

Word Bank

- pressure (x2)
- image
- search
- feelings
- incidents
- ~~procrastination~~

Vocabulary Strategy

Associate words in order to remember expressions easily.

Key Expressions

A thorny issue: to deal with a difficult problem

Make your blood run cold: something scary

Can't stand the pace: to be unable to do well under a lot of pressure



2. Read the conversations and identify the problem in each situation.

Meg: Why has Lina failed? Last year she did very well at school.

Anna: Yeah, but this year there were so many school projects and extracurricular activities that she couldn't stand the pace.

Meg: Maybe that's true, but if you give her a second chance, she will succeed. So don't worry.

a. *School pressure*

Meg: You've dealt with a thorny issue, haven't you?

Bob: Yes, my son Bill has been bullied continuously at school.

Meg: Oh dear, those bullying incidents make your blood run cold!

Bob: If he continues being bullied, I'll report it to the police.

Meg: Wait! If you informed the school principal and teachers first, they would stop the bullies.

c. *Bullying incidents*

Mike: Hey Meg, I'm in trouble! My parents know I procrastinate on my homework.

Meg: Yes, Mike, they are right; we should do our homework as soon as we get home.

Mike: And they also tell me what to study.

Meg: If your parents tell you what to study, you have to tell them not to push you!

Mike: Yeah, their comments make me fear facing my future.

Meg: If I were you, I would tell them I don't want to make decisions that conflict with my own skills and interests.

b. *Parental pressure*

3. Check the statements below as T (true) or F (false).

- | | T | F |
|---|-------------------------------------|--------------------------|
| a. Bill has bullying incidents at school. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b. Mike puts homework off until the last minute. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| c. Lina has experienced school pressure. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| d. Meg tells Mike how to deal with parental pressure. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e. Lina can overcome school pressure. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |



Lesson 1

Dealing with Difficult Situations

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will lead students to identify difficult situations faced by teenagers.	<ul style="list-style-type: none"> States what people will normally do in real-life situations. States what people would generally do in unreal or hypothetical situations. Expresses wishes. 	<p>Vocabulary Words related to teen life events</p> <p>Expressions <i>A thorny issue</i> <i>Make your blood run cold</i> <i>Can't stand the pace</i></p> <p>Structures First and Second Conditional Expressions with <i>Wish</i></p>	<ul style="list-style-type: none"> Associating words in order to remember expressions easily Reasoning deductively to apply rules to new language situations

▶ WARM UP (books closed)

Introduce the topic of the class by asking students: *What are the pros and cons of being a teenager? What troubles teenagers? Have you ever been through a very difficult situation?* Copy all their contributions on the board and center on those that refer to difficult or problematic situations most students might be familiar with. Write on the board and ask them to discuss the following questions: *How have you ever dealt with a difficult situation? What have you learned from them? What can you do to prevent these situations? Who is responsible for finding alternative solutions to these problems?* And so forth. Call on some volunteers to share what they have discussed. Capitalize on both the difficult situations and the possible solutions that students come up with by drawing two columns on the board and writing their findings underneath. Congratulate students for their contributions and their positive learning attitude!

▶ PRESENTATION 1

1. Fill in the blanks using the Word Bank. Then, listen and check. Track 51

Personalize the vocabulary of the lesson by having students close their eyes, think and visualize the most difficult situation they have ever faced. Allow some minutes for them to think about it and then call on some volunteers to share their experiences. Let them know they will learn about teenage matters like the ones they have just shared. Invite two volunteers to read the instructions and the Word Bank. Refer students to the Vocabulary Strategy, and let them know that associating words can help them to learn compound or fixed expressions easily. Demonstrate with the example given and ask: *What is this boy doing? Don't you think he is wasting time and delaying doing his homework until the last minute?* Stress that the boy is procrastinating

when he should be doing his homework. Get students to work in pairs while you go around the classroom, offering help where needed. Encourage them to cross-check answers with other pairs of students before checking them as a class. Every time they label a picture correctly, congratulate them by saying: *That's right! Perfect!*

▶ PRACTICE

2. Read the conversations and identify the problem in each situation. Track 52

Encourage them to do the activity in pairs by reading the conversations aloud and going back to the difficult situations studied in the previous exercise. Have them cross-check answers with other pairs of students before checking them as a class. Challenge students to justify their answers by pointing out the text cues that led them to make their choices. Do not forget to stimulate them with rewarding expressions like: *You've done it! Well done! Etc.*

Now, direct students' attention to the Key Expressions box and ask them to look for the expressions in the dialogs. Use the context to make sure they understand the meaning and come up with extra examples such as: *bullying has become a thorny issue in many schools, seeing horror movies makes your blood run cold*, and the sort. Then, get them to work in pairs. Challenge them to come up with a personalized example using any of the expressions. Invite them to copy them onto the board. Correct spelling and pronunciation if necessary.

3. Check the statements below as T (true) or F (false).

Invite a volunteer to read the instructions and sentences (a - e). Ask them to work individually first. Suggest that they go back to the conversations and underline key information that helps identify true or false statements. Go around the class

and help them if necessary. Encourage them to compare their answers with those of a classmate before checking the answers orally as a class. Have them give reasons for their answers (using *because*).

PRESENTATION 2

4. Based on the previous exercises, complete the grammar chart.

Draw students' attention to the Reflect on Grammar chart. Have them recall the use of First and Second Conditional. Highlight that the former is used to refer to what one will usually do in real-life situations (*real events*), whereas the latter deals with what one would generally do in unreal situations (*imaginary events*). Help them realize that in the First Conditional, the *if clause* is the condition, which is given by the Simple Present tense of the verb and the *result clause* is marked by the modal verb *will*. Similarly, help them notice that in the Second Conditional, the *if clause* is the condition, which is given by the Simple Past tense of the verb and the *result clause* is marked by the modal verb *would*. Make students notice the use of *were* for all the pronouns in the Second Conditional.

Have them work in pairs. Recommend that they follow the structure given in the Grammar Chart and use the information from exercises 2 and 3. Have them complete the examples given in the Grammar Chart. Go around the classroom to help if needed. Invite students to cross-check answers with other pairs of students before asking some volunteers to read their answers to the class.

PRACTICE

5. Complete Meg's pieces of advice by circling the correct option.

Centre students' attention on the Grammar Strategy. Let them know that by being fully aware of the verbal form of both the condition (the *if clause*) and the result clause, they can easily finish Meg's pieces of advice. Have them work individually first, and then, encourage them to cross-check answers with a classmate. Go around the class and help if needed. As they discuss answers as a class, ask them to identify the condition and the result in each statement.

6. Listen and match each person with his/her corresponding wish. Track 53

Focus students' attention on the Reflect on Grammar chart. Help them notice that we express wishes about the present when it is based on a real or true situation we want to be different now. Stress that the *wish* is followed by a *verb in the Simple Past tense* and make sure you write it using a different color. Divide the board into two columns: one for the real/present situation and the other for the wish or what we want to be different now. Demonstrate its use by reading the examples given about Bill and Lina, the two main characters of exercise 2's dialogs. Invite students to complete the exercise individually. Play the audio as many times as necessary for students to match each person with the corresponding wish. Have them cross-check answers with a classmate before socializing them as a class.

Project Stage 1

To get a full picture of the project, go to the Share your Project section (page 81) and notice what a debate implies, what it promotes, and the elements involved in the elaboration of arguments. Motivate students to work on setting up a debate to discuss real-life problematic situations that they face as teenagers. Let them know that class debates involve researching different sources, elaborating their arguments as they write, speaking, listening, and working as a team.

4. Based on the previous exercises, complete the grammar chart.

Reflect on Grammar

First conditional

Use it to talk about what you will normally do in real-life situations.

If clause (condition)
If + subject + simple present
If you **give** her a second chance,

Result clause
subject + will + verb
she **will succeed**.

Second Conditional

Use it to talk about what you would generally do in imaginary or hypothetical situations.

If clause (condition)
If + subject + simple past
- If you **informed** the school principal and teachers first,
- If I were you,

Result clause
subject + would + verb
they **would stop** the bullies.
I **would tell** them I don't want...

Note: Use **were** for all the pronouns in second conditional.

I would inform the school staff if I were you.
She would succeed if she were given a second chance.

Questions: Wh-word + would + subject + infinitive verb + if clause?

What would you do to stop school conflicts if you were the school principal?



5. Complete Meg's pieces of advice by circling the correct option.

- If you stop homework procrastination, you **will** / would learn and succeed.
- If I were you, I **will** / would use reconciliation strategies for conflict resolution.
- We **won't** / wouldn't have so many bullying incidents if people were more tolerant.
- If teens feel rejected, they **will** / would do anything for identity search.
- If teens related their own skills with their fields of interest, they **won't** / wouldn't doubt what to study.
- If teenagers have a good self-esteem, they **will** / would accept and value their body image.

Grammar Strategy

Reason deductively to apply rules to new language situations.

Reflect on Grammar

Wish

Use **wish** followed by a verb in the **past tense** to express what you want to be true or real now, but that is not.

Real situation:

- Bill has been bullied at school.
- Lina has experienced school pressure.

Wish:

- Bill wishes he weren't bullied at school.
- Lina wishes she didn't experience school pressure.



6. Listen and match each person with his/her corresponding wish.

- | | | |
|-----------|----------|--|
| a. Thomas | b | 1. She wishes there were effective negotiation strategies and mediation procedures for solving school conflicts. |
| b. Pamela | e | 2. He wishes his parents didn't decide on his future studies. |
| c. Karla | d | 3. I wish we didn't put homework off until the last minute. |
| d. Brenda | c | 4. I wish they didn't have too many extracurricular activities. |
| e. Bill | a | 5. He wishes he weren't rejected by his partners. |

Project Stage 1

- In groups of 4, brainstorm real-life problematic situations that have happened to people your age.

E.g. *Being a victim of bullying at school; having rejection feelings at home; procrastinating on homework; struggling with body image, etc.*



Lesson 2

What Would You Have Done If...?

1. Which situations are the most difficult to deal with? Number them from 1 to 8, with 1 being the most difficult and 8 the easiest. *Answers may vary.*

decision making
anxiety

procrastination
time management

family issues
isolation

school grades
peer pressure



2. Read and listen to the debate.

Meg: Hello. The topic for today's show is time management with the case of Ian, a boy who failed the school year because of procrastination. We have invited Mrs. Smith, a family specialist, and Mr. Wilkinson, a school principal, to discuss Ian's problem. Good afternoon and welcome to our program.

Mrs. Smith - Mr. Wilkinson: Good afternoon, Meg. Thanks for your invitation.

Meg: According to Ian's mother, Ian procrastinates and rarely finishes his school assignments. Mrs. Smith, what's your opinion?

Mrs. Smith: In my opinion, **if Ian had learned** to plan his daily routine, **he wouldn't have done** wrong at school. This is something you have to learn in elementary school with the help of parents and teachers. Probably, **if Ian's parents had realized** he was facing this situation before, **they would have helped** him by implementing schedules or set goals for every day.

Meg: Thanks Mrs. Smith. Now, let's listen to Mr. Wilkinson.

Mr. Wilkinson: Thank you. I totally agree with Mrs. Smith. Still, I'd like to add that there are other factors that affect time management such as lack of concentration and decision making. To my mind, **Ian would have dealt** with procrastination **if he had kept** himself away from the things that easily distract him. For example, it's very common seeing people working on their computers while checking their *Facebook* accounts, watching videos, chatting and so forth. Doing this affects both performance and concentration dramatically.

Mrs. Smith: Well, I disagree a little bit with Mr. Wilkinson because today people are multitasking. I mean they can do many things at the same time.



Reflect on Grammar

Third Conditional

Use it to talk about possible or hypothetical situations in the past that wouldn't have happened if the given circumstances had been different.

		If clause (condition)	Result clause	
If	+ subject +	Past Perfect ...,	Subject +	would + present perfect
If	Ian	had learned to plan his routine,	he	wouldn't have done wrong at school.
If	they	had realized Ian was facing this situation,	they	would have helped him.

3. Match the condition with the corresponding result.

- a. If Ian hadn't procrastinated when it came to school homework,...
- b. If Ian had received support in his elementary school,...
- c. If Ian had been conscious about the things that distracted him from his school duties,...
- d. If Ian's parents had helped him to plan his daily routine,...

- d 1. he'd have improved his grades.
- b 2. he'd have learned to manage his time better.
- c 3. he wouldn't have had problems with time management.
- a 4. he'd have done well at school.




What Would You Have Done If...?

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to talk about past personal experiences.	<ul style="list-style-type: none"> Talks about hypothetical or unreal situations in the past. Expresses wishes about past events. 	<p>Vocabulary Words related to teen life events</p> <p>Expressions <i>Cry over spilled milk</i></p> <p>Structures Third Conditional Expressions with <i>Wish</i></p>	<ul style="list-style-type: none"> Reasoning deductively to apply rules to new language situations

▶ WARM UP (books closed)

Call students' attention to these quotes (you might want to write them on the board): "*The troubles of adolescence eventually all go away - it's just like a really long, bad cold,*" Dawn Ruelas; "*It is hard to convince a high-school student that he will encounter a lot of problems more difficult than those of algebra and geometry,*" Edgar W. Howe; "*All the problems of the world could be settled if people were only willing to think. The trouble is that people very often resort to all sorts of devices in order not to think, because thinking is such hard work,*" Thomas J. Watson. Ask students to think about them for a minute. Invite them to form four groups, select one of the quotes, discuss what it means or says and figure out difficult situations it may be referring to. Allow enough time for students to reflect on and interpret the quotes. Then, call on some volunteers to share their reflections and ideas.

▶ PRESENTATION 1

1. Which situations are the most difficult to deal with? Number them from 1 to 8, with 1 being the most difficult and 8 the easiest.   



Call on a volunteer to read the instruction and the situations aloud. Invite students to rank the situations individually. Encourage them to share their ranking with their classmates. Divide the class into two big teams, A and B. Have each group conduct a *quick class survey* to find out which situations were ranked as the most complex, and which the easiest. Allow plenty of time for them to come up with the result. Write their findings on the board and ask: *Why do you think it is the most difficult/ the easiest situation? What does it mean/ imply? Can you think of some symptoms of such a difficult situation? Can you think about possible solutions?* and the like. Praise students for their hard work!

2. Read and listen to the debate. Track 54


Inform students that they will listen to a radio debate with the participation of a journalist (Meg, who plays the role of the moderator) and two panelists (Mrs. Smith, a family specialist, and Mr. Wilkinson, a school principal). Let them know that the debate will give them ideas for developing their own projects. Play the audio as many times as needed for them to work individually to identify the expressions used to introduce the topic of the debate, present the debaters, introduce a point of view, and indicate someone is in favor of or against something/someone. Invite them to cross-check answers with their classmates' before checking them as a class.

Now, refer students to the Reflect on Grammar box. Tell them that unlike the First and the Second Conditionals, the Third Conditional allows us to talk about possible or hypothetical situations in the past that wouldn't have happened if the circumstances had been different. Have them read the examples given. Invite them to do a quick search to find a Third Conditional structure in the text of the debate and to identify the condition and the result.

▶ PRACTICE

3. Match the condition with the corresponding result.  

Have students recall the condition and the result clauses in the Third Conditional form. Call on some volunteers to read both the instruction and the sentences (a-d). Advise them to go back to Grammar Chart if necessary. Have them work individually at first, and then, cross-check their answers with a classmate's before checking them as a class.

4. Complete the sentences using the correct form of the verbs in parentheses. 

As students have just been exposed to recognizing the two clauses (the condition and the result) that form the Third Conditional, make sure they complete the sentences with the correct form of the verb in parentheses, without going back to the Grammar Chart. Have them work individually at first, and then, ask them to self-correct their sentences with the help of the information given in the Grammar Chart. Have them cross-check their answers with other pairs. Call on some volunteers to read out their answers to the class.

 PRESENTATION 2

5. Listen and read. 

Direct students' attention to the Reflect on Grammar box and have them study both a situation in the past that didn't happen and the corresponding wish/desire that shows that you wanted it to be different. Model by writing some examples which would be familiar to students, making sure you use different colors for the verb that indicates *the past situation* and for the *wish* followed by the *Past Perfect* to express regret about the situation. Again, have them scan the conversation to find an example of a *past situation* and the corresponding *wish* (*Karl didn't bring his homework and failed - He wishes he hadn't followed his classmates recommendations. He wishes peer pressure hadn't affected him.*) Now, ask them to find an expression which indicates a complaint about a situation: *Don't cry over spilled milk*. Draw students' attention to the Key Expressions box, and reflect on the fact that we shouldn't complain about something that cannot be solved or remedied, but instead we should assume the consequences of our actions. Play the audio once for them to read and listen to the conversation. Encourage them to think about a similar past situation they have experienced and then share it with a classmate. Challenge some volunteers to share their experience with the students and the teacher. Reward them by saying: *Awesome! You have mastered the Third Conditional!*

 APPLICATION

6. Write the corresponding wish to each situation.



Before tackling the exercise, challenge students to come up with a synonym for the words, anxious (*nervous/worried*), shy (*timid/introverted*), indecisive (*uncertain/unsure*) and self-confident (*self-assured/self-possessed*) to facilitate their understanding of the particular feeling in each past situation. Get students to work in pairs. Advise them to refer to the information in the Reflect on Grammar chart and the conversation in exercise 5 in case they need to remember the structure. Also, recommend that they use a distinctive color for the wish followed by the Past Perfect. Go around the classroom to help them if necessary.

Project Stage 2 

Let students know they are to elaborate arguments in order to hold a class debate. Remind students to choose two situations out of the ones discussed in stage 1. Advise them to assign each member a role in the debate. Inform them that the moderator maintains the focus and controls the flow of the debate by posing questions to both the panelists and the audience, and the panelists or experts in the field of study assume opposed positions on the topic discussed. Suggest that to elaborate arguments they need to state their points of view regarding the problematic issues. Recommend that they search the internet and other sources (like printed newspapers and magazines) for solid foundations, real evidence, and facts or statements to support their viewpoints. Finally, emphasize the importance of taking notes about the real evidence they find along with the name of the expert or authority on the problematic issues.

4. Complete the sentences using the correct form of the verbs in parentheses.

- a. If I had known (*know*) that you were having time management problems, I would have given (*give*) you hints on planning schedules.
- b. If she had known (*know*) her brother was experiencing isolation, she would have talked (*talk*) to him often after school.
- c. If people had realized (*realize*) they were suffering from anxiety and stress before, they would have taken (*take*) short breaks and exercised more.
- d. If he had trusted (*trust*) more in his skills, he wouldn't have let (*not let*) peer pressure determine his behavior.

Key Expressions

Cry over spilled milk: to complain about a situation you cannot remedy

5. Listen and read.

Laura: What's wrong Karl? You look down.
Karl: I wish I hadn't followed my classmates' recommendations.
Laura: What happened?
Karl: They told me not to bring an assignment for yesterday's class hoping our teacher would give us more time to develop it. But he didn't. So, I failed.
Laura: It's always the same story with you. If you had done what you had to, you wouldn't have failed.
Karl: I know! I wish peer pressure hadn't affected me. I wish I had made the correct decision.
Laura: You have to trust more in yourself. But don't cry over spilled milk. Face the situation and learn from it.



Reflect on Grammar

Wish

Use **wish** followed by the past perfect to express regrets about a situation in the past that didn't occur but that you wanted it to be different.

Past situation	Wish
- Pete followed his friends' recommendations.	- He wishes he hadn't followed his classmates' recommendations.
- Pete let peer pressure affect him.	- He wishes peer pressure hadn't affected him.

6. Write the corresponding wish to each situation.

Past situation	Wish
a. My brother got really anxious during his oral presentation yesterday.	<i>He wishes he hadn't been anxious during his presentation.</i>
b. Sally was very shy in high school. She felt lonely most of the time.	<i>She wishes she hadn't been shy in high school.</i>
c. Pete was very indecisive years ago. He was afraid of making important decisions.	<i>He wishes he hadn't been indecisive when making important decisions.</i>
d. Sophie was not self-confident enough to face school pressure.	<i>She wishes she had been more self-confident to face school pressure.</i>

Project Stage 2

- Pick two situations out of the ones discussed in stage 1.
- Set the roles of each member in the debate (moderator – panelists) and state your point of view regarding the problematic issues.
- Search the Internet and other sources (like printed newspapers and magazines) for real evidence to support your viewpoints.



Lesson 3

The Teenage Brain

1. Discuss the questions below with your partners.

- Do you think a teenage brain is equal to an adult brain? Why?
- Are teenagers more emotional than rational? Why?
- Why do you think teens' behavior and decisions are sometimes considered unreasonable?



2. Read an article about the teenage brain. Circle the expressions that make reference to an expert or authority in this field of research.

The Teenage Brain Understanding 'Teens' Behavior

Teenagers' behavior is generally believed to stress families. Parents even think that adolescence is the most challenging period they have to face while bringing up their children. However, families may alleviate the worry this issue raises by getting to know the biological, mental and gender features of the teenage brain in relation to its development.

The first question to be posed is: What makes the teenage brain unique? According to Dr. Frances

- Jensen, an expert in Epilepsy Research, most people have considered the teenage brain to be an adult brain, ignoring that in biological terms, it differs a lot from it. Quoting her words, what makes it different is the fact that "The teenage brain has a different level of ability to learn, but still has some vulnerabilities hidden." This double-fold feature happens because the intermediate zone of the teenage brain is not completely developed at the point of adulthood, and researchers have not fully looked into this issue yet.
- So far, neuroscience research has shown that during adolescence the brain grows and changes while its different areas connect to each other to ensure the development of mental, physical, and sensorial functions. Such process is known as the brain's connectivity system.

The second aspect to consider has to do with mental health. Understanding the brain connectivity system's pace **sheds light on** teens' mental health: Why do teenagers seem to be so reckless or irresponsible in determined situations? To this respect, Dr. Jay

- Giedd mentions that "The greatest changes to the parts of the brain that are responsible for impulse-

control, judgment, decision making, planning, and organization occur in adolescence." Additionally, he states that the "thinking part of the brain continues to thicken throughout childhood as the brain itself gets extra connections; it is much like a tree growing extra branches, twists and roots." Because the teenage brain is not completely developed, teenagers lack the ability to control emotions and make responsible decisions. Dr. Jensen adds that "As we get older we develop better and stronger connections between our different regions of the brain."

40.

The third issue refers to the differences in brain development for girls and boys. Dr. Jensen affirms that "girls' brains seem to reach maturity two or three years earlier than boys." Regarding this process it is believed that for girls it takes until the end of the teenage years while for boys until their early twenties, which leads to what some experts have called gender-based learning differences.

50.

A last concern worth mentioning deals with being aware of the teenage brain vulnerabilities to injury from alcohol abuse and addiction which, according to Dr. Jensen, "uses the same system as when learning a task." As addiction is a kind of formal learning, the more teens are exposed to consumption, the more attraction they feel for it. Studies have shown that a teenage brain is more vulnerable than an adult's and can get addicted faster and stronger. The life-long problem they may have

60.





Lesson 3

The Teenage Brain

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to identify and differentiate between stated and inferred information.	<ul style="list-style-type: none"> Recognizes expressions that make reference to an expert or authority in a field of research. Distinguishes stated information from that which is inferred in an informative article. Identifies authoritative arguments. 	<p>Vocabulary Words related to brain development</p> <p>Expressions <i>Shed light on</i></p>	<ul style="list-style-type: none"> Identifying and differentiating between stated and inferred information Using quotation marks to refer to authoritative arguments

WARM UP (books closed)

Scramble the word, *brain*, making sure you leave the first and the last letters in their original place, and write it on the board: *biarn*. Give a clue like: *An organ that is used to think with*, and invite students to unscramble it.

Now, divide the class into teams of five students. Give each team a large piece of paper for them to prepare a flip chart (provide large sheets of paper that can be easily turned over, mounted on a stand or hinged) and use it in a hand-written presentation. Ask them to brainstorm ideas about what the brain is and what it does for us. Suggest that they use mind maps (e.g. *a circle map, a bubble map, a tree map, a flow map, etc.*) to write their ideas. Invite them to choose a representative to present their findings. Stick the flip charts on the board, so during exercise 2 students will be able to check their predictions.

Pre-Reading

1. Discuss the questions below with your partners.



Do some picture exploitation by asking: *What is this adolescent holding in his hand? Why does he look at it with awe/admiration? What do the blue signal-like lines suggest? How does our brain work? What is the science that studies the brain? Why is it important to know about our brain?* Then, call a volunteer to read the instruction and the questions posed. Have them work in pairs to complete the task. Go around the class and listen to their reasons giving feedback where necessary.

While Reading

2. Read an article about the teenage brain. Circle the expressions that make reference to an expert or authority in this field of research.



Call on a volunteer to read the instruction. Focus students' attention on the text heading. Ask them what it means. Accept as many ideas as they come up with and jot them down on the board. Then, direct their attention to the example circled in blue to illustrate expressions that make reference to experts or authorities in this field of research, whose information or points of view can be considered as trustworthy arguments, based on real evidence or facts. Invite them to cross-check answers with their classmates before inviting them to come up to the board to write the expressions.

Finally, have them relate the heading of the passage to the Key Expressions box. Challenge them to quickly find the expression in the text (line 28, paragraph 3), and confirm understanding by asking: *What else can shed light on understanding teenage behavior?*

Post-Reading

3. Based on the text, determine which of the following ideas are S (explicitly stated) and which ones are I (inferred). Write down the lines of the text where you identify the information.



Prior to having students do the exercise, refer them to the Reading Strategy. Tell them that an easy way to distinguish stated information from that which is inferred is to identify the information that explicitly appears in the text. On the contrary, information which is not explicitly stated and has to be deduced or guessed is called *inferred information*. After reading the instruction and the statements (a-g), encourage them to work individually. Allow sufficient time for the completion of the task, while you go around the classroom to help if necessary. Encourage them to cross-check answers with their partner's before sharing them with their classmates and teacher.

Writing

4. Write an informative article about the problem you have been working on in project stages 1 and 2. Make use of arguments from authority.



Remind students that they have already covered stages 1 and 2 of their projects: Setting a debate to discuss real-life problematic situations that teenagers face. Make them recall the problematic situation they have been working on. Centre students' attention on the Writing Strategy and make them notice that while reading the passage in exercise 2 of this lesson, they did two things: first, they identified the authoritative arguments or the comments made by experts in this field of study, and second, they circled the expressions used to introduce these kinds of arguments which make use of quotation marks ("...") to state the information. Tell them that these kinds of arguments are points of view supported by real evidence or facts, which are given by the authorities or experts in this field of study. Give students enough time to write their article while you go around the classroom,

offering guidance if needed. Have them give peer feedback by following the check list below, which should be copied onto the board.

Criteria		
1.	Does the article include a heading?	✓
2.	Does it present the author's points of view?	✗
3.	Does it include authoritative arguments?	
4.	Does it quote the experts' ideas?	
5.	Does it include a conclusion?	

Encourage students to give and receive their peers' feedback. Again, give them enough time to incorporate the feedback and make any corresponding adjustments. Invite students to organize a writing display so they can read what their classmates think of the problematic issue they are dealing with in their projects. Congratulate them for their learning attitude and effort by saying: *Outstanding performance! Phenomenal work!* And so on.

Project Stage 3

Remind students to continue preparing themselves to hold a debate in order to discuss real-life problematic situations that teenagers face. Inform them that debates are excellent learning and communicative activities that give students the opportunity to formally discuss an issue which is of interest to them. Likewise, let them know that to participate in class debates, they should be able to build arguments, either in favor of or against the topic being discussed. Mention that an important mode of argumentation is the authoritative argument which comes from qualified, knowledgeable experts or researchers who have looked into the issue to be discussed. Suggest that they elaborate authoritative arguments to support their viewpoints by using both the expressions to introduce them and quotation marks to cite their ideas. Emphasize that they should also express what they -as teenagers- would have done in such a problematic situation.

in trying to give up alcohol is the worst thing they can face.

In sum, by being aware of the biological differences between a teenage and an adult brain, the ability girls' brains have to mature sooner than boys', and the irreversible impact of alcohol addiction on teenage brain growth, we will better understand and prevent teens' unreasonable decision making and risky behaviors. Further scientific research on the teenage

brain will give high school students new information about school subject learning and sources of vulnerability, which will benefit them in refining their own decision making and behavior tools.

Key Expressions
 Shed light on: to make something clearer



3. Based on the text, determine which of the following ideas are S (explicitly stated) and which ones are I (inferred). Write down the lines of the text where you identify the information.

	S / I	Line
a	S	12
b	I	17
c	S	38
d	S	31
e	I	46
f	S	60
g	I	73

Reading Strategy

The information that explicitly appears in the text is called stated. The information that has to be found out by making logical guesses is called inferred.

4. Write an informative article about the problem you have been working on in project stages 1 and 2. Make use of arguments from authority.

Answers may vary.

Writing Strategy

- Arguments from authority come from knowledgeable experts that have looked into the field of study and their ideas must be quoted using quotation marks.
- To introduce authoritative quotes or citations, use - **Quoting Dr. "...";** **"According to, "...";** He mentions that "..."; In her book/article she states that "..."; etc.

Project Stage 3

- Elaborate authoritative arguments to support your viewpoint and express what you would have done in such a situation.

E.g. *Bullying incidents affect the school's peaceful coexistence. According to Psychologist Benson, "most bullying incidents originate in..."*



Lesson 4

Your Wish Is My Command!

1. Label these pictures with the corresponding idiomatic expression. Use the Word Bank.



a. Your wish is my command



b. To kick oneself



c. To give the heebie-jeebies

Word Bank

- To kick oneself
- To give the heebie-jeebies
- ~~Your wish is my command~~



2. Listen to three conversations and match the corresponding excerpts.

- | | |
|--|---|
| a. Please, don't start talking about ghosts and evil phantoms. | b 1. Whatever you ask me to do, I'll do for you. |
| b. <i>Your wish is my command.</i> | c 2. Oh, I felt like <i>kicking myself!</i> I ruined it all. |
| c. I explained it to her, but she didn't trust me. | a 3. You know, they <i>give me the heebie-jeebies.</i> |

3. Match the expressions with their meanings.

- | | |
|----------------------------|--|
| a. The heebie-jeebies | c To say that you will do whatever the other person asks. |
| b. To kick oneself | a To have strong feelings of fear, worry, nervousness or anxiety. |
| c. Your wish is my command | b To regret something you did or an opportunity that you missed. |

Speaking Strategy

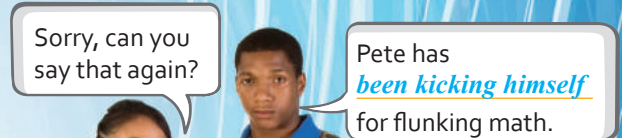
Use *say that again*, to ask for repetition.

4. Think of situations that you experienced to complete the sentences below. Then discuss with a partner.

- a. I felt like kicking myself when _____

Answers may vary.
- b. _____

Answers may vary.
 _____ gave me the heebie-jeebies.



Reflect on Values

	Always	Sometimes	Never
■ I show respect for others' regrets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am tolerant of people's fears.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I understand individuals' wishes.	<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

Your Wish Is My Command!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to recognize the use idioms or colloquial expressions in informal conversations about teenage matters.	<ul style="list-style-type: none"> Uses informal language to talk about teenage matters. 	Vocabulary <i>To give the heebie-jeebies</i> <i>To kick oneself</i> <i>Your wish is my command</i>	<ul style="list-style-type: none"> Uses, <i>say that again</i>, to ask for repetition

PRESENTATION

1. Label these pictures with the corresponding idiomatic expression. Use the Word Bank.



Refer students to the lesson heading and challenge them to tell you the corresponding meaning. Accept as many ideas as possible and copy them on the board. Call on a volunteer to read the expressions in the Word Bank and do some choral and individual repetitions to check pronunciation. Then, have students describe each of the pictures. Get them to work individually at first, and then, compare their answers with their classmates' before checking them as a class.

2. Listen to three conversations and match the corresponding excerpts. Track 57

Let students know that we can always use the context to join two parts of a conversation. Challenge students to individually do the matching without listening to the audio. Have them cross-check answers with their partners. Play the audio once for them to confirm their arrangement or to correct it. Play the audio as many times as needed. Invite some volunteers to read out their answers to the class. Later, do some choral and individual repetitions of the expressions in context to check pronunciation and intonation. Highlight the intonation used in the recording to convey the intended meaning.

3. Match the expressions with their meanings.



Get students to work in pairs. As they might have already deduced the meaning of the three idiomatic expressions, set a *30-second time limit* for students to do the exercise. Invite them to cross-check answers with other pairs of students before checking them as a class.

PRACTICE - APPLICATION

4. Think of situations that you experienced to complete the sentences below. Then discuss with a partner.

As soon as the students finish the task, focus their attention on the Speaking Strategy. Stress that to ask for repetition, we can use, *say that again*. Remind students that they can use *please* or *could you* to sound more polite. Encourage them to look for a partner, read the conversation sample aloud, and start sharing their experiences.

Reflect on Values

Emphasize the need to show respect for others' regrets, to be tolerant of people's fears, and to understand individuals' wishes. It is only by respecting and understanding others that one can expect to be equally respected and understood.

Gap Activity

Tell students to work in pairs and assign roles for each one. Explain that each person has part of the information. They have to share it by asking each other the corresponding questions. Invite some pairs to role-play the situations in front of the class and encourage them to spontaneously expand their conversations.

Share Your Project

1. Discuss your experience.

Check (✓) what you learned while working on the project.

To have students reflect on what they experienced while setting up the debate, ask them to get into their groups, read the three possibilities aloud, and answer.

Emphasize that ideally, class debates make them take a position, listen to others, and provide ideas when discussing arguable issues. Additionally, setting class debates leads them to work cooperatively for the achievement of individual and group objectives. Finally, let them know that besides promoting active engagement, debates help them improve both their oral communication and critical thinking skills.

Concentrate on the choices which were checked the most while asking them to justify their answers.

Last, but by no means least, encourage them to be kind to each other, to use suitable expressions, to express agreement or disagreement, to be receptive towards others' ideas, attitudes and beliefs, and to keep the discussion sophisticated.

Tell them you think very highly of them, you trust their capabilities, and that you know they have put both their minds and hearts into the accomplishment of their projects and so expect their class debate to be a real success!

2. Read and answer the questions below.

  **Track 58**

Prior to having students read or listen, call on a volunteer to read the questions beneath the reading passage. Make sure everybody understands them. This way, they will know what to center their attention on. Suggest that as they identify the specific information asked for, they can underline or highlight it. Invite students to work individually at first, and then, compare their answers with their classmate's. Finally, encourage them to discuss their answers as a class.

3. Give your Presentation.

To improve students' sense of duty and to have a more organized Share your Project session, suggest that they make a classroom arrangement so that the moderator and the panelists are able to see and hear the audience. Advise them to listen attentively to their classmates' point of views and arguments and to ask pertinent questions at the end of the debate.

Remark on the value of the Give your Presentation and Useful Expressions boxes when holding a class debate. Keep students working in their groups and ask them to read the four duties stated for both the moderator and the panelists in the green box. Similarly, encourage them to associate these duties to the useful expressions given for the debaters and the moderator. Give them some minutes to study the arguments before starting the discussion.

Congratulate students' learning effort and attitude by using expressions like: *Amazing effort! Unbelievable work! Thumbs up! Your project is first-rate!* To keep their motivation up, reward the whole class by having a round of applause for their outstanding work.

Share Your Project

1. Discuss your experience.

Check  what you learned while working on the project.

Answers may vary.

a

To look into teens' real life problematic situations using different sources.

b

To assume a position, listen to others, and provide ideas when debating problematic issues.

c

To work for the achievement of individual and group objectives/ targets.



2. Read and answer the questions below.

A debate is originated in the communication about a given topic that people establish among themselves in a particular environment. It promotes research skills, critical thinking, elaboration of arguments, problem resolution, and communicative abilities. Quoting Bruner (2000), "the concepts of interaction, solidarity, collective aims, dialogue and inclusion are part of students' communication that develops their critical thinking skills."

The ability to elaborate arguments for a position in favor of or against a controversial issue may be exploitable through debates, as part of the development that every person should have. Formal debates include a moderator who maintains the focus and controls the flow of the debate by posing questions to both the panelists and the audience, and at least two panelists or experts who assume opposed positions on the topic discussed. To participate in debates of real-life problematic and controversial situations, we should be able to build arguments either in favor of or against the topic being discussed.

To elaborate an argument, we should first state our point of view and support it with real evidence, which allows the participant to debate using solid foundations or statements. One important mode of argumentation is the argument of authority which comes from qualified, knowledgeable experts or researchers who have looked into the topic in question or the issue being discussed. For an authoritative argument to be used, sources must be cited or quoted, which means that we need to use quotation marks.

Answer:

- What skills are promoted by debates?
- What is an argument?
- What should be kept in mind when elaborating an argument?
- What is one mode of argumentation?

Give your Presentation

Moderator

- Introduce the problematic situation to be discussed.
- Introduce the panelists of your group.
- Invite the panelists to start up the discussion.

Panelists

- State your point of view about the situation described.
- Express agreement or disagreement with your partners' arguments.
- Invite the group members to express their arguments for and against the issue and say what you would have done in such a situation.

Moderator

- Wrap up the debate by summarizing the main points of the discussion.

Useful Expressions

Moderator

- Today we will discuss a problematic situation that...
- We have invited three panelists... (your partners' names)
- I'd like to hear our first panelist...

Panelists

- I think that... / I consider that... / I believe that...
- I agree / don't agree with...

Moderator

- In conclusion...



Game

What Troubles Teens?

- Talk about your attitude when facing problems.
- Work in pairs. Roll the dice, move your marker and take turns asking and answering the questions.
- If you answer correctly, stay on that square until your next roll. If you answer incorrectly, move back one square and stay there until your next roll. The winner is the first player to reach the finish box.

9. What result would you have gotten if you had studied harder for your English test?

10. What will you do if your best friend is facing alcohol abuse?

11. What would you do if you were suffering from a body image problem?

15. What would your parents do if you were a school bully?

16. What would have happened if your parents hadn't allowed you to join the school leisure activities?

17. Go two spaces forward!

8. What would you do if you were under so much parental pressure?

12. Miss a turn

13. What would you have done if you had been asked to prepare today's English lesson?

14. What would you say to your best friend if he didn't want to come back to school?

18. What will happen if you procrastinate on your homework?

7. What will happen if you are not able to manage stress?

19. What would you do if your best friend were having identity problems?

6. Miss a turn

20. What would you do to reduce school conflicts if you were the school principal?

5. What would you do if you were under so much school pressure?

21. What will you do if your best friend is facing school pressure?

4. What will your parents do if you fail the school year?

3. What would you have done if you hadn't been accepted by your peers?

2. What would you do if you didn't have a good relationship with your parents?

24. What would you do if you didn't have the chance to express your arguments in a class debate?

23. What would you say if you were asked to give hints on time management?

22. Miss a turn

1. What will happen if you get involved in a school conflict?

26. Free question

25. What would you do if you felt rejected by your classmates?

What will you do if...?
What would you do if...?
What would you have done if you...?

Start

Finish



Game

What Troubles Teens?

Instructions

- Talk about your attitude when facing problems.
- Work in pairs. Roll the dice, move your marker and take turns asking and answering the questions.
- If you answer correctly, stay on that square until your next roll. If you answer incorrectly, move back one square and stay there until your next roll. The winner is the first player to reach the finish box.

Centre students' attention on the heading of the game. Have them recall the difficult teenage matters or real-life problematic situations they have dealt with in this unit. Encourage them to go up to the board and contribute with at least one problematic situation or a symptom of such a difficult event. To further prepare them for the game, refresh their memory by asking them to finish the three questions in the centre of the game layout:

What will you do if...?;

What would you do if...?;

What would you have done if...?

Call on a volunteer to read the instructions and to ensure everybody understands the dynamics of the game. Invite students to start playing. Don't forget to congratulate the winners.

EXTRA IDEAS

Alternatively, divide the class into two big teams: Group A will answer the even-numbered questions and group B will answer the odd-numbered questions. For a livelier and perhaps noisier possibility, ask students to make two lines. Suggest that they sit in front of each other, leaving plenty of space between them. This way, they will refine their listening skills as everybody will ask different questions at the same time and at a relatively high volume given that the pairs of students are quite far from each other.

Quiz Time

Before the test

To reduce the level of anxiety that taking a test may cause in some students, tell them that quizzes are an excellent learning opportunity that let them know how much they have internalized about the English language. Moreover, tell them that the quiz includes the topics, the key vocabulary and expressions, the learning strategies, and the language structures studied in this lesson. This means that they should not be afraid of seeing unknown or new topics.

Mention that by frequently taking quizzes, they will gradually develop both the test-taking skills and the language skills that will enable them to become effective users of the target language.

1. Label each group of signs or symptoms. Use the box. **L**

Invite a volunteer to read the instruction and the expressions in the Word Bank. Recommend that they associate or relate the signs or symptoms to the general category of the problematic situation. Ask them to work individually at first, and then, to compare their answers with a partner before checking them as a whole class.

2. Complete the sentences using the correct verbal form of the verbs in parentheses. **L**

Make students recall the use of the Third Conditional. Ask them to do the exercise individually, and then, cross-check answers with a classmate before checking answers as a whole class.

3. Read and then label the statements below as I (inferred) or S (stated). **L**

Call on some volunteers to read the instruction and options (a-d) below the text to know what to pay attention for while reading. Have them recall how to distinguish stated information from that which is inferred. They may say that: *Stated information is explicitly written in the passage, whereas inferred information must be logically deduced or guessed.* Ask students to read the passage individually and silently.

4. Read the present and past situations and express wishes and regrets. **L**

Have students recall how to express wishes in the present and in the past. In the former, the **wish** is followed by a **verb in the Simple Past Tense** and in the latter, the **wish** is followed by the verb in the **past perfect**. Advise them to use both the context given in the sentence and the verb in parentheses. Have them work individually at first and then cross-check answers with a partner before checking them as a class.

Self-Evaluation **L I**

Stress the importance of being honest while doing this Self-Evaluation of their learning achievements regarding their language use and comprehension of the topics covered throughout the unit.

Glossary **L**

Invite students to read the Glossary. Focus their attention on the word categories given in each definition. For instance, the lower-case letters in red indicate if the word is a noun, a verb or an adjective. Have them notice if the words

have synonyms or antonyms and then have them read the examples given. Don't forget to invite them to do the Glossary Activities on page 98. Bear in mind that this page corresponds to page 84 of the Teacher's Guide.

Quiz Time

1. Label each group of signs or symptoms. Use the box.

risky behavior (RB) time management (TM) family tension (FT) stress management (SM)

- SM** a. People taking a test, being sick, or facing the death of a relative
RB b. People's reckless conduct, poor judgment, unreasonable decisions and alcohol abuse
FT c. People's emotional problems, parents' divorce and dysfunctional families
TM d. People's procrastination, lack of planning and prioritizing skills and lack of organization

2. Complete the sentences using the correct verbal form of the verbs in parentheses.

- a. If we hadn't procrastinated, we would have succeeded (*succeed*) in the school project.
 b. If he hadn't been bullied, he wouldn't have run away (*not run away*) from school.
 c. School conflicts would have increased (*increase*) much more if the school staff hadn't launched an effective campaign for peaceful coexistence.
 d. Students wouldn't have wasted (*waste*) valuable time for school homework and extracurricular activities if they had known how to manage time efficiently.

3. Read and then label the statements below as I (inferred) or S (stated).

Scientific research suggests that while adults engage in rational thinking when facing emotional decisions, teenagers are not ready to reason in the same way. Since the adolescent brain is not completely developed, they lack ability to control emotions, impulses, distinguish right and wrong, and establish cause-effect relationships in the way adults do. Quoting Dr. Yurgelun-Todd, "Good judgment is learned, but you can't learn it if you don't have the necessary hardware." This indicates that teens need support to make rational decisions when dealing with emotional impulses. It is evident that the teen brain is a work in progress, and that parents and educators can help this progress through open communication.

- S** a. Teenage brain reasoning needs maturation to deal with emotional decisions.
I b. Research may help teens suffering from behavioral or emotional problems.
I c. Parents and educators can facilitate quality decision-making processes in teenagers.
S d. Teens' brains' lack of full development can explain their reckless behavior.

4. Read the present and past situations and express wishes and regrets.

- a. Tina feels rejected because she doesn't behave as others do. She wishes she didn't behave (*not behave*) differently so she would be accepted by her classmates.
 b. Daniel is under too much tension. He wishes he didn't have (*not have*) any arguments with his girlfriend.
 c. Ingrid's parents didn't allow her to study a music career. She wishes her parents had allowed (*allow*) her to study a music career.
 d. Michael suffered an accident. He wishes he hadn't taken (*not take*) the risky decision of practicing extreme board skating.

Self-Evaluation

Now I can...

- talk about what I would do in hypothetical situations.
- express wishes and regrets.
- identify inferred and stated information.

Very Well

OK

A Little

Glossary

A-I

ability: n. a skill that enables beings to perform tasks. (syn. skill)

abuse: n. the act of exceeding use or consumption. (syn. misuse) *Alcohol abuse*

argument: n. a viewpoint supported by real evidence. *She gave arguments in favor and against.*

behavior: n. a conduct that characterizes living beings and organisms. (syn. conduct)

bullying: n. the act of hurting or frightening someone smaller or less powerful.



conflict: n. a disagreement, difference or quarrel among people. (ant. harmony)

debate: n. a formal discussion of an issue in a given context. *Let's have a class debate.*



feeling: n. an emotion towards a person or thing. (syn. emotion)

incident: n. a given event, happening or situation. *The incident happened at 10 PM.*

J-P

judgment: n. a decision derived from a particular issue. (syn. conclusion)

lonely: adj. characterized by being alone, without companionship. (ant. accompanied)



management: n. the ability to organize, administrate or supervise processes. (syn. administration)



parental: adj. related to mothers and fathers. *Parental guardianship is obligatory.*

poor: adj. characterized by being of low quality or without money.

pressure: n. a type of tension, stress, or anxiety that interferes with well-being. (syn. strain)

prioritize: v. to set immediate objectives and procedures. *I need to prioritize my tasks.*

procrastinate: v. delay or put things off until the last minute. *To procrastinate is a waste of time.*

Q-Z

rejection: n. when someone refuses to accept or believe someone or something. (ant. acceptance)

relative: n. a member of the family. *My cousins are my relatives.*

risky: adj. characterized by being dangerous or unsafe. *Risky behavior*



search: n. an act of looking for something. (syn. hunt)

tension: n. stress that affects well-being. (syn. anxiety)

unreasonable: adj. characterized by lack of being rational.

Colloquial Expressions

A thorny issue: to deal with a difficult problem.

Can't stand the pace: to be unable to do well under a lot of pressure.

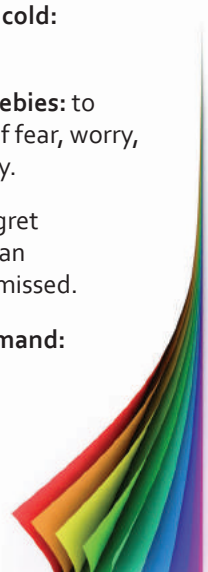
Cry over spilled milk: to complain about a situation you cannot remedy.

Make your blood run cold: something scary.

To give the heebie-jeebies: to have strong feelings of fear, worry, nervousness or anxiety.

To kick oneself: to regret something you did or an opportunity that you missed.

Your wish is my command: to say that you will do whatever the other person asks.



Glossary Activities

1. Use the glossary to find the synonyms of the words in the Word Bank.



Word Bank

- ability
- abuse
- behavior
- feelings
- judgment
- management
- pressure
- search
- tension
- unreasonable

2. Check the most appropriate word or expression to complete each sentence.

- a. If the school community stands up to _____ (1), there will be less _____ (2) in the school.
1. debate bullying management
2. ability image conflict
- b. If John hadn't _____ (1) so much when studying, he might not have had such _____ (2) grades.
1. procrastinated prioritized searched
2. lonely poor dysfunctional
- c. They would have won the _____ (1) if the team's _____ (2) had been stronger.
1. debate judgment bullying
2. rejection incident arguments
- d. I would call a _____ (1) to talk if I were _____ (2).
1. incident relative image
2. dysfunctional lonely poor

3. Complete the email using colloquial expressions from the glossary.

Hi Susan, how are you?
 You won't believe what happened to me last week!
 I was reading a horror book which made my blood run cold (a). It was about a man who lived alone in the countryside. Apparently, when he was a young man, he couldn't stand the pace (b) of society and felt under a lot of pressure so he decided to move to the country.
 Anyway, a few months later he started to see images like shadows on the walls. Originally he thought he was going crazy, but he soon realized that the images were actually ghosts. There was one ghost in particular that gave me the heebie-jeebies (c). It was the angry ghost of a lonely old lady who was planning the man's death. Even though the book scared me a lot, I couldn't put it down!
 And then, (you are not going to believe what happened next!); before I could read the end of the book, I accidentally spilled wet paint on it, making it unreadable. I was kicking myself (d) when it happened, but now I know that it isn't worth cry over spilled milk (e) and that's why I am going to the bookstore this afternoon to look for another copy so I can finish the story.
 I know that you love good horror stories, so I will lend you the book when I finished it.
 Take care,
 Peter.

Write a message

Test Training C

Emphasize that the test includes the four language skills and that they are focused on the vocabulary, grammar structures and learning strategies dealt within the units 5 and 6. For these reasons, they should come prepared to show how much they have learned.

Finally, recommend that they pay special attention to the teacher's hints on the format of the test.

▶ Reading

Read the following sentences about landmarks.

Read the descriptions below to decide if each sentence (1-10) is correct or incorrect. If it is correct, check box A. If it is incorrect, check box B.

Have students read the instructions before reading sentences 1-10 to find out the purpose of the reading. Remind students of the reading strategy: Reading for detailed or specific information (*scanning*), which means that they should go over the whole text moving their eyes quickly to find the detailed information they are interested in. Once students have understood the purpose of the reading and the reading strategy to do the reading comprehension exercise, draw their attention to the Answer box. Explain that there are ten questions in the black column (1-10) and that each one has two options (A and B) for them to check.

Strategy: *Scanning*

▶ Speaking Candidates A - B

Stage 1

Tell Candidate A that he/she is going to play the role of a travel agent. Ask him/her to give Candidate B (a potential tourist) information about the place where he/she wants to go (one of the places listed). He/she should use the guidelines in cards 1 and 2 to answer Candidate B's questions.

Stage 2

Now tell Candidate A that he/she is a potential tourist. Ask him/her to choose one of the two given destinations. Then, ask Candidate B (the travel agent) questions about the place he/she wants to go. Find out information about the location, activities, food, and accommodation.

Have students read the instructions of the two stages carefully. Have them carefully observe the picture of the place and read the information in the cards, paying special attention to the details needed to give information to their partners about location, activities, food, and accommodation. Besides this, also have them recall that to describe holiday destinations, they can use *adjectives* and

compound adjectives. Likewise, remind them that to place emphasis on descriptions, they can use *so + adjective* and *such + adjective + noun*. Finally, encourage Student A to start giving Candidate B information about a holiday destination.

Strategy: *Comprehensively reviewing a set of printed materials and associating them with what is already known*

▶ Listening Track 59

You will listen to a radio interview. For questions 11-15, check the correct answer in the answer box. You will listen to the recording twice.

Ask students to read the instruction carefully and have them study the example. Direct students' attention to the Answer box and point out the five cells in the black column as well as the corresponding spaces for them to tick their answers.

Tell them that in this exercise they can rely on three essential clues to help them choose the answers: *The context given by the sentence fragments, the language clues, and their background knowledge on the problematic situation*. Have students read the sentence fragments, 1-5, and the three choices given in order for them to know what they should focus their attention on. Play the audio recording twice for students to complete the task individually.

Strategy: *Reading questions before listening to know what specific information to listen for*

▶ Writing

Write a short description about a place that you would recommend for a vacation. Keep in mind the following aspects.

Description of the place

Attractions

Activities to do there

Invite students to read the instructions. Refer them to the three aspects they should include in their description. Make them aware of the purpose of the writing exercise, which is to give detailed information of a place that is worth visiting. To facilitate the writing task, invite students to start by brainstorming ideas for each one of the three aspects that they should include (content). Then, advise them to organize the ideas and write the first draft of their description on a separate piece of paper. Next, encourage them to read it through and check spelling, structure and punctuation. Finally, have them write the edited version of their descriptions.

Test Training C

Reading

Read the following sentences about landmarks. Read the descriptions below to decide if each sentence (1-10) is correct or incorrect. If it is correct, check ✓ box A. If it is incorrect, check ✓ box B.

0. These holiday destinations are located in Europe.
1. These holiday destinations are for people who like peace and quiet.
2. These holiday destinations are for people who like adventure and sports.
3. Many different activities and sports are offered at these holiday destinations.
4. One of these destinations offers activities that require being physically fit.
5. All these landmarks have historic and architectural value.
6. One of these destinations is located in South America.
7. In two of these destinations, various water sports can be practiced.
8. All destinations have been recognized for their natural richness.
9. Two of these destinations are considered natural wonders of the world.
10. Three of these holiday destinations are on World Heritage listings.

Exploring Landmarks!

I've had the opportunity to travel and explore the historic, natural and architectural features of different landmarks around the world. Most of them are well-known world-wide and have either a functional or symbolic significance. I would say that the following holiday destinations should not be missed.

The Great Wall of China, one of the greatest wonders of the world, was listed as a World Heritage site by UNESCO in 1987. The Great Wall goes up, down and across mountains, grasslands, and flat terrains, extending 8,852.8 kilometers from east to west China. Although some of the sections are in ruins, it is still one of the world's most appealing attractions due to its architectural magnificence, spectacular views and historical worth. Visiting this landmark is an unforgettable experience for history lovers!

Mount Everest is the highest mountain in the world, measuring 8,848 meters above sea level, and located on the border between Nepal and China. It is also considered a natural wonder of the world. To go mountain climbing, mountain biking, hiking, and rock climbing, tourists need to be physically prepared and follow specific routes. During winter people can even go snowboarding. This is a unique experience that shouldn't be missed by adventure lovers!

Answers

0	A	✓
1	B	✓
2	A	✓
3	B	✓
4	A	✓
5	B	✓
6	A	✓
7	B	✓
8	A	✓
9	B	✓
10	A	✓

The **Coffee Triangle of Colombia** was officially inaugurated into the UNESCO World Heritage Landscape listings on June 25th, 2011. Its centenary tradition of growing coffee makes this site an example of a productive cultural landscape worth visiting any time of the year. This unique and popular tourist destination offers theme parks like the National Coffee Park, where visitors learn about the process of making coffee, and Panaca Park, where people can interact with farm animals. The region also offers adventure sports like horseback riding, canoeing, rafting and paragliding as well as delicious typical food to suit all sorts of tastes. The people are very friendly and the prices are so reasonable that the risk is wanting to stay.

The **Great Barrier Reef** is one of the seven natural wonders of the world and is located in Australia. Its natural beauty makes it an extraordinary destination where visitors can see diverse marine wildlife while swimming with the fish and admiring the amazing colors of the coral reef. It has such wonderful biological diversity that it is a scuba diving paradise. It offers island day trips and scuba diving in the outer reef. A visit to this unique natural wonder is a must for any holiday!

Speaking Candidate A

Stage 1

- ▶ You are a travel agent. Give candidate B (a potential tourist) information about the place where he/she wants to go (one of the places below).
- ▶ Use the guidelines in cards 1 and 2 to answer candidate B's questions.

Card 1



Matterhorn Mountain
Switzerland

- **Basic Info:** 4,478m mountain with snow 365 days of the year. A place you can only find in Zermatt!
- **Activities:** Hiking, mountain climbing, rock climbing, snowboarding and tobogganing
- **Accommodation:** Low-priced hotels and economical hostels for backpackers

Card 2



Machu Picchu
Peru

- **Basic Info:** Listed as a World Heritage site by UNESCO in 1983. The most spectacular achievement of the Inca Empire
- **Activities:** Hiking, walking the Inca trail and climbing the Huayna Picchu's summit. Explore the well-known archeological Inca ruins, enjoy the amazing mountain landscape, and taste a variety of typical dishes!
- **Accommodation:** Low-priced hotels and economical hostels for backpackers

Stage 2

- ▶ You are a potential tourist.
- ▶ Choose one destination: The Great Wall of China or The Iguazu Falls
- ▶ Ask candidate B (the travel agent) questions about the place you want to go. Find out information about the location, activities, food, and accommodation.

Listening

You will listen to a radio interview. For questions 11-15, check ✓ the correct answer in the answer box. You will listen to the recording twice.

10	A	B	C
11	A	B	C
12	A	B	C
13	A	B	C
14	A	B	C
15	A	B	C

Answers

- o. Bullying is a thorny issue because it
A. affects people's well-being.
B. can be easily solved.
C. involves many people.
-
11. Bullying is understood as the act of
A. helping someone who is smaller or less skillful.
B. persuading someone to do something they do not want to do.
C. being physically or verbally aggressive to someone who is less powerful.
12. The principal consequences for a person who is a victim of bullying are
A. high academic achievement and active participation in curricular activities.
B. poor school performance and feelings of rejection and isolation.
C. too much family and school pressure, as well as confusion and conflict.
13. _____ are necessary to find solutions to bullying incidents.
A. Individual-isolated actions
B. Actions from the whole school community
C. Actions from the wider community
14. _____ should help prevent bullying.
A. Students and teachers
B. Teachers and parents
C. The whole school community
15. To prevent bullying incidents, youngsters should be guided in friends' problems.
A. dealing with emotional decisions and impulses, as well as taking care of their friends' problems.
B. listening to their friends' problems and giving advice.
C. controlling impulses and establishing cause-effect relationships.

Writing

Write a short description about a place that you would recommend for a vacation. Keep in mind the following aspects.

- ▶ Description of the place
 - ▶ Attractions
 - ▶ Activities to do there
-
-
-
-
-

Speaking Candidate B

Stage 1

- ▶ You are a potential tourist.
- ▶ Choose one destination: Matterhorn Mountain in Switzerland or the historic sanctuary of Machu Picchu, Peru.
- ▶ Ask candidate A (the travel agent) questions about the place you want to go. Find out information about the location, activities, food, and accommodation.

Stage 2

- ▶ You are a travel agent. Give candidate A (a potential tourist) information about the place where he/she wants to go (one of the places below).
- ▶ Use the information in cards 1 and 2 as guidelines to answer candidate A's questions.

Card 1



The Great Wall of China

- **Basic info:** Close to Beijing, it extends 8,851.8 kilometers from east to west China. Listed as a World Heritage site by UNESCO in 1987. Known as one of the greatest wonders of the world
- **Activities:** The Mutianyu section is one of the most amazing attractions for its architectural magnificence. Contemplate the architecture and beautiful mountain scenery. Taste a range of typical food like fried rice, noodle soup, dumplings and fried vegetables
- **Accommodation:** Stay in low-priced hotels or hostels for backpackers

Card 2



Iguazu Falls

- **Basic Info:** A natural wonder that was listed as a World Heritage landmark in 1984. The falls are divided between 3 countries: Argentina, Brazil and Paraguay
- **Activities:** Sight-seeing excursions, helicopter rides, boating, canoeing, rappelling, kayaking and rafting. Taste fresh fruit and typical dishes such as Paraguayan cake, galetto and papadura
- **Accommodation:** Stay in low-priced hotels or hostels for backpackers

Gap Activity



Unit 1

STUDENT A

- This is an article published in the education section of a school newspaper. You need to complete the missing information.
- Use the clues below to ask questions that will help you get the information from student B.



Ask about:

- (a) The complete headline of the article (what)
- (b) & (c) The key places (where)
- (d) The key moments in time (when)
- (e) The key people (who)
- (f) The key events (what)

Are _____ (a) Flopping?

Science fairs at schools have been very fashionable. The origins of school science fairs can be traced back to the 1950s when they first became popular in the _____ (b). Last month, there was a regional science fair where contestants from twenty seven _____ (c) presented their science and technology projects. Students designed spellbinding display boards and models to show the projects they had created.

However, participation among high school students seems to be declining. In the year _____ (d), for instance, a total of fifty-six schools gathered and presented their projects - half the number that had participated the year before. Why is this happening? Mrs. Martinez, _____ (e), said that "the process of elimination is an aspect that discourages students from being interested in participating. It seems that there is too much attention paid to competition." Another factor can be related to _____ (f) that science teachers must do. "Teachers find themselves helping students with the research as well as having to collect the money for medals and judges," said Mr. Scott, president of the regional science fair.



Unit 2

STUDENT A

1. This is a picture of how farming was in the past. Describe it and speculate about the lifestyles of farmers in the past so that your partner can draw a similar picture.

Farmers' lifestyles in the past:

- Eating habits: _____
 - Everyday lifestyles/habits: _____
 - Their use of natural resources: _____
 - Ways they took care of the environment: _____
2. Then, listen to your partner talking about mining and draw the corresponding picture on a piece of paper.
 3. Finally, exchange pictures and discuss how farming uses natural resources today.



Gap Activity



Unit 3

STUDENT A

Complete the interview. Ask student B for missing information.



Journalist: Adele, it's a pleasure to have you here with us today. Thanks for coming. So, you were born in Tottenham, right?

Adele: Yes, I was born and raised in the UK (a).

Journalist: You started singing at age 4, but when did you decide to become a professional singer?

Adele: Well, I really wanted to go for an artistic career when I was a teenager (b). I quickly I found out that I had the aptitude to be a composer and singer (c).

Journalist: Sure, and you have certainly drawn on your talent and beautiful voice to win several awards. You're definitely an amazing artist; the best these days!

Adele: Oh! Thank you! But I don't think I'm the best. I just love to sing (d)!

Journalist: Wow! I see you are a humble and charming person, too. That's why we love you so much. Thanks for the great music and songs you've given us.



Unit 4

STUDENT A

In the passage below about online communication, some information is missing. You need to complete it by asking questions. Use the clues below to ask questions that will help you get the information from student B.

- The first computer for home usage / introduced
- Internet access / today
- Online video conferences / let people

Before 1990 people didn't use to have computers at home to communicate with others; the first computer for home usage was introduced by IBM in in the early 1980s (a). While in the past Internet access used to be complex and slow, today it is simple and fast (b) everywhere and this has increased the speed of communication. Although, in the mid-1990's people used to communicate with those living abroad through e-mails and instant messaging, at the present they speak through online video conferences in real time. Recent findings have been revealed about people's preferences for online video conferences: they have become more popular than instant messaging and e-mails, and let people give speeches, hold meetings and do business (c) in real time.

In general, online video conferences offer more benefits than e-mails or instant messaging because it gives people better communication opportunities than those they used to have in the past.



Gap Activity



Unit 1

STUDENT B

- This is an article published in the education section of a school newspaper. You need to complete it. Student A has the missing information.
- Use the clues below to ask questions that will help you get the information.



Ask about:

- (a) The key places (where)
- (b) The key moments in time (when)
- (c) & (d) The key people (who)
- (e) The key events (what)

Are School Science Fairs Flopping?

Science fairs at _____ (a) have been very fashionable. The origins of school science fairs can be traced back to the _____ (b) when they first became popular in the United States. Last month, there was a regional science fair where contestants from twenty seven high schools presented their science and technology projects. _____ (c) designed spellbinding display boards and models to show the projects they had created.

However, participation among high school students seems to be declining. In the year 2011, for instance, a total of fifty-six schools gathered and presented their projects - half the number that had participated the year before. Why is this happening? Mrs. Martinez, a science teacher, said that "the process of _____ (d) is an aspect that discourages students from being interested in participating. It seems that there is too much attention paid to competition." Another factor can be related to the extra work that science teachers must do. "Teachers find themselves helping students with the research as well as having to collect the money for medals and judges," said Mr. Scott, _____ (e).



Unit 2

STUDENT B

1. Listen to your partner's description and draw the corresponding picture on a piece of paper.
2. This is a picture of how mining was in the past. Describe it and speculate about the lifestyles of miners in the past so that your partner can draw a similar picture.

Miners' lifestyles in the past:

- Eating habits: _____
 - Everyday lifestyles/habits: _____
 - Their use of natural resources: _____
 - Ways they took care of the environment: _____
3. Finally, exchange pictures and discuss how mining uses natural resources today.



Gap Activity

STUDENT A

You work for a travel agency. Student B is a potential tourist. He/She will ask you questions about the Mount Everest. Use the information below to answer his/her questions.



Facts:

- The well-known landmark Mount Everest is an 8,848 meter mountain, the highest in the world. Here you can go hiking and walking, mountain climbing, mountain biking, rock climbing, and camping; during winter people can go snowboarding.
- The mountain bike route that includes the Mount Everest Base Camp is 10km long and includes a vertical climb which is greater than 200m, and the final 1000m is covered on foot, so tourists need to be fit and well-trained before attempting to join any excursion.
- There are tourist plans that suit a range of budgets. Mount Everest offers very exciting 5 to 10-day excursions priced from US\$2,999. It's worth the money!

STUDENT A

Stage 1

You are a parent who is facing a difficult situation with his/her son. You are talking to a counselor (student B) to get some possible solutions to your problem.

- Choose one of the following problems and use the guidelines to describe it to student B. Listen to student B's pieces of advice to solve it.

Bullying behavior: lack of peaceful discussion skills, not accepting others' ideas, teasing and fighting with classmates, yelling at classmates, thinking that one is always right.

Decision making: poor judgment, unreasonable decisions, inability to control emotions, impulses, distinguish right from wrong, and establish cause-effect relationships.



Stage 2

You are a school counselor who is listening to a parent (student B) looking for some piece of advice.

- Listen to student B's description of the problem and guess what it is.
- Use the guidelines below to give student B possible solutions to solve his/her problem.

Problem	Possible solutions
Identity search	<ul style="list-style-type: none"> - Talk to him/her every chance you have. - Don't judge his/her likes. Instead, try to understand why he/she likes and dislikes certain things. - Try to meet his/her friends from time to time by allowing them to spend some time at your home.
Homework procrastination	<ul style="list-style-type: none"> - He/She has to accept that he/she is procrastinating. - Break large tasks into smaller ones. -Start with the simplest and shortest assignments. - Get down to work and gather a working pace. - Set specific goals and schedules. - Praise him/her.

Gap Activity



Unit 3

STUDENT B

Complete the interview. Ask student A for missing information.



Journalist: Adele, it's a pleasure to have you here with us today. Thanks for coming. So, you were born on May 5th, 1988, right? (a).

Adele: Yes, I was born and raised in the UK.

Journalist: You started singing at age 4, but when did you decide to become a professional singer (b)?

Adele: Well, I really wanted to go for an artistic career when I was a teenager. I quickly found out that I had the aptitude to be a composer and singer.

Journalist: Sure, and you have certainly drawn on your your talent and beautiful voice (c) to win several awards. You're definitely an amazing artist; the best these days!

Adele: Oh! Thank you! But I don't think I'm the best. I just love to sing!

Journalist: Wow! I see you are a humble and charming (d) person, too. That's why we love you so much. Thanks for the great music and songs you've given us.



Unit 4

STUDENT B

In the passage below about online communication, some information is missing.

You need to complete it by asking questions. Use the clues below to ask questions that will help you get the information from student A.

- Internet access/past
- People used to communicate with those living abroad / in the mid-90's
- People communicate with those living abroad / today

Before 1990 people didn't use to have computers at home to communicate with others; the first computer for home usage was introduced by IBM in the early 1980's. While in the past Internet access used to be

complex and slow (a), today it is simple and fast everywhere and this has increased the speed of communication. Although, in the mid-1990's people used to communicate with those living abroad through e-mails (b) and instant messaging, at the present they speak through online video conferences in real time (c).

Recent findings have been revealed about people's preferences for on-line video conferences: they have become more popular than instant messaging and e-mails, and let people give speeches, hold meetings and do business transactions

in real time. In general, online video conferences offer more benefits than e-mails or instant messaging because it gives people better communication opportunities than those they used to have in the past.



Gap Activity

STUDENT B

You are a potential tourist at a travel agency. You are looking for a holiday destination that fits your interests. You plan to go to Mount Everest. Ask student A about your preferences and financial possibilities. Use the guidelines below to ask him/her questions.



Facts:

- I want to go to Mount Everest. Can you tell me about the attractions and activities?
- Are there any specific physical requirements to join the mountain and rock climbing excursions?
- How about flights and low-priced hotels?

STUDENT B

Stage 1

You are a school counselor who is listening to a parent (student A) looking for some advice.

- Listen to student A's description of the problem and guess what it is.
- Use the guidelines below to give student A possible solutions to solve his/her problem.

Problem	Possible solutions
Bullying behavior	<ul style="list-style-type: none"> - Talk to him/her a lot after school. - Show him/her that the things he/she does are important. - Violence is not the solution. Give arguments and strong points of view. - One is not always right. Respect others' point of view.
Decision making	<ul style="list-style-type: none"> - Work on building his/her self-confidence. - Listen carefully to his/her problems and try to get different possibilities for a solution. - Tell him/her not to let emotions affect his/her decisions.

Stage 2

You are a parent who is facing a difficult situation with his/her son. You are talking to a counselor (student A) to get some possible solutions to your problem.

- Choose one of the following problems and use the guidelines to describe it to student A. Listen to student A's pieces of advice it to solve.

Identity search: feels insecure about his/her body image, wears different types of clothes, listens to noisy music, most of the time is with his/her friends or prefers to be alone.

Homework procrastination: lack of planning skills and organization, not handing in homework on time, bad grades, waste of time on the computer and the phone, going to bed late.





Audio Transcripts



Unit 1

Have You Read the News?

Lesson 2. From the Inside of a Newspaper

Page 12

Exercise 1. Look at the pictures and guess the roles of the people involved in newspaper production. Then, listen and check.

Mr. Graham: Good morning, I'm Mr. Graham. I work 24 hours a day, 7 days a week. My job is to supervise the production and publication processes. I also use my contacts to distribute the paper in print and online versions. I'm the owner and publisher of the newspaper.

Claire: Hello, I'm Claire Davis. I have always loved catching images with my camera. Now that I work for this newspaper, I can take professional pictures that get published every day.

Tom: Hi, I'm Tom Middleton. It is midday and I have already written the opinion column –the editorial– for tomorrow's edition. It's ready to print! Now I have to check the work of the other writers and the contents of their news.

Kim: Hi there. My name is Kim Harris. I'm the person who goes to the streets to catch the important events, the person who does the research and interviews people, and back at the office, I also write the stories that the general editor assigns me.

Page 13

Exercise 4. Complete the interview with the verbs in parentheses. Use the Simple Past and the Past Perfect tenses. Then, listen and check.

Journalist: Hi, Tina. You are a student at Lincoln High School. Please tell me about the new library project or the initiative you and your classmates had. What was this story about?

Tina: OK. Last year, my classmates and I noticed that our school library didn't have many nice new books and we decided to do something about it. When we invited neighbors to donate books, we had already collected story books and textbooks from our teachers. Before that, we had talked to the school principal to ask for his permission, of course! The book collection process was

a great success. By the end of last year, we had already gathered 250 new books.

Quiz Time

Page 19

Exercise 1. Listen to the conversations between the editor (Tom) and the newspaper staff. Complete the chart.

Tom: Hi, I'm Tom Middleton, The editor of the newspaper. It is midday and I'm going to check the job and duties of the newspaper staff. We need to have all things ready for publication in three hours:

a.

Claire: Hi Tom, how are you today?

Tom: Fine. Have you taken all the pictures for the city news?

Claire: Yes. I took the 10 pictures this morning. It's done.

Tom: OK. Thanks.

b.

Tom: Hi, Bill. Did you record the interviews?

Bill: Sure! I'm a professional journalist. I recorded all of them.

Tom: Great!

c.

Sara: Hey, Tom. I finished the article.

Tom: Really? Did you write the complete story?

Sara: Yes. I wrote the complete story. It's ready.

Tom: Excellent! Thanks a lot!

d.

Tom: Hi, Susan. Have you organized the pictures and the article?

Susan: No, not yet. I'm sorry. I haven't selected the pictures that illustrate and support the article yet.

Tom: Well, please hurry. Let me know when you're done.

Susan: OK. Thanks.

e.

Tom: Hey, Carol.

Carol: Tom. Look! This is the advertisement I designed.

Tom: Wow! I like it!

Carol: Great! I showed it to Sara and she liked it, too.

f.

Tom: Hi, Frank. How is it going?

Frank: We had problems this morning.

Tom: Why? What happened?

Frank: The printing machine. It didn't print the color pages. So, I haven't finished the job yet.

Tom: Um! Let's get some help!

Page 23

Pronunciation

Narrator: In speech, past modals are contracted.

1. Listen and repeat.
 - Must've - /mʌstəv/
 - Could've - /kʊdəv/
 - Might've - /maɪtəv/
2. Listen to four sentences and check the past modal you hear.
 - a. My baby could not sleep last night; it might've been because he slept a lot during the day.
 - b. Yesterday, I had a terrible stomach ache; it could've been because of the chicken I ate.
 - c. Your grandpa is very healthy; he must've been very active all of his life.
 - d. We missed Paula in class today; she might've had a problem, I guess.

Lesson 2 Healthy Environment

Page 24

Exercise 1. Listen to a short presentation and complete the diagram with the words in the Word Bank.

Narrator:

Our planet, Earth, is rich in natural resources that we use every day. These resources are classified into two main groups: renewable and non-renewable.

The first group, renewable resources, includes: the air we breathe, the water we drink and the sun that shines on us. The wind energy is taken from the air; whereas hydro-energy is taken from streams, rivers, and the ocean's tides. Other types of resources are the soil and plants from which timber can be taken to build houses and furniture. From the sun we get solar energy, which is vital to almost every living being on

Earth. Humans, animals and plants use it to produce important nutrients in their cells. These resources are abundant and regenerate themselves in considerably short periods of time.

Let's move on to the second group, non-renewable resources. Here we find fossil fuels like oil and coal. It also includes minerals such as iron and copper. These resources are called non-renewable because they take a really long time for them to be reproduced or their stocks to be replaced.

As you can see, everything is made from natural resources. We must all protect them and use them in the right way.

Exercise 3. Listen to the rest of the conversation and check the options you hear.

Mr. Green: What a shame! The community hasn't taken care of our natural resources! What can we do to help?

Ruth: Well, I think we can talk to the people who live in the city.

Mark: ! We can go to the places where they live and work, and teach them how to recycle.

Ruth: Yes! And we can go to schools and show kids how to keep the water and the air clean.

Mark: We can visit Mr. Smith, who is the city mayor, and tell him to clean up the dump and the stream.

Mr. Green: Ok! Let's do it!

Quiz Time

Page 31

Exercise 1. Listen to each conversation and check the correct option.

Conversation 1

A: Wow! Maggie didn't come to dance class today.

B: I know! That's strange! She really loves belly dancing; It keeps her active and fit.

C: And she didn't come last week, either.

A: What could have happened to her?

B: I haven't talked to her recently... She might have been busy at work.

C: Let's call her. I hope she is fine.

Conversation 2

Son: Dad, do you know what natural resources are?

Dad: Yes, I do. There are both renewable and non-renewable resources.

Son: What are renewable resources? Can you give me some examples?

Dad: Renewable resources are those that can be replaced by nature faster than people use them. Some examples of these resources includes the sun, the air and plants.

Son: OK. I get it. So non-renewable resources are those that cannot be replaced faster than people use them, right?

Dad: Exactly. That's why we all need to protect the environment so that we can continue using all its natural resources for a long time.

Test Training A

Page 33

Listening

You will hear a radio interview. For questions 1-5, check (✓) the correct answer in the answer box. You will listen to the recording twice.

Interviewer: Good afternoon Dr. Rice and welcome to our program, Talking Nature!

Dr. Rice: Good afternoon and thank you for inviting me to participate on your program.

Interviewer: First, please tell us a little about the difference between renewable and non-renewable resources.

Dr. Rice: Well, as many listeners may know, renewable resources are those that are replaced over time through natural processes. However, non-renewable resources exist in fixed amounts and are used up faster than they can be replaced in nature.

Interviewer: And what are some examples of each resource?

Dr. Rice: Examples of renewable resources include the sun or solar energy and energy that comes from bodies of water like streams or tides. Wind energy is another type of renewable resource. Non-renewable resources include fossil fuels like oil and coal and different minerals such as iron and copper.

Interviewer: What is the major problem with the way our society uses non-renewable resources?

Dr. Rice: As a society we are using non-renewable resources such as oil and coal at a much faster rate than they can naturally be replaced. If we continue

to use these resources so quickly, we will be at risk of significantly reducing the world's supplies and eventually running out of these resources.

Interviewer: And what about trees? Are they a renewable or non-renewable resource?

Dr. Rice: This is a very good question. Technically trees are a renewable resource because we can replant them and replace what we use in about 20 years; but, unfortunately there are many examples where trees have been consumed in a non-renewable fashion. Often whole forests are cut down making it impossible to replace what has been consumed.

Interviewer: And finally, what advice can you give to our listeners to help protect our natural resources?

Dr. Rice: The best thing people can do is begin to use renewable energy like solar energy, hydro energy and wind power. Also recycling is very important.

Interviewer: Dr. Rice, thank you very much for joining us today. Hopefully our listeners will start to become more environmentally conscious.



Unit 3

What Lies Within Us

Lesson 1 Character and Personality Traits

Page 36

Exercise 2. Listen to the conversation and check the correct options.

DJ David: Hi I'm David and welcome to our radio program. Today, we are talking to Angie from Miami. She is a paparazzi journalist and she is going to tell us some recent news about a couple of artists. Hi, Angie, it's nice to have you on our radio program.

Angie: Thanks for inviting me. Today, I have some news about two famous singers. One is a male and the other is a female. Who would you like to hear about first?

DJ David: Well, I'll go for the female singer.

Angie: OK. Great! So, let's talk about Paulina Rubio; "La Chica Dorada" from Mexico whose father is from Spain.

DJ David: Sounds good! Paulina is very friendly and sociable. She would do anything for her close friends. I once heard that her best friend had an emergency trip abroad and she looked after her baby for the whole weekend!

Angie: You're right. She is a very reliable person who is as curious as a cat. The interesting news is, besides her wonderful career as a singer, she has been successful as a **businesswoman**. She draws on her talent and beauty to make all her projects a success. What people may not know is that Paulina is wise with money, and her various businesses have brought in thousands of dollars for herself and her family.

DJ David: Wow! I didn't know that.

Angie: Yes. She even turned down a proposal to play the lead role in a film so she could continue running her businesses.

DJ David: That sounds very interesting! Angie, tell us about her last album...

Exercise 4. Read and discover the character and personality traits for each sign. Use the Word Bank. Then, listen to the second part of the radio show and confirm.

DJ David: Let's continue with the second part of our program. I have invited Bertha. She is going to tell us about the character and personality traits for some signs. Bertha what do you have for us today?

Bertha: Hi, David. Well. Let's start with Libra. People with this sign are very sociable; they get on well with other people. They use their common sense and they are sensible. They're proud and expect admiration; in fact, they can be a little vain and they can also be very impatient and not accept delay calmly.

DJ David: Wow! So Libras are sociable, sensible, vain, and impatient.

Bertha: That's right. Now, let's talk about Virgo. You can trust these people because they are reliable. They look into things deeply and they are very analytical. But, they have a problem; they are indecisive and never know what they are going to do from one minute to the next. A good characteristic is that they don't think they are better than others; they are very humble.

DJ David: Ok. Let me see, so people from Virgo are reliable, analytical, indecisive, and humble.

Bertha: Yes! Let me continue with Leo. They can be very ambitious people; they are often obsessed with wealth and fame, etc. Also, you never know what they are going to do because they are really unpredictable. Another characteristic of a Leo is that they are really curious and love finding out people's personal information. Finally, they hate to lose; they are very competitive people.

DJ David: Gee! So, Leos are ambitious, unpredictable, curious, and competitive.

Bertha: You got it! Let's finish with Pisces. They are very sensitive and become angry or upset easily. They tend to hold back their feelings, so they are reserved people. The problem with Pisces is that they don't care about the consequences of their actions; hence, they can be very irresponsible.

DJ David: That makes sense. My best friend is a Pisces! So to resume, Pisces are sensitive, reserved, and irresponsible.

Bertha: That's correct. If you would you like to know about other signs of the zodiac...

Page 37

Pronunciation

In phrasal verbs, the particle is emphasized. Listen and complete. Then practice.

- a. Actors often draw on their own life experiences.
- b. I get on well with my school friends.
- c. The police will look into the bank robbery.
- d. People shouldn't hold back their feelings.
- e. Mom has turned down a job offer abroad.

Quiz Time

Page 45

Exercise 2. Listen to the conversation. Choose only four words from the Word Bank that describe Paul's personality.

A: Hey Mom! You know, I've met this guy at school, His name is Paul.

B: Paul? Right. Are you good friends?

A: Well, yes, we are. In fact, he gets on very well with everyone and he has lots of friends at school and in the neighborhood.

B: Ok. So, he is a very sociable person.

A: Yes. And he plays the electric guitar. He won the last talent contest at school. He hates to lose, so he worked really hard to win the first place.

B: I see. So, he is a very competitive guy. I like that!

A: And you know what? He is really humble! He doesn't think he's better than other people; he's very modest.

B: Wow! He's humble indeed!

- A:** But there's a problem. He does not accept delay calmly, he can be very impatient.
- B:** Oh, I'm impatient, too! It makes my blood boil when people are late, let's go...



Unit 4 For Old Times' Sake

Lesson 2 Past Echoing in the Present

Page 50

Exercise 2. Listen and complete with verbs from the previous exercise.

- Anne Frank's diary has been published all over the world in 30 different languages. Her literary legacy has helped people understand the terror and anguish of the Holocaust through the eyes of a child.
- Nelson Mandela has been considered a symbol of the human struggle for justice and equality. He was an anti-apartheid activist who became president in the first democratic elections in South Africa in 1994.
- Apple's current CEO (Chief Executive Officer) has been quoted as saying, "the iPad is the most important thing we've ever done," when asked about his company's greatest invention.
- The Civil Rights Movement leader, Martin Luther King Jr., has been described as the symbolic leader of African-Americans. He won the Nobel Peace Prize in 1964.

Quiz Time

Page 57

Exercise 2. As you listen to the conversation, write the missing information.

Man: What local tradition did you use to celebrate in your hometown?

Woman: Today many of our traditions have been influenced by other cultures, but in the past we used to celebrate our Patron's Day in a very special way.

Man: Really? What activities were done to celebrate it?

Woman: I remember that it used to be the most exciting celebration with fantastic school parades and marching bands on the streets.

Man: That sounds great! What decorations were used to celebrate it?

Woman: We all had to clean our houses and decorate our doors with white paper cutouts. We had to raise our national flag before sunrise.

Man: What other entertaining activities were carried out?

Woman: There used to be many, but my favorite ones were the *livestock* shows after the religious celebration in the morning, and the spectacular *fireworks* display in the evening!

Man: Wow! That sounds like it used to be a real celebration; people didn't use to just spend the day at home.

Woman: That's for sure! Many old traditions that people used to celebrate have been forgotten or changed now.

Test Training B

Page 59

Listening

You will hear someone talking about people's personality traits and feelings. For questions 1-5, check (✓) the correct answer in the answer box. You will listen to the recording twice.

Narrator:

Hello! On today's radio program we'll talk about how personality affects social interaction. Being aware of people's personality traits might benefit our relationships in various aspects. For instance, it may reduce our anxiety levels and clear up our minds to avoid potential misunderstandings and get the message across.

To better illustrate the link between personality and communication, let's analyze two personality cases.

The first case has to do with competitive people. You can recognize them because they usually want to be the center of attention in every conversation or social meeting. They look for gaining recognition and can also be described as unpredictable and ambitious. In order to interact effectively with this kind of people it is advisable to maximize the advantages of their personality traits such as hard work and discipline to achieve both personal and professional goals. This attitude will allow them to be open-minded regarding positive criticism when discussing crucial issues of any kind.

The second case sheds lights on how to interact with reserved people. They are recognized for having an introverted and shy personality. In social contexts, they prefer to keep a low profile instead of calling everybody's attention. For instance, when facing a problem, they prefer to deal with it by themselves. An effective way to interact with this kind of personality is by listening to them attentively and showing that we are interested in what they think and feel.

After this short introduction, let's welcome...



Unit 5 Getting Away

Lesson 1 Going on Vacation

Page 63

Exercise 4. Listen and complete the details.

Narrator:

You are looking forward to a vacation and feeling like getting away from everyday work, aren't you? You just need to pop in and book your holiday on Phuket Island. A unique experience, not to be missed by beach fans!

This well-preserved site on the southwest coast of Thailand offers blue skies, warm waters, gold sand, and fantastic sunbathing spots. Come and enjoy snorkeling, scuba diving, fishing, kite surfing, water-skiing, kayaking, and rappelling.

Phuket Island is famous for its huge selection of Western and Asian seafood.

Book your two-week vacation today for just US\$499.00!

You won't miss the chance to enjoy this experience, will you?

You can contact us at THAI TRAVEL -12 High Street, NY, call us at 321-4 55 22 55 or visit our website www.thaitravel.com

Exercise 5. Listen and check if people are checking or asking for information.

a.

Janet: Roger loves staying at expensive hotels, doesn't he?

Daniel: Yes, he loves staying at luxurious hotels and he can afford them.

b.

Paul: You have booked the flight, haven't you?

Diane: Yes, I have already booked a cheap flight.

c.

Harold: Beijing, the Chinese capital, is worth visiting, isn't it?

Helen: Of course! It is well-known for its luxurious temples and palaces, and huge stone walls and gates.

d.

Sara: You look excited Mel! You are planning your vacation, aren't you?

Mel: Yes, I'm making the hotel reservation for a two-week vacation in Cancun!

e.

Annie: You will visit us after your vacation, won't you?

David: Yes, mom. Don't worry, I promise I'll visit you.

Annie: You have already packed, haven't you?

David: No, I haven't packed yet. Please, mom, help me do it!

Lesson 2 Amazing Things to Do

Page 64

Exercise 2. Listen and complete the conversation with words from the previous exercise.

Beth: I want to go to the Matterhorn Mountain in Switzerland on vacation. Can you give me some information about it?

Agent: Sure! The well-known Matterhorn is a 4,478 meter mountain with 365 days of snow something you can only find in Zermatt!

Beth: Wow! I will be able to practice lots of sports, won't I?

Agent: Yes, you will be able to go hiking, and practice rock climbing, mountain biking, and snowboarding there.

Beth: Great! There is lots to do. How about winter activities?

Agent: Besides those previously mentioned, you can also go tobogganing.

Beth: Oh, I can't wait for this adventure! What about cheap hotels and tickets?

Agent: You're traveling on little money, aren't you?

Beth: Yeah, I'm traveling on a shoestring this time.

Agent: Then, you can stay in accommodations for backpackers and get a second-class ticket.

Beth: Great! You accept credit cards, don't you?

Agent: Yes, we started to accept all of them last month.

Lesson 4 Living Like a King!

Page 68

Exercise 2. Complete the conversation with the expressions in bold from the previous exercise. Then, listen and check.

Brian: You have chosen your holiday destination, haven't you?

Carla: Yes, I have. I'm going to Cancun to catch some rays!

Brian: That's great! But please, don't travel with lots of luggage!

Carla: Yeah, I'll never take lots of luggage with me again. I've learned to travel light!

Brian: I guess you will live like a king staying at expensive hotels.

Carla: No, I won't. It's incredible how well you can travel on a shoestring budget avoiding expensive hotels and restaurants.

Brian: Are you kidding me? That's real change!



Unit 6 Teenage Matters

Lesson 1 Dealing with Difficult Situations

Page 74

Exercise 1. Fill in the blanks using the Word Bank. Then, listen and check.

Narrator:

- Homework procrastination
- School pressure
- Identity search
- Bullying incidents
- Rejection feelings
- Parental pressure
- Body image

Page 75

Exercise 6. Listen and match each person with his/her corresponding wish.

a.

Lilian: Why are you sad, Thomas?

Thomas: I feel lonely and rejected by my partners.

Lilian: Why do you have those rejection feelings?

Thomas: It's all because I don't do class work or share time with them.

Lilian: You are such a nice person, Thomas. If you let your partners know you, they will recognize and accept you for what you are.

Thomas: But I don't know how to do it.

Lilian: One thing you can do is to ask them to let you work with them in their groups.

Thomas: I wish I were friendlier, more sociable to be accepted by all my partners.

Lilian: Another thing you can do is to start sharing time and playing with them in the recess and you will see that it works out! You will be amazed at how much nicer it is sharing with your partners.

Thomas: Thanks for being my friend, Lilian; you always listen to me and...

b.

Principal: I'm terribly worried, Pamela. There are many school conflicts among our students.

Pamela: But we have already implemented the peer mediation Program to resolve conflicts, haven't we?

Principal: Yes, but our students need to learn more about how to negotiate and mediate among them to resolve their conflicts.

Pamela: I wish there were more effective negotiation strategies and mediation procedures for conflict resolution.

Principal: I agree with you, but I think that the first thing we should do is to teach our students to listen to each other; to listen to everybody's voice in integrative decisions so real communication can really flourish among students.

Pamela: Yes, you are right, we...

c.

Karla: Oh! I'm exhausted. This year has been chaotic!

Brian: You're right, Karla. There has been too much work!

Karla: I'm worried because many of my students have failed.

Lesson 4 **Your Wish Is My Command!**

Page 80

Brian: I guess they have had many extracurricular activities to deal with over the last two periods.

Karla: No doubt about it. I wish they didn't have too many extracurricular activities so they could concentrate on their academic results.

Brian: That's for true. If they have more time to study, they will most probably succeed.

d.

Edward: Hey, Brenda. Why don't we go hiking on Sunday?

Brenda: I'd love it, but we have homework to do.

Edward: We can do it on Sunday evening.

Brenda: No way! We always procrastinate on our homework!

Edward: But in the end we do it!

Brenda: Yeah, but in the morning we feel tired and can hardly concentrate in class. I wish we didn't put homework off until the last minute.

Edward: Come on, Brenda. Don't be so hard on you. Only for this time.

e.

Bill: My parents and the elders in my family are always telling me what to study and what to do with my future life.

Anne: I know what you mean, Bill. Mine used to do the same all the time. But last month I told to them what I am good at, what I really like doing and what I would like to do if I were asked.

Bill: Really? What did they say?

Anne: At the beginning they couldn't believe it, but at the end they understood. As they know me well, they realized I was telling the truth. So, they stop putting pressure on me!

Bill: Oh! I wish my parents didn't decide on my future studies.

Anne: If I were you, I would identify my skills and interests and I would tell them what I really want to study.

Exercise 2. Listen to three conversations and match the corresponding excerpts.

a.

A: Hi, Eileen. Have you read the latest news on upcoming horror movies?

B: Sorry? Can you repeat that, please? Can you say that again?

A: I've just asked if you have read the updates on upcoming horror films with teens.

B: No, I haven't, Frank. You know I'm not keen on horror movies.

A: But you shouldn't miss "Lost in the Storm". It's the scary story of six people that die in mysterious ways after being detained in a stormy Saturday afternoon and...

B: Please, don't start talking about ghosts and evil phantoms. You know they give me the heebie-jeebies!

b.

A: Happy birthday, grandma. I wish you all the best!

B: Thanks, darling.

A: What would like to do to celebrate?

B: This is our secret: I want to go paragliding on my 65th birthday!

A: Your wish is my command, grandma! Whatever you ask me to do, I'll do it for you.

c.

A: What troubles you? What's the matter?

B: Yesterday, Karen the girl I'm dating, told me she didn't want to see me again.

A: Sorry, can you say that again? What were her reasons?

B: She simply saw me at a restaurant with Joan, my ex-girlfriend.

A: But you can explain it to her.

B: I explained it to her, but she didn't trust me. Oh, I felt like kicking myself! I ruined it all. If she hadn't seen me with Joan, we would have continued our relationship.

Test Training C

Page 86

Listening

You will listen to a radio interview. For questions 11-15, check (✓) the correct answer in the answer box. You will listen to the recording twice.

Host: Dr. Fante, thank you for being with us this afternoon.

Dr.F: Thank you; it's a pleasure to be here.

Host: Dr. Cleó Fante, an expert *in* Bullying, is here to discuss this thorny issue that concerns students, educators, parents and society as a whole. Dr. Fante, please define the phenomenon of bullying.

Dr.F: Well, bullying can be defined as a kind of violence that happens between students within a school's establishments or outside it. It happens when a student adopts repetitive aggressive behaviors towards a less powerful student, making him/her suffer for no reason.

Host: What are the main consequences of bullying?

Dr.F: Bullying incidents have terrible consequences such as failing grades at school, insupportable pain for the victim of bullying, isolation, feelings of rejection, and family confusion.

Host: As I see it, elementary and high school students are the main age group at risk of bullying. So, based on your experience, what is the role of young people in preventing and responding to incidents of bullying?

Dr.F: I think that it is not only the students who should be confronting this issue, but adults also play an important role in preventing bullying behavior. This problem must be addressed by the whole school community, including principals, teachers and parents, who must reevaluate the rules of coexistence with respect to bullying. I believe that together we can help stop the pain and suffering caused by bullying and help find solutions to this growing problem.

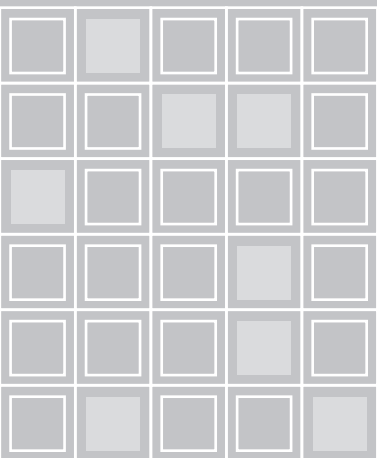
Host: What can be done to stop this phenomenon?

Dr.F: I strongly believe that students, parents, teachers, school administrators, and the community as a whole must be committed to guiding and teaching our youngsters to deal with their emotional decisions and impulses, to distinguish between right and wrong when making decisions, and to establish cause-effect relationships so that they grow up being active and responsible citizens who help create and sustain a safe environment in our schools.

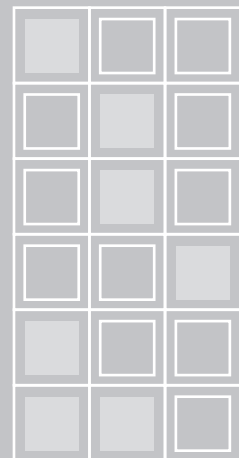
Host: Thank you very much, Dr. Fonte. Finally, I would like to invite you to take part in our second on-line forum about bullying, which will be held next month at....



Bachillerato General Unificado



ENGLISH



Level

B1.1
WORKBOOK

Norma



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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

- Newspaper Sections
- News Writing and Reporting

- Healthy Habits
- Earth's Resources
- Fatty Foods

- Character and Personality
- Feelings and Emotions

Goals

- You will learn how to
- announce a piece of news that has happened recently.
 - give account of past events.
 - write a short article.
 - share life experiences.

- You will learn how to
- speculate about lifestyles in the past.
 - express opinion and possibility about past events.
 - describe people, objects and events.
 - write a short essay.

- You will learn how to
- describe people's characters and personalities.
 - express feelings, attitudes, and moods.
 - describe events in the life of famous people.
 - write a biography.

Grammar

- Simple Present tense
- Simple Past tense
- Present Perfect tense
- Past Perfect tense

- Past modals
- Relative clauses

- Phrasal verbs
- Gerunds and infinitives
- Relative Clauses

Skills and Strategies

Vocabulary:

- applying expressions that show negative or positive feelings to react to news

Grammar:

- using *already* and *yet* to clarify the occurrence of events when using the Present Perfect tense
- using context to help understand the meaning of different time expressions

Reading:

- reading the lead paragraph of an article to get familiar with the topic of the text
- looking for specific information in a text to find the chronological order of a person's history

Writing:

- identifying key information to write a lead paragraph
- following guidelines to write an article

Grammar:

- using past modals to speculate, deduce, or make guesses about past situations based on evidence
- using relative pronouns to describe aspects of a noun in more detail

Reading: recognizing the thesis statement in an introductory paragraph to identify what an essay is about

Writing: writing a thesis statement to state the topic and main idea of an essay

Vocabulary:

- paying attention to context clues to identify the meanings of words
- using graphic organizers to record and apply new vocabulary

Reading:

- identifying time expressions to help understand a person's life
- identifying types of information in a biography to improve comprehension
- paraphrasing to check understanding of a text

Writing:

- listing ideas before writing a text
- using time phrases to organize a biography

UNIT 4



UNIT 5



UNIT 6



CLIL

- Traditions and Customs
- Remarkable People and Events
- Photographs in the Past and Now

- Suggestions for Holidays
- Landscapes
- Outdoor Activities

- Real Teen Problematic Situations
- Second Language Learning in Children

Goals

- You will learn how to
- give account of changes over time.
 - share experiences and accomplishments.
 - discuss traditions.
 - write a short compare / contrast essay.

- You will learn how to
- check for information.
 - ask for agreement.
 - report what someone has said.

- You will learn how to
- write about what you normally do in specific real-life situations.
 - make hypotheses regarding specific unreal situations.
 - express regrets and wishes.

Grammar

- Passive voice
- Used to

- Tag questions
- Reported speech
- Compound adjectives

- First conditional
- Second conditional
- Third conditional
- Wish

Skills and Strategies

Grammar: correcting mistakes to become aware of grammar rules

Reading:

- Identifying the main idea of a text's paragraphs
- analyzing the features and organizational patterns of a text to identify the type of essay it is

Writing:

- using *used to* to write about what happened regularly in the past, but no longer happens in the present
- writing a clear introduction that states the elements you are going to compare in an essay to attract the reader's attention

Vocabulary: solving a crossword word puzzle to strengthen your vocabulary knowledge

Grammar:

- using tag questions to verify or check for information
- identifying verb patterns that are followed by a gerund, an infinitive or both to complete a text that is grammatically accurate

Reading:

- analyzing pieces of information to activate previous knowledge
- using context clues like punctuation, connectors, and ideas already given before and after the gaps of a text to identify the missing parts
- recognizing ideas that have been rephrased to check understanding of a text

Vocabulary: using definitions and images to identify vocabulary

Grammar: recognizing and using formulas and patterns to express wishes

Reading:

- identifying paraphrases to improve comprehension
- identifying information stated by experts in the field to evaluate and raise awareness of the credibility of a scientific text
- relating language clues in the text with your prior knowledge to construct understandings beyond what is explicitly stated

Writing:

- using quotation marks to enclose words quoted from experts
- writing about only one topic in each paragraph to maintain unity in a composition

Review

1. Complete using the **passive voice** in the Simple Past tense. Then, number from 1 to 6 Mr. Smith's replies to organize the dialog.

Reporter: What was stolen (steal) Mr. Smith?

1. Mr. Smith: Everybody was kept (a. keep) in the main office while the robbery happened.

Reporter: How anyone injured (b. injure)?

2. Mr. Smith: An emergency call signal was detected (c. detect). The police immediately identified the location.

Reporter: Where were the employees and clients taken (d. take) during the robbery?

3. Mr. Smith: Fortunately not. Everybody was rescued (e. rescue) safely.

Reporter: How were the hostages rescued (f. rescue)?

4. Mr. Smith: Yes they were. The robbers were caught (g. catch) three hours later while they were hiding in a farm house outside the city.

Reporter: Were the thieves caught (h. catch)?

5. Mr. Smith: Approximately a billion dollars in notes and gold was stolen (i. steal).

Reporter: How were they found (j. find)?

6. Mr. Smith: A ransom was given (k. give) in exchange for the employees and clients.

2. Write a news report for the morning paper. Use the **passive voice** and the information in exercise 1.

Band of Thieves Caught after Billionaire Bank Robbery

Yesterday, The National Bank was robbed by a band of five thieves. Mr. Smith, the president of the bank, witnessed the robbery and told us that a billion dollars in notes and gold...



Apparatus unit work

6



3. Complete the text using a gerund or an infinitive. Write both when either is possible or the infinitive can be used.

Niklas Hed: The Brain behind Angry Birds

When I was a child, I enjoyed talking (a. talk) about games and trying (b. try) to come up with ideas for computer animations. I was very interested in creating (c. create) physics games and I began coding / to code (d. code) in Pascal, a computer programming language. When I was 12, I decided to design (e. design) a ball that moved and it worked! I enrolled to study (f. study) computer science at Helsinki University. In 2003 two of my friends and I entered a competition held by Nokia and HP to create a mobile multiplayer game on one of the very first smartphones. We won and became tech-savvy.

When I graduated, I was already interested in opening (g. open) my own company so I joined forces with my cousin Mikael and created Rovio in 2004. Later, Peter Vesterbacka started working / to work (h. work) with us. We wanted to create (i. create) a game for smartphones because we believed they would become hugely popular. We were close to bankruptcy when we finally launched Angry Birds in 2009. We would like to explore (j. explore) potential partnerships and continue growing / to grow (k. grow). Today, Angry Birds is more than a smartphone application: it is a brand.



4. Unscramble the words in bold below to complete the interview with Peter Vesterbacka.

Tim: Are there any anecdotes you can share with us about the creation of Angry Birds?

PV: I remember the moment we saw the first grumpy cartoon sketch. **People saw this picture.**

Tim: How clever! How about family members? Did they love the game?

PV: Oh yes! Niklas knew **we / seen / had / never** anything like it before!

Tim: Did you use test players?

PV: Of course. The test players liked the game but **they / understand / didn't** why the birds were so angry.

Tim: How did you explain this to them?

PV: We invented a back story! We told them that **the pigs had stolen** the birds' eggs.

Tim: How clever! How about family members? Did they love the game?

PV: Oh yes! Niklas knew **we had cracked it** and **his mother burned a** Christmas turkey.

Tim: That's a funny story and a great indicator that the game is entertaining. Thank you Peter for sharing this story with our readers.

5. Find and correct the mistakes in the use of the first and second conditional in the sentences below.

a. If you had the ability to create something and you strengthen it, you master it.

If you have the ability to create something...

b. If you will dare to be competitive and creative, you would prosper in what you want to do.

If you dared to be competitive, creative...

Peter Vesterbacka, CEO Rovio Company

7

Have You Read the News?

1. Match the headlines with the news below. There are two extra headlines.

- a. **TIM BARTON'S NEW MOVIE HITS THE HEADLINES**
- b. **A NOVEL TURNED INTO A MOVIE**
- c. **ROCK FESTIVAL REVIVES A ROCK STAR**
- d. **The Story Goes Back to the Origins**
- e. **AN ARTIST'S PRESENT TO A CITY**
- f. **Peter Jackson Has Finished Filming "The Hobbit"**

The Sentinel

JULY 25, N. 3



1 The Amazing Spider-Man has already been shot. It is not the continuation of Spider-Man 3. In fact, this movie includes an all new cast and an all new look, but it is essentially the same original story. However, the new film has added different details to the original one that explore more modern ideas of this superhero as a person.



2 Latin Americans have not forgotten the Argentinean rock legend, Charly Garcia, yet! He closed Bogota's 38th annual Rock in the Park music festival. The spectators have described this concert as unforgettable. The legend performed songs from his first band, *Sui Generis*, and songs from his solo career. This has been the most diverse version of the festival until now because it included various music genres.



3 Three Meters Above the Sky is the film adaptation of the first novel by the Italian, Federico Moccia. It focuses on the love story between an upper-class teenage girl, Babi, and a young motorcycle racer named Hugo. Moccia has assured that his characters represent "real Italian teenagers." However, his critics have described Moccia's characters as stereotyped and atypical Italian teenagers. The Spanish film director, Fernando Gonzalez, has already adapted Moccia's second novel, *I Want You*.



4 World-renowned Colombian artist, Fernando Botero, has already turned 80 years old. As part of his birthday celebration, he has donated a big collection to the Museum of Antioquia in Medellin, Colombia. His most important gift to his city has been the exhibition, *Via Crucis* (Latin for the Way of the Cross), which has scenes from the passion of Christ. Have you seen this exhibition yet? If not, you are missing a great visual experience!

Grammar Strategy

Use *already* to make affirmative sentences and *yet* to make negative sentences in the Present Perfect tense.

2. Read the survey and complete the sentences. Use *already* and *yet*.

	Peter	Carl	Mary
a. Have you seen <i>The Amazing Spider-Man</i> yet?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
b. Have you heard Charly Garcia's new song?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
c. Have you read <i>Three Meters above the Sky</i> yet?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
d. Have you attended the exhibition, <i>Via Crucis</i> , yet?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

3. Based on exercise 1, correct or complete the following sentences by using *already* or *yet*.

START

a. The Amazing Spider-Man hasn't been shot yet. The Amazing Spider-Man has already been shot.

b. **GRAMMAR BOOSTER**
Use *yet* only in questions and negative sentences in the Present Perfect tense.

c. Fernando Botero hasn't turned 80 years old yet. Fernando Botero has already turned 80 years old.

d. **GRAMMAR BOOSTER**
Use *already* mainly in affirmative sentences in the Present Perfect tense.

e. Latin Americans have already forgotten the Argentinean rock legend Charly Garcia. Latin Americans haven't forgotten the Argentinean legend Charly Garcia.

f. **GRAMMAR BOOSTER**
Use *already* to say something has happened sooner than expected. Use *yet* to emphasize that we are expecting something to happen.

g. Fernando Botero hasn't adapted his painting collection, *Via Crucis*, yet. Fernando Botero has already adapted the novel, I Want You.

h. Fernando Botero has donated his painting collection, *Via Crucis*, yet. Fernando Botero has already donated his painting collection, Via Crucis.

9. Fernando Gonzalez hasn't adapted the novel, *I Want You*, yet. Fernando Gonzalez has already adapted the novel, I Want You.

FINISH

4. Complete the interview by writing the correct *Wh-* and *yes/ no* questions in the Present Perfect tense.

The Sentinel

I: I would like to ask you some questions about your fantastic career as a film maker Mr. Burton. How many films have you made?

T: Well, I have made around 21 well-known movies. Some of them are animated films.

I: Have you finished filming your latest movie (a) yet? Yes, I've already finished filming my latest movie. It is called Dark Shadows.

I: In your opinion, what has been the most personal and emotional film you have ever made (b)?

T: The most personal and emotional film I have ever made is *Big Fish*. I made this film shortly after my father died.

I: You have had sad and remarkable moments in your life; what has

I: been (c) the most remarkable moment? My son's birth in October, 2003.

I: Has your son made any (d) movies yet?

T: No, he hasn't made any movies yet, but he's created a couple of animated videos based on his favorite picture books! He has already uploaded the videos on YouTube.

I: That's amazing! One last question Mr. Burton. Have you visited Latin America yet (e)?

T: Yes, I have already visited Latin America. I have vacationed in Argentina and Brazil. Latin America is fascinating!

I: Thank you very much for your time Mr. Burton.

T: Thank you for your invitation.

Lesson 2
From the Inside of a Newspaper

1. Read the descriptions of the different people that work for The City Newspaper and write their jobs. Choose words from the Word Bank.

Word Bank

- photographer
- journalist
- editor
- press operator
- graphic designer

- a. Linda is in charge of the entertainment column. She writes news stories for The City Newspaper about people in showbiz. She is a journalist.
- b. Marco always works with Linda. He goes to the scenes where events happen and takes photographs. He is a photographer.
- c. Mr. Fritz revises and corrects Linda's column. He is the editor of the newspaper.
- d. Mary makes the page layout and produces the final version of Linda's articles. She is the graphic designer.
- e. Peter is the press operator. He operates the press and prints the newspapers that will be sold.

Linda wasn't always a well-known journalist. Before becoming one, she had worked as a waitress during her college years. By the time she started working at The City Newspaper, she had already graduated from college with honors. When she started working for the newspaper, she was in charge of the entertainment column. Her story about Lady Gaga's arrival in the city won her a promotion to columnist. Before that, she had never covered a big story.

Grammar Strategy
Use the context to make appropriate inferences about the use of *by the time*, *before that*, *already*, and *when*.

3. Based on the previous text, complete the following grammar reflection.
- a. Use *when* and *by the time* with the simple past tense to indicate an action in the past.
- b. Use *before that*, and *already* with the past perfect tense to indicate that something happened before another action in the past.

4. Complete Linda's journal entry. Circle the correct option: the Past Perfect tense or the Simple Past tense.

November 5,
Last week I felt completely depressed because I didn't have any important events to write about, but last Friday everything changed! When I went / had gone to bed, I had already contacted an airport worker. He told me that he heard / had heard (a) a rumor about Lady Gaga's arrival in her jet the next day. By the time I went to bed, I planned / had already planned (b) to go to the airport the next morning. I hung up the phone completely astonished. Before that, Marco sent / had sent (c) me a text message asking about our plans for the next day. When I texted him with the exciting news, I prepared / had already prepared (d) my voice recorder, and my iPad for the next day's adventure.

5. Choose the option that best completes each sentence. Then, order the pictures about Linda's coverage of Lady Gaga's arrival.

1 First, Linda a heard about Lady Gaga's arrival from an airport worker.
a. they had already taken tons of pictures and asked Lady Gaga a few questions.
b. they took tons of pictures and asked Lady Gaga a few questions.

2 They went to the airport.
Before that, they a had already prepared the equipment.
b. prepared the equipment.

3 When they got there, Lady Gaga's jet b had already landed.
a. lands.

4 They ran to the landing strip and b had already realized they were the only journalists covering the story.
a. realized they were the only journalists covering the story.

5 Before they left, a they had already taken tons of pictures and asked Lady Gaga a few questions.
b. they took tons of pictures and asked Lady Gaga a few questions.

6 When Lady Gaga b had gotten in the limousine, they had already covered the most important entertainment news of the day.
a. got in the limousine.

6. Finish Linda's story. Complete the sentences with the Simple Past or the Past Perfect tenses.

- a. Marco, the photographer, quickly downloaded (download) the photographs to use in the column.
- b. By the time Linda started to write the column, she had already talked (talk) to the editor of the newspaper.
- c. The editor had said (say) that the story would be printed immediately on the front page of the newspaper, even before Linda stowed him.
- d. Linda was promoted to columnist. Before that, she had never covered (never/cover) an important event in the newspaper.

Writing

1. Read the bits of information of an article's lead paragraph about Sofia Vergara and match them with the correct **Wh-word**.

a. Who	e
b. What	a
c. Where	d
d. How	c
e. When	b

2. Select a title for the article.

Sofia's Latest Film Sofia's Big Scandal Sofia's Big Break in Hollywood

3. Organize the previous information and write the leading paragraph of an article about Sofia Vergara.

Heading Sofia's Big Break in Hollywood

By-line Ashley's my stuff

Lead Ashley's my stuff

4. Look for information about Sofia Vergara and complete the following list of supporting ideas to write the body paragraph for an article.

Her first acting job in English Ashley's my stuff

Award nominations Ashley's my stuff

Recent films Ashley's my stuff

5. Write the body paragraph. Use the supporting ideas from the previous exercise.

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Real Communication

LESSON 4
Hot News

1. Organize the following expressions into negative or positive feelings or reactions. Use the **Word Bank**.

Word Bank

- That's shocking!
- That's awesome!
- That's horrible!
- That's hard to believe!

Positive feelings or reactions
That's awesome!

Negative feelings or reactions
That's shocking!
That's horrible!
That's hard to believe!

2. Circle the most suitable reaction to each news heading. Use the faces.

Vocabulary Strategy
Apply expressions that show negative or positive feelings to react to news.

a. New Michael Jackson's songs have been released. That's hard to believe/awesome!

b. The Apple Company has created a new iPhone. That's the most awesome/horrible iPhone yet!

c. **TSUNAMI HITS JAPAN AGAIN.** That's awesome/shocking news!

d. Biz Stone, founder of Twitter has quit. That's hard to believe/awesome news!

Vocabulary Strategy
Make replies to express negative and positive feelings in a conversation.

3. Circle the best reply in the following conversation.

Paula: Twitter hits the headlines again!
Bob: Really? What's that? That's shocking! (a)

Paula: I know. But he wants to find the next "big thing" on the internet.
Bob: That's awesome/hard to believe! (b)

Paula: Biz Stone has decided to quit Twitter.
Bob: That's horrible/amazing! (c)

Besides, he's the one keeping the site afloat.
Paula: His genius never rests.

(b) He has gained masses of popularity.

15

1. Unscramble the words and identify healthy and unhealthy habits. Then, check (✓) the ones you see in your community.

a. nqaeit/yfa/soof	eating fatty foods	e. somnig	smoking
b. drinng/wear	drinking water	f. dinogercosseie	doing exercise
c. bgein/sendarey	being sedentary	g. hamvjg/ahatthy/deti	having a healthy diet
d. dimkriq/sdoalppso	drinking soda pops	h. slenepig/wiel	sleeping well

2. Complete the hypotheses with the habits from exercise 1 using the correct form of the verbs. Then, match them with the problems.



Problems

- a. Some of our classmates arrived late to class and looked very tired.
- b. Some partners have gained extra weight. Obesity is now more evident in our school.
- c. Some classmates got really tired during physical education class and had difficulty doing the aerobic exercises.
- d. The older students do not enjoy participating in any sports or doing exercise on weekends.
- e. Primary school teachers said that children were very hyperactive in class and couldn't concentrate.

Hypotheses

- c 1. They must not have drank enough water before the physical education class.
- a 2. They might not have slpt well at night after watching TV or using the computer.
- d 3. They could have been sedentary when they were children and now they do not like doing any physical activity.
- e 4. The children must have drank soda pops with their lunch instead of water, milk or fruit juice.
- b 5. They might have eaten fats/fats like hamburgers, potato chips and sodas.

3. For big problems, there are big solutions. Read the following posters. What healthy habits are the students encouraging?

a. *Having a healthy diet*

Fruits and veggies keep you active and in a good mood

You will find a great variety in our cafeteria



b. *Doing exercise*

The recess is for having fun. Join in the different sports on offer

Mon & Wed: Volleyball
Tue & Thur: Basketball
Fri: Soccer



c. *Sleeping well*

Only watch TV and play computer games for one hour in the afternoon

Nights are for sleeping and resting



Word Bank

- stay away
- be active
- sleep well
- eat healthy food

4. Jane Fonda is in her early 70s and still is a very fit person. Use the pictures and the Word Bank to speculate why she is still fit.



a. *She must have been active.*



c. *She must have stayed away from alcohol.*



b. *She must have eaten healthy food.*



d. *She must have slept well.*

Grammar Strategy

Use Past Modals *must have / could have / might have + verb in past participle*, to speculate, deduce, or make guesses about past situations based on evidence.

5. Complete the following conversations by using the modal that best suits. Use the Word Bank.

- a. Why does Philip look tired? He sometimes exercises in between classes. He must have played soccer during the break.
- b. I never thought Tina worried much about her appearance, but she has lost a few pounds! She might have felt overweight.
- c. Mary has arrived early for once! It's unbelievable! Her parents bought her a new bike, so she must have biked to school.
- d. I sat with my friends Carol and Mike during the break. I went to grab some water and when I came back my candy bar was gone. Mike loves candy but Carol doesn't. Mike must have taken it.
- e. Lina is not usually very active in class. But today she was very full of life and didn't fall asleep in any class! Well, she watches TV until midnight every day. Last night, she might have gone to bed early.

Word Bank

- Must-90%
- Might-50%

Word Bank

- Probably = must have
- It's very likely that = must have
- It could be that = could have
- It's possible = might have

6. Rewrite the sentences by substituting the underlined words for a modal verb. Use the information in the Word Bank.

- a. The children probably ate veggies in their lunch. *They must have eaten veggies in their lunch.*
- b. The school principal went to the gym after school yesterday. He probably felt stressed. *The school principal must have felt stressed.*
- c. The students are sweating. It could be that they played volleyball during the break. *The students could have played volleyball during the break.*
- d. The English teacher was in a good mood. It's very likely that the students practiced their presentation at home. *The students must have practiced their presentation at home.*
- e. Most children were eating fruit. It's possible that the cafeteria had healthy options. *The cafeteria might have had healthy options.*



Lesson 2 Healthy Environment

1. Complete the following diagram with the words from the Word Bank.

Non-renewable

a. *oil* *coal* *copper* *iron*

used for: transportation electricity

Renewable

b. *sun* *wind* *water*

used for: electricity irrigation

Word Bank

- renewable
- oil
- sun
- coal
- non-renewable
- water
- iron
- copper
- wind
- renewable

2. Complete the definitions by writing *who*, *that*, or *where*.

a. An environmentalist is someone who cares about the environment.

b. A timber company is one that cuts down trees to make furniture.

c. Dumps are special places where garbage trucks throw the trash away.

d. Recycling containers are garbage cans that allow you to separate recyclables from organic waste.

e. A biologist is a professional who studies animal life in different habitats.

f. Wind turbines are developed to generate electricity. They are used in countries where there is a lot of wind.

g. Oil, coal, copper and iron are fossil fuels that are not renewable.

Grammar and Vocabulary

3. Make one sentence from two. Use *who*/*that*/*where*.

- I went to a water park. The water park had fun attractions for kids and adults.
I went to a water park that had fun attractions for kids and adults.
- In the park, we listened to a group of environmentalists who taught us about saving water.
In the park, we listened to a group of environmentalists who taught us about saving water.
- The park had an aquarium. There were fish in danger of extinction.
The park had an aquarium where there were fish in danger of extinction.
- The water park sold souvenirs. The souvenirs were made from recycled material.
The park sold souvenirs that were made from recycled material.
- The park is a great place. In this area, citizens are happy, healthy, and comfortable.
The park is a great place where citizens are happy, healthy, and comfortable.

4. Play the game snakes and ladders. Find the word that does not make sense in each sentence and connect them in the spaces below.

Grammar Strategy

Reduce information by deleting the repeated phrase of the second sentence and joining the two ideas using a relative pronoun (*who*/*that*/*where*).

FINISH

Some scientists say that our planet isn't the only one who can sustain life.

The area (who) live doesn't have any trees.

Fuels are non-renewable resources who cannot be replaced.

We will test the water (who) people drink to check if it is safe.

People (where) care about the environment, recycle.

START

Scientists found a solution (where) protects towns from the devastating effects of flooding.

I found a forest (who) has not been damaged by man yet.

Experts recommend to use faucets (who) save water.

Pete is a biologist (where) tests all the lakes in my city.

I went to a concert (who) taught us about road safety.

I love to join initiatives (where) protect the water.

1. who **7. that** **12. that** **16. where** **21. that** **24. that**

3. that **11. that** **15. that** **19. that** **23. that** **26. who**



Lesson 3

Smart Lifestyles

1. Skim the first paragraph and identify what the essay is about.

Dangerous effects of fatty foods in children and adolescents' health.

2. Read and complete the text with the connectors in the Word Bank. There are three possibilities per paragraph.

Word Bank

- First of all / Next / Last
- First / Second / Third
- Firstly / Secondly / Finally

Nowadays, the daily diet of children and adolescents has been affected by the availability of foods that are very attractive to them, but have very low nutritional value. These types of foods are well-known as fast food or fatty food. This essay will discuss how fatty foods are dangerous for children and adolescents' health in several ways.

First of all / First / Firstly, fatty foods are heavy in calories and cholesterol, which is bad for their health. Doctors say it is surprising how many children suffer from high cholesterol levels nowadays. This problem can affect the healthy functioning of their arteries. Furthermore, high levels of cholesterol are a major factor contributing to heart disease and stroke when they grow up. To lower cholesterol levels, we need to include lots of fruit and vegetables in their diet, and encourage them to do exercise.

Next / Second / Secondly, fatty foods are low in nutritional value, which leads to malnutrition. Replacing a healthy diet of vegetables, fruit and proteins with empty food like soda pops, hamburgers, hot dogs and the sort might provoke underweight issues among kids. Weight loss might affect the immune system and is considered a risk factor for osteoporosis when children get older. In addition, it has been found that fatigue, dizziness and attention deficit are linked to an unbalanced diet. So, it's important to keep an eye on how much vitamins and minerals teens are consuming in their daily life.

Last / Third / Finally, eating too many fatty foods, more than the body can deal with, and especially if you don't exercise regularly, you will put on the pounds. People who exercise a lot such as runners, swimmers, soccer players, and the sort, can easily lose the extra weight they gain if they eat fatty foods because they burn it by doing exercise. However, youngsters who are sedentary will gain extra weight easily when they indulge in excessive consumption of fatty foods. As a result they will be at risk of having obesity and heart problems. Exercise is a must for everybody.



Reading

3. Identify the main idea and the secondary ideas of the essay to complete the chart.

Thesis statement:
This essay will discuss how fatty foods are dangerous for children and adolescents' health in several ways.

Argument 1: *Fatty foods are heavy in calories and cholesterol.*

Argument 2: *Fatty foods are low in nutritional value, which leads to malnutrition.*

Argument 3: *Eating fatty foods and not exercising leads to gaining extra weight.*

Conclusion: *The consumption of fatty foods should be regulated because it puts health and life at risk.*

4. Check T (true) or F (false) according to the information in the essay. Correct the false statements.

- a. Children and adolescents' diet have been affected by very attractive food with high nutritional value. T F
Children and adolescents' diet have been affected by food with low nutritional value such as soda pops, chips and candy.
- b. The essay discusses three ways in which fatty foods are dangerous for children and adolescents' health.
- c. Doctors say children who suffer from high cholesterol could have heart issues as adults.
- d. Being underweight doesn't affect children's performance at school. T F
Children who are underweight show behavioural problems at school.



5. Answer the following questions based on the information in the essay.

- a. What is another name for fatty foods?
Fast food
- b. What are the three ways in which fatty foods are dangerous?
Suffering from high cholesterol, malnutrition and being overweight
- c. What can we do to help children lower their cholesterol levels?
We need to include lots of fruit and vegetables in their diet and encourage them to do exercise
- d. What happens if children and adolescents eat more fatty foods than they need?
They will easily gain extra weight.

6. Choose a suitable title for the essay.

- a. Fatty Foods Are a Health Risk for Children and Teenagers
- b. Fatty Foods Are Very Attractive
- c. Children and Teenagers Love Fatty Foods



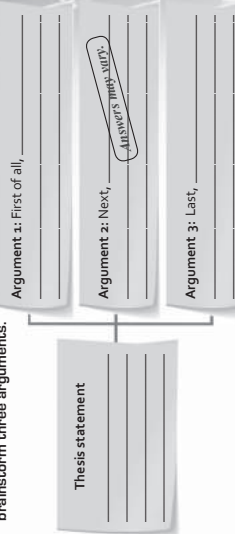
Writing Strategy

Write a thesis statement to state the topic and the main idea of an essay.

1. Write logical thesis statements with the phrases and the specific groups or places given below. Make use of your background knowledge.

- a. Ways to take care of the environment (Native Americans):
This essay will discuss ways in which Native Americans have taken care of the environment.
- b. Ways to save water, recycle and conserve energy (families at home):
This essay will discuss ways in which families at home could save water, recycle and conserve energy.
- c. Three important things to consider when doing exercise (adolescents):
This essay will discuss three important things that adolescents need to consider when doing exercise.
- d. Simple physical activities to include in the daily lifestyles (workers at the office):
This essay will discuss simple physical activities that workers should include in their daily lifestyles at the office.
- e. Ways to protect our planet (factories):
This essay will discuss ways in which factories could protect our planet.

2. Choose one of the thesis statements from the previous exercise and brainstorm three arguments.



3. Use the structure of the previous exercise to write the essay. Begin each paragraph with a sequence connector.



LESSON 4

Fit as a Fiddle

1. What do the underlined expressions mean? Choose (✓) the right option.

- a. Look at you! You are as fit as a fiddle. It means _____
 1. the person looks slim and healthy.
 2. the person looks sick and unhealthy.
- b. The owner of the timber company is in murky waters. It means _____
 1. the person is involved in legal activities.
 2. the person is involved in illegal activities.
- c. I'll move heaven and earth to stay fit. It means _____
 1. the person is determined to do something difficult.
 2. the person feels happy to do something.

2. Complete each situation by using an appropriate expression. Choose (✓) the right option.

- a. I never exercise. I often eat fatty foods and rarely drink water. I feel really tired all the time. I'm in _____
 1. murky waters 2. bad shape
- b. The environmentalists of this city will _____ to convince the authorities to move the dump to another area.
 1. be in murky waters 2. move heaven and earth
- c. People in Sweden, Denmark and Germany are _____ because they go everywhere by bike.
 1. in good shape 2. in murky waters



Peter

Laura: _____

Peter: _____

Answers may vary.



Maria

Laura: _____

Peter: _____

Answers may vary.

3. Write two conversations based on the situations described below. Use the idioms from the previous exercises.

Peter is now fitter. He has started to exercise every day and looks healthier.

Maria has been on an excursion to the mountains. She observed that the place is not clean and the streams are polluted with chemicals from an illegal coal mine.

Laura: _____

Peter: _____

Answers may vary.

Maria: _____

Peter: _____

Answers may vary.

Character and Personality Traits

Word Bank

- humble
- vain
- sociable
- ambitious
- competitive

Paul: Oh, I don't think so. She gets on well with all kinds of people. She's very sociable (b).

Mike: You know what I really admire in a girl? I like it when a girl never thinks she's better than others. She should be a humble (c) woman.

Paul: Oh, Jane is definitely so. Also, she's not too proud of herself and never expects admiration for her achievements. She's not vain (d) at all.

Mike: I like her already! When can I meet her Paul?

Paul: I'm chatting with my cousin Jane. She's really ambitious.
 Mike: Really? I like that quality in a girl.
 Paul: What's she like?
 Mike: She's always making plans for her future. She's really ambitious.
 Paul: Really? I like that quality in a girl.
 Mike: What kind of guy does she like? I am quite competitive (a) because I always like to win. And sometimes I don't usually care about the consequences of my actions, you know. Do you think she will turn me down for that?

Vocabulary Strategy

Pay attention to context clues to identify the meanings of words.

- Complete with an appropriate adjective. Use the clues in each sentence and the Word Bank. There is an extra word you do not need to use.



- Find out more about Jane and Mike. Choose the phrasal verb that is closest in meaning to the underlined words.



- Jane has a good relation with her cousin Paul. They have been best friends for almost 10 years.
 - 1. gets on
 - 2. gets out
 - 3. gets off
- Jane likes to meet new people, so she didn't reject the idea of meeting Mike.
 - 1. turn out
 - 2. turn off
 - 3. turn down
- This year, Jane's family company gained a lot of money thanks to their great job.
 - 1. brought in
 - 2. brought down
 - 3. brought up
- Mike wonders if Jane likes pop or rock music. Should he choose FUN's or U2's DVD?
 - 1. go on
 - 2. go for
 - 3. go off
- Mike has to investigate her personality.
 - 1. look for
 - 2. look after
 - 3. look into
- Mike always hides his feelings. You never know if he is happy or upset about something.
 - 1. holds on
 - 2. holds back
 - 3. holds in

- Use *find*, *turn*, *get*, *go* and the prepositions *down*, *out*, *on*, *for* to complete the conversation.

Jane: Thank you for introducing me to Mike. Do you know if he likes me? He's very reserved. I'll never find out (a) anything from him!
 Paul: He's very attracted to you, Jane. I know because he doesn't stop talking about you.
 Jane: Oh! Really? I think Mike and I are opposites! However, we get on (b) well.
 Paul: I hope he doesn't turn down (d) our invitation.



- There are some blanks in the following e-mail. Read it and add the appropriate prefix *im-*, *in-*, *ir-* and *un-* to the incomplete words.

Dear Jane,

I was very im sensitive today at lunch. I was trying to be funny, but I was very im polite (a) and im mature (b) when I made fun of the food. You acted quite well, though. Did I make you im happy (c)? Please do not hold back your feelings. I appreciate you not being in tolerant (d) with me when I act ir rationally (e)! I promise I won't embarrass you anymore in front of your parents by being im reliable (f) or im predictable (g). Please send my regards to your parents and my deepest apologies for my attitude. Let me know if we can still be friends. Let's go out sometime again. Please do not turn down my invitation. I look forward to hearing from you. Please forgive me.



Love, Mike

Vocabulary Strategy

Use graphic organizers to record and apply new vocabulary.

- Choose six words from exercises 1 to 4 and make graphic organizers. Include all the elements that are in the model (definition, synonym, antonym and a sentence).

definition: <i>Not to think that you are better than others.</i> synonym antonym sentence: <i>My mom is a humble person.</i>	definition: c. definition: sentence: d. definition: sentence: e. definition: sentence:
modest arrogant humble word sentence: <i>My mom is a humble person.</i>	Answers only vary.
Answers only vary.	Answers only vary.
Answers only vary.	Answers only vary.

Lesson 2

Free BLOG

HOME PROFILE VIDEO FAVORITE BOOKMARK STATISTICS DIRECTIONS MESSAGE

Posting Your Feelings and Emotions

1. Read the following advice column in an online magazine for teenagers. Circle the correct verb form. Then, make a comment about the text.

The Vet's Inquirer

What Are You Posting on Your Wall?

Social networks and personal blogs are full of emotional posts or comments. It seems that people prefer *express* (to *express*) just their feelings, instead of stating a serious point of view. This may have pros and cons. On the one hand, you could make a person *feel* (to *feel*) better by showing sympathy, or support if he or she is in a difficult situation. On the other hand, there are other contexts in which posting feelings will make you *look* (to *look*) foolish or expose you to mockery. Take a look at the following post on a Facebook wall:

This message makes me *wonder* (to *wonder*) why the sender decided *making* (to *make*) this letter public! Would you let anyone *use* (to *use*) something like this on your public page? Apparently, today's society is looking for a second kind of recognition, a virtual one. Some psychologists have studied this phenomenon and found out that our self-esteem is being affected. Tell me what you think.

Dr. Castañeda

Comments:

Honey, it's been a year since we split up, but our love has proven to be true even through the worst of times. Every single day I thank God because he lets us *be* (to *be*) together. I love you more than you could ever imagine. I'm hopeless at *stop* (to *stop*) it. Baby, you mean the universe to me. I'm not at all doubtful about *love* (to *love*) you *smile* (to *smile*). I know that you care and will always be there.

OK, boys. This is too cheesy. Hahaha....

Like • Comment • Share

2. Write the appropriate form of the verbs in parentheses to complete the interview script.

Free BLOG

Bono, from U2, is my favorite artist. Why is that? It's simple: he's an amazing singer and a tireless activist. I must confess that I was skeptical. Not many famous artists consider *helping* (to *help*) people in need.

Interviewer: I'm really pleased and excited to have you here today. When did you join U2?

Bono: Wow! That's ancient history ... in October 1976 while I was still in high school.

Interviewer: By then you only hoped *to play* (to *play*) in bars and be loved in our hometown.

I: Oh, but look what you have accomplished! You are international stars.

Bono: We aren't disappointed or annoyed with that result, I'll tell you that.

I: But you didn't want to be a common star, did you? When did you decide *to become* (to *become*) an activist?

Bono: In the mid-eighties I was inspired by Live Aid, and I traveled to Ethiopia to work in a feeding camp with my wife Ali and the charity World Vision. Since then, I have been interested in *using* (to *use*) my fame to

problems?

I: You certainly seem to generate awareness of many global problems.

Bono: Definitely, I will keep *working* (to *work*) hard to generate awareness of many global problems.

I: You certainly seem doubtful about your plans and are determined to make them work.

Bono: Absolutely. My passion is to entertain, but my mission is to help others, be useful to society, you know.

Grammar and Vocabulary

Posting Your Feelings and Emotions

3. Complete the chart to form adjectives with the suffix -less and -ful.

Root	-less	-ful	Meaning
use	useless	useful	full of use(s)
hope	hopeless	hopeful	full of hope
doubt	doubtless	doubtful	full of doubt
help	helpless	helpful	full of help
care	careless	careful	full of care
fear	fearless	fearful	full of fear
color	colorless	colorful	full of color

4. Complete the comments about Bono's interview. Use the Word Bank.

Free BLOG

Thank you for posting Bono's interview. I heard about this band from my mom! It's funny to like the same music your parents like (LOL). Mom says she got really inspired to open her own company with social responsibility in mind because of Bono. Now she's very *careful* (a) with money because she's saving to open her new business and bring in some income to the family. She feels *longful* (b) and her eyes light up when she talks about her plan to involve women who are single parents in the business.

My oldest cousin is a *discolorful* (c) fan. She is incurable! She has all U2's records and DVD's. I think she is really obsessed. One anecdote! She went to U2's concert in Mexico City in 1997 when she was in her 20's and she still wears the same pair of jeans she wore to the concert. She always says, "these are my lucky jeans! They are *colorless* (d) from using and washing them a lot, but I will always wear them."

It's nice to find a post that is not gibberish or nonsense. This is *useful* (e) information for my social studies class because we are discussing current world leaders and inspirational people. I'll definitely talk about Bono in my class. Thank you for your post!

Word Bank

• hopeful • colorless • careful • cheerful • useful

5. Add -or -ed to the verbs in each tip of the star. Write the resulting adjective to complete the list. Then, make sentences using each word expressing how you felt about comments you have received on your wall.

a. *Disappointed* _____
Disappointed because my friends made fun of my hairdo and my dress.

b. *Pleased* _____

c. *Excited* _____
Excited and very...

d. *Annoyed* _____

e. *Loved* _____

Early Life

A Kristen Jaymes Stewart is an American actress. She was born on April 9th, 1990 in Los Angeles, California, USA. She is best known for playing Bella Swan in *The Twilight Saga*. Her father is a stage manager and television producer and her mother is an Australian script supervisor. Kristen has an older brother and an adopted brother. As a child she was a hard-working student, and would panic if she didn't turn her homework in. But her stay in school was short because she attended until the seventh grade and then continued her education by correspondence until she completed high school. Everybody thinks Kristen's personality is like the character Bella in *The Twilight*, but it is not. Kristen described herself as shy and lonely as a kid. She is extremely mature and serious, a trait associated with introverts. She defines herself as a logical thinker, making sure that each step rests firmly on previous knowledge; she is like a scientist in that sense.

3. Go back to the text and classify the information below. Use the chart on the left.

Type of Information	Abbr.	Information	Type
Anecdotal	A	a. Kristen was born on April 9 th , 1990 in Los Angeles, California, USA.	F
Factual	F	b. An agent saw her perform in her elementary school's Christmas play.	K
Personality	P	c. One of her brothers is adopted.	Pr
Private	Pr	d. She is extremely mature and serious.	P
Key Event	K	e. She and co-star Robert Pattinson have been romantically linked.	Pr
		f. In 2012, Kristen was the highest paid actress in Hollywood.	F
		g. There are many stories about Kristen and Rob written in the press, including rumours about a break-up and a marriage proposal.	A

Reading Strategy

Identify types of information in a biography to improve comprehension.

Key Events in Life: Information that talks about a decisive experience in a person's life.

Anecdotal Information: Information that is not based on careful study.

Factual Information: Information that is real, it tells the truth and talks about something that actually exists.



4. Search for the answers to the following questions in the biography.

- What is Kristen best known for? *For her starring role as Bella Swan in The Twilight Saga.*
- When did she have her first role in a movie? *When she was ten years old.*
- What is *The Thirteen Year*? *The first movie she appeared in.*
- Where was she born? *She was born in Los Angeles, California, USA.*
- Why is she reserved about her personal life? *Because she says it's not beneficial for her.*
- When did she become famous? *She became famous in 2008.*

5. Describe the meaning of the following sentences from the biography using your own words.

Reading Strategy

Paraphrase (describe a word or phrase using different words) to check understanding of the text. Use expressions such as:

- In other words...
- That is to say that...
- This means that...

- Kristen Stewart is an animal lover.
This means that *...she likes animals very much.*
- As a child she was a hard-working student.
In other words, *she was an excellent and disciplined student.*
- She is very quiet about her personal life.
That is to say that *she doesn't like to make public her personal life.*
- She defines herself as a logical thinker.
This means that *...she is very rational and thoughtful.*
- I'm always say to myself I'm never going to give anything away because there's never any point or benefit for me.
In other words, *she knows that making public her life is not worth doing.*

LESSON 3

People's Highlights

1. Read the following extract of an interview with Kristen Stewart and circle the right answer.

Interviewer: You started when you were nine years old. You wanted to act, right? It wasn't like you were forced into it because your parents were in the industry?
Kristen: No. Not at all. My parents are crew. They were both confused when they found out that I wanted to act. But they have supported anything that my brothers and I have wanted to do. It was something I thought was fun because I grew up on sets.

Interviewer: Does it bother you to see yourself in the tabloids?
Kristen: There's nothing you can do about it, to be honest. I don't leave my hotel room—literally, I don't. I don't talk to anybody about my personal life, and maybe that perpetuates it, too. But it's really important to own what you want and keep it to yourself.

Adapted from <http://www.interviewmagazine.com/film/kristen-stewart-1/#page3>



a. She started acting as **child** teenager.

b. Her parents **influenced** **did not influence** her decision to become an actress.

c. She is **amazed** **indifferent** about the tabloids.

d. Kristen Stewart is **reserved** **open** about her personal life.

2. Put the following biography in order by writing A, B, and C in the correct place. Then, write the topic for each paragraph using the options given in the box on the right.

Private Life

C **Nowadays**, Kristen lives in Los Angeles. Apart from acting, she is also interested in attending college in the near future to study literature. She wants to be a writer. **Since** meeting on the set of *Twilight* in 2008, Kristen and co-star Robert Pattinson have been romantically linked and many rumours about their relationship have included both a break-up and a marriage proposal. She is very quiet about her personal life, she says: "I'm selfish. I always say to myself I'm never going to give anything away because there's never any point or benefit for me." She affirms that if she ever gets married or has a baby she will not reveal her kid's name for a long time. Kristen is also an animal lover. She has one cat and three dogs, and adores looking after them. Her real-life hobbies include reading books and writing. She draws on her life experiences to write imaginary stories.

Professional Career

B She became an artist **at a very early age**. Her acting career began at the age of nine, after an agent saw her perform in her elementary school's Christmas play. **One year later**, she had her first role in a movie. It was a small nonspeaking part in the Disney Channel original film *The Thirteenth Year*. After that, she had several small parts in movies and even a starring role, but it wasn't **until 2008** that she became famous for her starring role as Bella Swan in *The Twilight Saga*. Because of these films, Kristen Stewart has already earned a place in the magazines of pop-culture history. **In 2012**, Kristen was the highest paid actress in Hollywood, earning millions of dollars for the *Twilight* series, including royalties. Some of the critics have said she is a tremendously convincing actress and her performance in the saga was mesmerizing while others find her role in the saga unconvincing. She is truly an enigmatic actress and it is difficult to say what exactly her charisma is. One magazine writer said: "It's the unwritten nature of Stewart's own story now, with its surreal subplots and recent twists and turns, that makes her compelling to watch."

- Early life
- Professional career
- Private life

Reading Strategy

Identify time expressions to help you to understand a person's life events in a biography: **nowadays**, **at a very early age**, **one year later**, and the **sort**.

Writing

1. Read the following tips on writing a biography and match the headings of each one with the corresponding explanation.

Tips

- a. Get basic information about the person.
- b. List achievements and influences.
- c. Arrange information.
- d. Verify information.

Explanations

- 1. Organize the story of a person's life in chronological order. It allows the reader to trace the subject's life from beginning to present day.
- 2. You should mention personal achievements and how these have affected a person's life. You can also incorporate any personal influences.
- 3. It is very important that you confirm the information to be accurate. If you obtain information from sources on the net, make sure these sites are trustworthy.
- 4. Obtain essential information about the individual: the person's full name, date and place of birth and family background.

2. Follow the previous tips and then list ideas about a well-known person who interests you. Write only key words or short phrases.

Anecdotal Information

Name: _____
 Early life: _____
 Professional life: _____
 Private/Family: _____

Factual Information

Early life: _____
 Professional life: _____
 Private/Family: _____
 Key events: _____

Writing Strategy

List ideas before writing a text.

3. Write a short biography of the person you have chosen. Use the information from the previous list.

Introduction and Early Life

Answers may vary.

Professional Career

Answers may vary.

Private Family Life

Answers may vary.

Writing Strategy

- Use time phrases to organize a biography:
- She /He was born...
 - As a child / kid / teenager...
 - After high school / college / graduating...
 - When she / he was...
 - She /He became a...
 - At a very early age / at the age of...



Lesson 4

Grinning from Ear to Ear

Tweets

1. Read the following news from a social network and some responses from followers. Unscramble the words in bold to complete the idiomatic expressions.

@DJ SOD | June 19
 Awesome news! I still remember how she grinned from ear to **ear** (a) when receiving her 6th Grammy award in 2012.

@BittProducer | June 20
 Soon as I heard her for the first time, I fell **hdae** (b) over heels in love for her voice. She's the for best.

@KellyOzz | June 20
 She is often criticized for being a big-sized woman! This makes my **bood** (c) boil. I know what it's like because I used to struggle with my weight. But I lay down with those comments. Adele is a terrific artist. Your weight does not define who you are, your talent does!

@AdeleFanForever | June 20
 Adele had a very difficult break up with her boyfriend. Her album 21 is inspired entirely by that event. My **htraet** (d) sunk when I listened to her song "someone like you." It is really sad and beautiful at the same time.

Word Bank

- your heart sinks
- grin from ear to ear
- make your blood boil
- fall head over heels in love

2. Choose the most appropriate idiomatic expression from the Word Bank to complete the conversations. Put the verbs in the correct tense.

A: I just read that Adele has a serious vocal cord surgery. I was really surprised about it.

B: Oh, that is a tragedy. My **heart** _____ (a) too when I read the news. I hope she recovers 100%.

A: Have you heard Adele's new song?

B: Of course, I bought it on iTunes today.

After I heard it, I immediately **fell** _____ (b) with it.

A: Look at this wonderful photograph of Adele. She's _____ (c).

B: This is definitely a photo to remember her by. She looks absolutely stunning!

3. Answer the following questions about times when your emotions have come into play.

- a. When was the last time your heart sank? _____
- b. Have you recently fallen head over heels in love for a person? _____
- c. What or who makes you grin from ear to ear? _____

Answers may vary.

Appeal of Traditions!

1. Use the Word Bank to complete the trivia about traditional celebrations around the world. Then, answer it.

Word Bank

- honored
- carried
- renowned
- recognized
- sung

TRIVIA

a. In this country, people celebrate their birthday twice: on their birth date and on their name day. For the second celebration, everyone who has the name of a saint who is honored by the church, celebrates their birthday on that saint's day, too.

1. France
2. Italy
3. Greece

c. What carnival is recognized for having people who paint their faces black one day and white the following day?

1. The Carnival in Pasto, Colombia
2. The Carnival in Rio de Janeiro, Brazil
3. The Carnival in Oruro, Bolivia

b. In this country, for nine days before Christmas, pasada or lodging processions pass through the streets. The figures of Mary and Joseph are carried to a friend's house, where a carol is sung, asking for lodging for the Holy Family.

1. Panama
2. Guatemala
3. Argentina

d. He was recognized as the patron saint of a country. On his day, millions of people wear green and celebrate with parades and good cheer.

1. St. Patrick of Ireland
2. St. Paul of the Cross
3. St. Peter Claver



2. Complete the following conversations. Use the *passive form* of the verbs in parentheses in the Simple Present or Simple Past tense.



Andy: Why are you dressed up in green? (dress up)
 Pedro: Today is St. Patrick's Day. It is an Irish tradition to wear green!
 Isabella: Whose name day is celebrated today, mom? (a. celebrate)
 Adriana: Mine! Thank you for remembering it. Let's make Greek dishes and invite some friends.
 Laura: Dear family, it is our turn for the eighth pasada tomorrow.
 Pedro: When were we chosen? (b. choose)
 Laura: We were chosen by the priest during mass yesterday.
 Pedro: Great! I'll take out the saints. Where were they put away? (c. put away) last year?
 Cristina: Where is the black paint kept? (d. keep)?
 Pedro: On the top shelf, but what do you need black paint for?
 Cristina: Oh, it's black day at the Carnival today. We are all going to the plaza with our faces painted black. You are invited to join us. Come on, it'll be fun!

3. Read the story of Mary and Joseph going to Bethlehem. Circle eight mistakes in the use of the passive voice. Write the correct form in the spaces below.



Not many details are new about Mary and Joseph's trip to Bethlehem, but their story is celebrate all around the world and the scene of the manger is exhibit by millions of Christians during Christmas time. Moreover, historians, theologians and scientists are fascinate by this topic. The most accepted story says that Mary and Joseph used to live in a land that was governed by the Roman Empire. It happened that the Emperor Augustus wanted to have a list of all the people in the empire and make sure they paid their taxes. Everyone was order to return to the town where their families originally came from. There was a register or census where their names were record the trip from Nazareth to Bethlehem is known to have been long and arduous; therefore, Mary and Joseph traveled very slowly because Jesus was due to be born soon. When they reached Bethlehem they were faced with a problem: so many people had come for the census that every inn was full and there weren't any rooms left. Therefore, they want given a proper bed to rest in, but a stable with livestock. In this poor place Jesus, the Son of God, was born. There wasn't a cradle available for baby Jesus, so where was baby Jesus lay down? Jesus' bed was the manger that the animals ate their hay from.

- a. known e. ordered 9. weren't
 b. celebrated f. recorded h. laid

4. Unscramble the sentences and check (✓) if they are T (true) or F (false).

- a. renowned / Mary and Joseph's trip / by / is / all around / Christians / the / world /
 Mary and Joseph's trip is renowned by Christians all around the world. T ✓
- b. Roman Empire / the / was / by / ruled / the / Emperor Herod /
 The Roman Empire was ruled by the Emperor Herod. T ✓
- c. was / Everyone / to / ordered / return / to / the / inn / used / they / to / live /
 Everyone was ordered to return to the inn they used to live in. T ✓
- d. Mary and Joseph's names / weren't / the / census / entered / in /
 Mary and Joseph's names weren't entered in the census. T ✓
- e. were / they / normal / given / accommodation / the / night / for /
 They were given normal accommodation for the night. T ✓
- f. Jesus / baby / was / to / sleep / in / a / bed / comfortable /
 Baby Jesus was put to sleep in a comfortable bed. T ✓

5. Read the text below and choose between *passive* or *active voice*.

Santiago: Where did you put away were put away the Christmas decorations last year?
 David: I put them on the top shelf of my closet. Do you want me to take them out, Dad?
 Santiago: Yes, please. Are they damaged? Do they damage them? (a)
 David: The decorations look fine are looked fine (b), but the lights are burnt out.
 Santiago: Already? They bought were bought (c) last year. I guess we'll have to buy new ones.
 David: Can I come? You chose them were chosen (d) last time. I want to choose this year...



Lesson 2

Past Echoing in the Present

1. Choose the best option to complete the dialog in *passive voice* in the Present Perfect tense.

Teacher: Good morning everybody. Today's topic is about remarkable people of the 21st century and their contributions. Can you mention any examples?
Jana: Well, I read that a significant contribution to science **have been made** by Dr. Anthony Atala.
Teacher: Great, what **have been his contribution / has been his contribution**?
Jana: He's a scientist who has created human organs at the Wake Forest Institute for Regenerative Medicine.
Teacher: Thank you Gabriel and Norman. She is also a fine example for today's class.

Word Bank

- elevate
- gain
- honor
- nominate
- direct
- elect
- consider

2. Complete the text with the appropriate verb in the Word Bank. Use the *passive voice* in the Present Perfect tense. Then match the pictures with the corresponding text

a. The first lab-grown organ to be implanted in a human **has been developed** at the Wake Forest Institute for Regenerative Medicine. The Institute **has been directed** by Dr. Anthony Atala since 2004. He has made a significant contribution to science by growing human tissues and organs like livers, kidneys and bladders. His work will save thousands of lives.

b. Sonia Ghandi **has been elected** President of the Indian National Congress. She came into politics after the demise of her late husband Rajiv Gandhi, Ex-Prime Minister of India. Great fame in terms of position and influence in Indian politics **has been gained** by this politician. She **has been nominated** like Forbes and Times as one of the most influential women of the year.

c. Only one woman **has been honored** with a Nobel Prize in the field of Economics. Elinor Ostrom was the recipient of this prize in 2009 for her analysis of economic governance of common property like air, water and public spaces. These **have been considered** the world's most urgent problems that require collective action.

3. Search the web and find examples of people in the 21st century associated with the following topics.

Topics	a. Advanced cancer treatment	b. Women's equality	c. World poverty	d. Children's rights	e. Space travel
Name	James Watson				
Action	Research that shows it is wrong for advanced cancer patients to take multivitamins				

4. Match columns A and B to form sentences with *used to*.

A	B
a. Dave Eggers used to live in Chicago, but	1. presently he is a writer, publishing entrepreneur and activist.
b. He used to work for a local newspaper, but	2. nowadays his works have received critical acclaim.
c. When he was a boy he didn't use to write, but	3. after his parents died he moved to Berkeley, California.
d. He used to be an unknown writer, but	4. now writing is his passion.
e. He used to write about his personal life and local politics, but	5. over time his writing topics have become more universal and social oriented.

Dave Eggers

5. Read the chart and fill in the blanks using *used to*. Then, match the three columns based on the product they describe.

Product	Past	Present
a. Mobile phones	1. In 1885, a young American called Charlie Nagreen <u>used to sell</u> (sell) meatballs. He realized that they could be put between two pieces of bread so people could have this meal to go. That is one of the stories of how this fast food dish was born. How much did it <u>use to cost</u> (a. cost)? Only a few cents!	2. Today this fashion item has become the world's most popular garment. The clothing industry continues to develop this item of clothing in more fabrics and styles than ever before.
b. Hamburgers	2. In 1873 Levi Strauss invented this garment. At that time it was only worn by men who worked in US gold mines. Did women <u>use to wear</u> (b. wear) it? No, they didn't <u>use to wear</u> (c. wear) it. It started being worn by women in the 1950s. Teens first, and then, by the 60s, everyone was wearing it.	1. Today, restaurants around the world try to create really expensive versions of this dish. One restaurant in New York sells <i>Le Burger Extravagant</i> and costs around \$300 dollars. How much would you pay for it?
c. Blue jeans	3. In the last century, only a few people <u>used to have</u> (d. have) them. Why did it <u>use to be</u> (e. be) so exclusive? Some experts say that once technology is mass produced, it becomes accessible and less expensive for everyone.	3. In this century, they are used by many people and are considered one of the world's most important inventions in the field of communication in the modern times.

Lesson 3

Old Times and Modern World

1. Read the description of each camera. Then identify their corresponding picture.



a. Brownie Camera
Kodak's Brownie was produced from 1900 until 1960. It became a cheap camera for bringing photography to the masses.

b. Polaroid Camera
It was developed in 1948 and consisted of a sandwich of chemicals and paper which could self-develop the photos in a few minutes.

c. Daguerreotype
It is believed to be the first commercially produced camera. It was introduced to the world in 1839.

2. Read the essay and mark the paraphrases below each paragraph as TS (topic sentence) or SS (supporting sentence).

200 Years of Photographs

Photos are our memories of people, places, trips and parties. Today, our lives are documented on Facebook, Twitter and Instagram. However, it didn't use to be like this; we simply used to keep photos in our shoeboxes or albums. It is said that the oldest picture is less than 200 years old. So, who used to take photos and why and how did they use to take them? How different is it nowadays?

TS a. Photographs can be seen as tangible projections of our memory.

SS b. The earliest picture was taken two centuries ago.

In the past, very few people were able to shoot photos, while today, most people can. The camera obscura, invented in the 14th century A.D., is considered the first type of camera, and is used as a sketching aid by artists. With the first commercial camera in the 19th Century, only inventors, photographers

and photojournalists used to take photos. The Kodak's Brownie cameras, invented in the 1900s, became available for people who could afford to buy one. Hence, amateurs could begin to explore their own ideas and creativity. Soon after, cameras found their way into most households, so people could keep memories of important dates and celebrations. Because technology has flourished in the 21st century, now anybody can take photos, at any time and any place.

SS c. One invention that can be considered as a kind of early camera was used to make drawings.

TS d. Only a few professionals could afford a camera and take pictures.

The reasons why we shoot photos nowadays is different. These days, every party, birthday, sports game and concert is documented in detail so that people can remember the event. In the past however, the reasons were very different.

Reading



For example, with the initiation of photography in the Victorian era, an uncommon practice was developed: the dead were photographed. It is well known that mortality rates were high, so when loved ones died, the Victorians immortalized them in photographs. Post-mortem photographs were the only photograph a family had of the deceased because photos used to be very expensive and most families didn't use to own a camera.

TS e. The present purposes of taking photos differ from the ones in the past.

SS f. Households did not have a camera and photographs were costly.

The way in which we shoot photos has changed drastically. In the past, only physical (analog) photos were taken: first in black and white and later in color. They were usually developed and stored in shoeboxes or in albums.

SS g. The communication tools that we use today include applications for photos and videos.

TS h. The manner in which we take photos has undergone considerable changes.

In sum, it has been almost 200 hundred years since the first photograph was taken. Diverse purposes, numerous types of cameras, and different kinds of photos underlie this ancient practice. Although analog pictures have almost disappeared, the growth of photos continues.

3. Based on the text, check (✓) the best answer.

Reading Strategy

Locate the information required by each question in the correct paragraph to choose the best response.

- a. The primary purpose of the essay is to:
- State the advantages and disadvantages of different types of cameras and photos.
 - Discuss the history of photography and cameras.
 - Compare and contrast past and present usage of photos.
- b. According to the essay, which of the following is true about Victorians:
- They used to photograph the living.
 - They used to photograph dead animals.
 - They used to pay a reasonable price for the post-mortem photos.
- c. The essay mentions each of the following, EXCEPT:
- People have had different reasons to shoot photos throughout the years.
 - Shooting photos was a popular activity after World War II.
 - Analog pictures have almost disappeared due to the invention of the digital camera.

4. Read the text again and identify the organization of the essay. Circle the correct information.

Reading Strategy

Analyze the features of the text and find organizational patterns to identify the type of essay.

- a. The essay begins with an introduction to **(attract) turn down** the reader.
- b. The essay presents **the pros and cons / a comparison and contrast** of the topic.
- c. Each body paragraph has one idea stated in the **(topic sentence) supporting sentence**.
- d. Each body paragraph contains **true examples / statistics / facts / (all of them)** to support the topic sentence.
- e. The last paragraph is **a summary of the body paragraphs / presents new comparisons**.

Writing



1. Investigate the following celebrations and traditions in the given countries and complete the descriptions comparing and contrasting such celebrations in the past and the present.

a. Christmas in the USA

- In the past, for Christmas dinner, people had pork and vegetables which were grown in the house's vegetable garden, while now Answers may vary.
- Before, in the Christmas stocking, there would be an orange, sweets and nuts and maybe a book. However, at present Answers may vary.
- Although children used to play games on Christmas Eve, nowadays Answers may vary.

b. Easter in Colombia

- Although Answers may vary. at the present time, society has taken Easter and commercialized it so that most people think of having big meals with fish instead of the importance of Christ's Resurrection.
- While in the past Answers may vary. nowadays, the whole of Holy Week is often a holiday used for traveling and tourism.
- Earlier, on Palm Sunday, most people went to mass, bringing palm leaves and branches to be blessed by the priest, but Answers may vary.

2. Choose one of the celebrations from the previous exercise and write the introductory paragraph of a comparison and contrast essay.

Answers may vary.

3. Develop two body paragraphs and the conclusion of the essay. Use the three differences you wrote about the topic in exercise one.

Paragraph 1 _____


Paragraph 2 _____

Conclusion _____

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Real Communication

LESSON 4
Breaking with...



1. Read the summary of an episode of the American sitcom *The Big Bang Theory* and underline three colloquial expressions.

Sheldon Changes Christmas to Newton-mas

In this episode, the Christmas tree is decorated by Penny and Leonard. Sheldon does not want to participate because he does not celebrate Christmas. He says that Jesus was not born on December 25th, but in the summer. As usual, Sheldon refuses to break the habit of using scientific facts. He claims that "Jesus' birthday was changed to winter time to replace a pagan festivity. However, Sir Isaac Newton is very Christmassy because he was born on December 25th, 1642; his crowning achievement, according to Sheldon, was the invention of calculus. Sheldon makes everybody uncomfortable trying to break with tradition by renaming Christmas "Newton-mas" and trying to put the bust of Newton on top of the Christmas tree.

2. Answer the questions based on the previous text.

- What habit does Sheldon refuse to break? He refuses to break the habit of using scientific facts.
- What is Sir Isaac Newton's crowning achievement? His crowning achievement is the invention of calculus.
- What tradition is Sheldon trying to break? He is trying to break with the tradition of Christmas.

3. Complete the following conversations. Use the Word Bank.

When will you break the habit of using only facts?

Oh, Penny! I will never break with tradition.

Why don't you believe it was Sir Isaac Newton who invented calculus? That was one of his crowning achievements.

Well, I dispute that claim. It was Leibniz, not Newton who invented calculus.

Word Bank

- break the habit
- crowning achievement
- break with tradition

4. Read about the tradition of New Year's resolutions and complete the ideas with your own information.

On New Year's Eve, Americans write New Year's resolutions. A New Year's resolution is a commitment that a person makes to achieve one or more personal goals or projects, or the reforming of a habit.

For New Year...

- I'll break the habit of _____ Answers may vary.
- My crowning achievement will be _____
- I won't _____; for sure, I'll break with tradition!

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Going on Vacation

1. Answer the survey and discuss with a partner.

What are your holiday preferences?

a. On vacation you prefer...

- going back to places you have visited before.
- going to a new destination.
- staying at home.

b. I go on vacation...

- every six months.
- once a year.
- not even once.

c. Who would you like to go with to the following destinations?

- | | | | | | | | |
|------------|--------------------------|--------------|--------------------------|---------------|--------------------------|--------------|--------------------------|
| my dad | <input type="checkbox"/> | safari | <input type="checkbox"/> | luxury spa | <input type="checkbox"/> | cruise | <input type="checkbox"/> |
| my mom | <input type="checkbox"/> | snorkeling | <input type="checkbox"/> | scuba diving | <input type="checkbox"/> | water skiing | <input type="checkbox"/> |
| my sibling | <input type="checkbox"/> | kite surfing | <input type="checkbox"/> | just relaxing | <input type="checkbox"/> | sightseeing | <input type="checkbox"/> |
| my couple | <input type="checkbox"/> | sunbathing | <input type="checkbox"/> | shopping | <input type="checkbox"/> | Other | <input type="checkbox"/> |

d. The top three holiday destinations in your country are...

1. _____
2. _____
3. Paris, Rome, and London

e. You would like to go to...

- Canada
- Mexico
- France
- Italy
- Bahamas
- Other _____

f. Which of the following activities do you look forward to on a vacation?

- snorkeling
- scuba diving
- water skiing
- just relaxing
- sightseeing
- sunbathing
- shopping
- Other _____

Grammar Strategy

Use tag questions to verify or check for information.

A positive statement is followed by a negative tag, and a negative statement is followed by a positive tag.

2. Complete the conversations about holiday preferences with the appropriate tag question.



Mary: Our vacations are around the corner, aren't they?
 Patty: Oh yeah! We should start planning. Actually in this survey there are a couple of ideas. What do you think?
 Mary: You are not looking forward to any adventure activities or nightlife, are you?
 Patty: Not really, I just want to relax. You like going to little towns, don't you?
 Mary: Yeah! Let's call immediately and book it!

Travel agents: Please fill out this survey and I will be with you in a moment.

Mike: Thanks. Let's see. We'd prefer to go on a beach holiday. That'd be great, wouldn't it?
 Patty: Yes! And you could go snorkeling, couldn't you?
 Mike: Of course. We could go shopping, sightseeing, and enjoy the nightlife!
 Patty: But we can't afford it, can we?
 Mike: I guess not.

Travel agents: Hi, again, I overheard that you have doubts about going on a beach holiday, don't you?
 Patty: Yes, we think it could be too expensive unless we stay in hostels for backpackers. We don't want that, do we?
 Mike: Of course not! We dream of a nice all-inclusive hotel on a paradise beach.
 Travel agents: Well, I think I have the perfect place at the right price. Give me a minute...

3. Mike and Patty are discussing the final details of their trip. Write the correct tag question.

START

The flight tickets and the passports are in our carry-on bags, aren't they? (g)?

We booked a room with a view of the beach, didn't we? (h)?

The taxi will pick us up at 8 o'clock, won't it? (f)?

Meals are not included in the plan, are they? (i)?

Mike, you did the online check-in, didn't you? (b)?

We have finished packing our suitcases, haven't we? (c)?

The hotel looks fantastic, doesn't it? (d)?

They will serve breakfast at 8 AM by the pool, won't they? (j)?

HOTEL

FINISH

Word Bank

- book
- stay
- look for
- pack

4. Complete the following email with the verbs in the Word Bank. Use the infinitive or the -ing forms when needed.



Dear Mr and Ms. Ramirez,

According to the conversation we had on the phone, you said that you wanted to travel to the coffee growing region of Colombia with your wife and daughter, didn't you? You also said that you wanted to rent a farm. Before I continue to look for / looking for (e) some farms for rent, I would like to ask you some other questions. Would you like to book (b) a farm with recreational areas like a pool and a barbecue? Near or far from any sights, recreation, nightlife or shopping? How or moderate? Near or far from any sights, recreation, nightlife or shopping? How about the weather, would you like a hot place or would you prefer a cooler location? How long would you like to stay (c)? And finally, what is your budget? This is a really important question because I will be able to choose options that you can afford. If you get back to me soon, I will find the perfect destination and you and your family will be able to pack (d) your suitcases for a wonderful trip!

Grammar Strategy

Identify verb patterns that are followed by a gerund, an infinitive or both to make a text grammatically accurate.

Johan Salamanca
 Trans American Travel Agency
 1565 Folsom St. Boulder, CO 80503
 Phone: +46 (0)16 220 04 39

5. Look at the chart of preferences sent by the Ramirez family. Check (✓) the pictures that best suits them.

Swimming pool	✓
Barbecue	✓
Far from sightseeing places, recreation, nightlife and shopping	✓
Modern	
Old fashioned	
Hot place	✓
Cold place	



Lesson 2

Amazing Things to Do

1. Complete the crossword puzzle about sports and adventure activities people often do on holiday.

- Across**
- Moving across snow on a board as a cliff or wall, by sliding down tunnel of a wave
 - Descending a vertical surface, such as a cliff or wall, by sliding down with a rope
 - Racing in a lightweight canoe
 - Cycling off-road, on a trail or on dirt
 - Going down a hill or other slope for recreation using a simple sled or toboggan

- Down**
- Diving using a snorkel
 - Climbing rock surfaces using specialized techniques and equipment
 - Underwater swimming using a tank and a special suit
 - Going on an extended walk for pleasure or exercise

Grammar Strategy

Some adjectives consist of two words, e.g. **well-known**. They are often connected with a hyphen before nouns so that you can clearly see it is one adjective, e.g. a **well-known** person.

2. Rephrase the underlined parts of the following sentences by writing compound adjectives.

- Chileans enjoy skiing in the mountains close to the city of Santiago. Everybody knows about these mountains. *Chileans enjoy skiing in the well-known mountains close to the city of Santiago.*
- We went on a mountain bike adventure in Guatemala for two weeks. We went on a five-week mountain bike adventure.
- Nassau presences its coral reefs very well. Nassau has very well-preserved coral reefs.
- The slopes for snowboarding in Austria are first class. Austria offers first-class slopes for snowboarding.
- Pilgrims that take the Way of St. James in Spain have to walk 100 km. St. James is a 100 km walk way.
- The tradition of walking the Way of St. James is about 1,500 years old. Walking the Way of St. James is a 1,500-year-old tradition.

3. Read each of the reported speech sentences below. Then, check (✓) the option that contains the original message.

- She said that approximately 100,000 people would arrive from destinations abroad.
 - 1. "Approximately 100,000 people arrive from destinations abroad."
 - 2. "Approximately 100,000 people will arrive from destinations abroad."
 - 3. "Approximately 100,000 people are arriving from destinations abroad."
- The local news broadcaster said that 300,000 people were arriving in the city returning from their holiday vacation.
 - 1. "300,000 people are arriving in the city returning from their holiday vacation."
 - 2. "300,000 people were arriving in the city returning from their holiday vacation."
 - 3. "300,000 people arrived in the city returning from their holiday vacation."
- She said that it was the busiest vacation in the last decade.
 - 1. "It was the busiest vacation in the last decade."
 - 2. "It will be the busiest vacation in the last decade."
 - 3. "It is the busiest vacation in the last decade."
- She said that this phenomenon was affecting traffic in the city.
 - 1. "This phenomenon is affecting traffic in the city."
 - 2. "This phenomenon was affecting traffic in the city."
 - 3. "This phenomenon will be affecting traffic in the city."



4. Report the answers given by the interviewees. Change the tense when necessary.

<p>a. Reporter: Sister, tell us about your experience this holiday.</p> <p>Sister: We walked the Way of St. James in Spain. We were traveling with little money so we had to ask for food from the locals. It was an interesting experience.</p>	<p>b. Reporter: Here comes Iker Casillas. Where did you go last holiday?</p> <p>Iker: I went snorkeling in Nassau. I really loved the coral reefs there. I will never forget such a great time!</p>	<p>c. Reporter: Where are you coming from?</p> <p>Woman: I took a spa-holiday in Samui island in Thailand. It's a well-known place to relax. I feel completely refreshed!</p>
<p>The sister said that <u>they had walked the Way of St. James in Spain. They had been traveling with little money so they had had to ask for food from the locals. They added that it had been an interesting experience</u></p>	<p>Iker said that <u>he had gone snorkeling in Nassau. He had really loved the coral reefs there. He added that he would never forget such a great time!</u></p>	<p>She said that <u>she had taken a spa-holiday in Samui island in Thailand. It's a well-known place to relax. She added that she felt completely refreshed!</u></p>



Lesson 3

Holiday Destination

1. Examine the title of the flyer. List the ideas that come to mind about this title.



Do not miss out on what Mother Nature has to offer... Visit Machu Picchu, Peru, and be prepared to be blown away!

- a. _____
- b. *Answers may vary.*
- c. _____
- d. *Answers may vary.*
- e. _____

Reading Strategy
Analyze pieces of information to activate your previous knowledge.

2. Seven sentences have been removed. As you read, choose the sentences [a-h] to complete the text.

- a. It has to be booked well in advance.
- b. One way is by taking the train from nearby Cusco.
- c. Some of the most extraordinary ones, for example, are the Ruins of Intipata, the Gate of the Sun, and the mountain of Wayna Picchu.
- d. Although it remained well known locally, it was unknown to the outer world.
- e. Other routes are open, but roads may be closed suddenly because of landslides and flooding.
- f. Do not miss the chance to try all kinds of spicy food.
- g. However, the best Peruvian specialties are mainly found in the countryside.

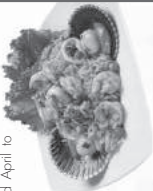
An old saying goes "beauty is in the eye of the beholder," but when visiting Machu Picchu in Peru, all will undoubtedly see beauty so stunning that it will fill the eye and warm the heart. The name 'Machu Picchu' means 'Old Peak', and it is one of the most mysterious ancient sites in the world. Machu Picchu, according to legend, used to be considered a sacred place a long time ago. The creation of the astonishing city is attributed to the Inca people. The Incas started building it around 1400 AD, but abandoned it a century later at the time of the Spanish Conquest. _____ (a) _____ (b) It was the North American historian Hiram Bingham, who rediscovered the ruins in 1911.

Reading Strategy
Use context clues like punctuation, connectors, and the ideas already given, before and after the gap, to identify where missing parts fit.

Today, there are well-preserved baths, temples, palaces, and about 150 houses. These gray granite structures are so perfect that they are quite simply works of architectural genius.
Location
The city was built 2,430m above the Urubamba River, in the middle of a tropical mountain forest.

Reading

The peak tourist season is during the dry season in July and August because the nights are cool and the days are usually dry. Buy tickets well in advance for travel during this season to avoid being turned away from transportation. However, many people visit the site in November and April to avoid the crowds.



What to eat
Peru has one of the world's finest cuisines. Many people around the world are familiar with quinoa, a type of seed used in different dishes, and pisco sour cocktails. _____ (a)

(b) There is such a great variety of Peruvian specialties to try when you go to Machu Picchu that the time will not be enough. Try, for example ceviche, a preparation of raw fish marinated in citrus juice and a traditional causa, a type of casserole with layers of potatoes and avocados. These dishes are supposed to be good enough to die for.

Budget

Our travel agents can help you customize your trip according to your availability, tastes and preferences. There are plans that suit a range of budgets. There are 1-day to 30-day tours from US \$300. Do not hesitate to contact us.

Contact us at +0051-84-25431
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like us on facebook, follow us on twitter

- **Landslides:** when dirt and rocks slide down a mountain.
- **Flooding:** to cover with liquid, usually water.



3. Use *so* or *such* to complete the sentences. Then, check (✓) T [true] or F [false] according to the text.

	T	F
a Machu Picchu's constructions are <i>such</i> _____ magnificent structures that they are considered a work of art.	✓	
b When you take the train you can observe <i>such</i> _____ astonishing scenery that you will be amazed.	✓	
c July and August are <i>so</i> _____ rainy that it is not recommended to visit Machu Picchu during this time.		✓
d The Inca trail is <i>so</i> _____ dangerous in February that it is closed in order to prevent accidents.	✓	
e Peru has <i>such</i> _____ a great variety of dishes that you won't be able to try them all.	✓	

Dealing with Difficult Situations

1. Find the words in the puzzle related to problems that teens often have.

- a. To delay action (v).
- b. The state of being unaccepted (n).
- c. The act of harassing or intimidating others (n).
- d. The impression a person gives to the public (n).
- e. To make someone else do something by arguing or persuading (v).
- f. The self or individuality of a person that distinguishes his/her from others (n).



Vocabulary Strategy
Use definitions and images to identify vocabulary.



2. Read and complete the conversations with some of the words above. Then, check (✓) the word that is not a synonym of the word you wrote.

Tina: Oh, no! It's Tuesday and I haven't done my math assignment. It's due tomorrow.

Josh: Why do you procrastinate? If you want, I'll give you a hand with the assignment but promise me you'll keep up your work in the future.

bring forward postpone delay

Lin: Look at these models. They are so skinny! Oh, I'm so envious. What do you think, Leva?

Leva: That's not pretty Lin! They look ill. I'm not so concerned about my image to stay healthy and feel happy with myself.

interior appearance looks

Fabio: Ugh! There's so much to study. I can't stand the pressure of school!

Jugly: Don't worry! Come and study with us! We have a study group. If someone has difficulties, we help each other.

stress relaxation tension

Jose: You are a homeroom teacher, aren't you? What's that like?

Valeria: Oh, my teens are great! I love them so much but lately one of them has been bullying other teens. I am working hard on stopping it.

intimidating maltreating supporting

Reading Strategy

Identify, paraphrase to improve comprehension and be able to interpret, understand, learn, and use a text you have read.

3. Choose the word that best completes the ideas on the left. Then, match them to their corresponding paraphrase.



- a. if exercise exercised 30 minutes a day, I'll feel happy and improve my mood, according to a research study.
- b. If I were a victim of someone who posted a fake profile on a social network, quoddy will report it to site monitors. That's what they advise you to do.
- c. If a person intimidates / intimidated me, I will talk to someone about it and make sure that they help to make it stop. The school psychologist once advised me that.
- d. If am / were you, I wouldn't let falling a test take control of my life because that would make me fall more!

- c. It is my responsibility to let someone know I'm being bullied so he/she can do something to end it.
- b. I would inform the web-site administrators about imposters on the internet, in case they caused me any harm.
- d. If I let one failure take over my mind, it would make me think negatively about my future tests and I might fail them too. It is a good idea to have a daily physical activity to do for half an hour because it helps you to stay in a good mood.
- a. Jim has to choose between two extra-curricular activities: robotics and environment. He likes them both very much.

4. Complete the dialogue. Use the Word Bank and put the verbs in the correct tense to form the second conditional.

Word Bank

- start
- disappear
- take up
- write
- be
- have
- use
- happen
- visit

Mia: Wo, are you surfing the net again? What would you do if the internet disappeared?

Becky: Oh, I would be bored all the time if that happened.

Mia: Maybe you would be more creative with your free time. Try imagining what you would do.

Becky: OK, let's see...oh, I would start exercising more; I like riding bikes. Also, I would write or email.

Mia: Oh that's a hard one. Maybe I would visit my friends more often. If we didn't have time to meet, we'd probably write letters to each other to catch up; that's what our grandparents used to do.

Grammar Strategy

Recognize and use formulas and patterns to express what you want to be true or real.

- a. Jim has to choose between two extra-curricular activities: robotics and environment. He likes them both very much.
He wishes he didn't have to choose between robotics and environment.
- b. Sandra loves exercising but there aren't enough hours for physical education at school.
She wishes there were more hours for physical education at school.
- c. Jim can't go out tonight because he has soccer practice early in the morning.
He wishes he could go out tonight.
- d. Daniel isn't communicating with his parents very well.
He wishes he were communicating with his parents very well.
- e. Jim's friends aren't very supportive.
He wishes his friends were very supportive.

Lesson 2 What Would You Have Done if...?

1. Match the pictures with the phrases in the Word Bank. Then organize the pictures from 1 to 6 to determine the sequence of events.

Mario's Chain Reaction

1

2

3

4

5

6

Word Bank

- a. missing the teacher's explanation
- b. arriving late to class
- c. failing a test
- d. not being able to study without class notes
- e. waking up late
- f. using Facebook until midnight

2. Use the ideas above and the Word Bank to reflect on Mario's story. Use the third conditional.

- a. If Mario hadn't used Facebook until midnight, he would have gone to bed early.
- b. If he hadn't woken up late, he would have gotten to class on time.
- c. If he hadn't arrived late to class, he would have heard the teacher's explanation.
- d. If he hadn't missed the teacher's explanation, he would have taken his own notes in class.
- e. If he hadn't forgotten to take notes from his classmates, he would have reviewed them for the test.
- f. If he had studied for the test, he wouldn't have failed it.

3. Identify and circle the mistakes in the following regrets. Then, correct them.

- a. If I had passed the test, I would have obtained a higher grade in the subject. passed
- b. If I had obtained a higher grade, I would have applied for an internship in a multinational company. applied
- c. If I did that internship, I would have been accepted to The University of Japan. had done
- d. If I had been accepted to The University of Japan, I would have studied Asian Studies. studied
- e. If I had studied Asian Studies, my biggest dreams would have come true. come



Teacher: Julia and Martha, I have asked you to come to try to solve things. **Martha:** I appreciate that teacher. I know I acted terribly wrong and I'm sorry for that.

Julia: I appreciate it, too. I think that if we really try, we can (d. can) make up and start fresh. I wish this hadn't (e. not happen) happened. I still can't understand why you stole my homework, Martha. **Martha:** I apologize for doing that Julia. I wish I hadn't (f. not do) done (f. not do) so. I was desperate. I couldn't understand the assignment and I really needed a good grade. It won't happen again.

Teacher: I'm glad you regret having done it.

Julia: I am glad too. I forgive you Martha and in the future you should ask for help when you don't understand something. If you need (g. need) my help, I will (h. explain) explain (h. explain) the tough topics to you. You can count on me.

Martha: Oh, that would be great Julia. I'm very good at chemistry, so offer my help to you, too. Thank you very much Ms. Castro for helping us reconcile.

Teacher: I think you two have reached an agreement. Now, how about a hand shake and a hug?



4. Complete the following conversation. Use the verbs in parentheses.

Teacher: You look worried. What's wrong Simone?
Simone: It's just that I wish I hadn't kept (not keep) quiet about a bully in my class.
Teacher: Why?
Simone: If I had (a. tell) told (a. tell) you that my friend Julia's homework was stolen, she wouldn't have (b. get) gotten (b. get) a bad grade.
Teacher: That's terrible Simone.
Simone: I wish I had (c. make) made (c. make) the right decision.
Teacher: I think it's never too late to tell the truth. Besides, you have to denounce bullies because we can do something to stop it.
Simone: Thanks for listening Ms. Castro.

5. What would you have done in the situation described above?

- a. If I had been in Julia's shoes, I would have Answers may vary.
- b. If I had been Martha, Answers may vary.
- c. If I had been in the teacher's place, Answers may vary.
- d. If I had had to solve the situation, Answers may vary.

6. Paraphrase the following ideas using wish followed by the Past Perfect tense.

- a. Pablo feels sad that he didn't attend his painting classes. He wishes he had attended his painting classes.
- b. Laura regrets that she didn't have private tuition to help with her English class. She wishes she had had private tuition to help with her English class.
- c. Paul is sorry he spent his money on running shoes. He wishes he hadn't spent his money on running shoes.

Lesson 3

The Teenage Brain

right place. The rest can be total messes and you can still read it without a problem. This is because the human mind does not read every letter by itself, but the word as a whole.



- 1. Can you read this?**
According to research at Cambridge University, it doesn't matter in what order the letters in a word are, as long as the important thing is that the first and last letters are in the right place.
- 2. Answer the questions.**
- Did you know your brain could read mixed-up words?
Answers vary widely.
 - Can you write a short sentence with mixed-up words? What is the trick?
Answers vary widely. Leave the first and last letters of each word in their right place.

- 3. Match the statements (a, b, c) with the corresponding pieces of information below.**
- This area allows you to speak a language.
 - This area allows you to understand a language.
 - This is the hemisphere in which you find language processes.

1. The *Wernicke's* area is the region of the brain involved in the comprehension of speech.

2. In most people (97%), both *Broca's* area and *Wernicke's* area are found in only the left hemisphere of the brain.

3. The *Broca's* area is the region of the brain involved in the production of speech.

Reading Strategy
Identify scientific information stated by experts to raise awareness of the credibility in a scientific text.

THE LANTERN
Special Report

Early Age and Second Language Learning

For this special issue of our school's newspaper, our student reporter interviewed Prof. Sanchez, PhD in Second Language Acquisition from the University of Salamanca, about second language learning in children who are very young.



Reading

Reporter: Prof. Sanchez, is there an ideal age to learn a second language?

Prof. Sanchez: According to some linguists like Penfield and Roberts in 1959, children have ideal conditions to acquire a second language (L2) before puberty. They called it the **critical age period**. They assert that there is a vital stage between birth and puberty to learn a second language.

Reporter: In what sense is this period ideal or vital?

Prof. Sanchez: It has been proved that early learners – between 3 and 6 years old – find it easier to control over the grammar, accent and rhythm of the language. For example, they will imitate the sounds of the second language much more accurately than those who start learning after puberty. These discoveries were shown by linguists such as Johnson, Newport and Krashen.

Reporter: How is this possible? Why is it easier?

Prof. Sanchez: To understand this you have to compare the brain processes of early learners and late learners. When an L2 is learned during the critical period, it shares some regions used by the mother tongue (L1). Under this condition the brain works faster by recognizing linguistic patterns between the two languages and storing them. Functional magnetic resonances (scans showing electromagnetic energy)

have shown that Broca's area is heavily involved in this process. If the language is learned at a later period, the L1 is already strongly established and it therefore interferes with the learning of the L2.

Reporter: Amazing! What about gender. Is it easier for boys to learn an L2 than girls?

Prof. Sanchez: In fact, it may be the other way around. According to Dr. Liño Martínez, a researcher and lecturer, there is a tendency for early language acquisition to be more precise in girls than in boys, suggesting that girls will be better at acquiring a second language in the beginning than boys. However, the differences will disappear once their brains develop completely.

Reporter: So, studying a second language at an early age in schools can be advantageous for children because their brains have the flexibility to do so. Also, children can imitate the new language sounds better.

Prof. Sanchez: That's correct. Furthermore, academic achievement increases when children learn a second language in their first years of schooling. However, they may forget it easily if they do not use the language.

Reporter: Thank you Prof. Sanchez for your observations about second language learning.

Adapted from: *Language Development, Critical Period: The Newport Report of the Rochester University, New York, USA.*

- 5. Read each idea and decide which one is stated explicitly (S) in the text and which one is (I) inferred.**
- The critical age period:
 - The critical age period occurs between birth and teenage years making it the ideal time to learn a second language. **S**
 - It is better to learn a language when children are very young. **I**
 - L2 and brain processes:
 - Early learners store the L2 more efficiently than late learners. **I**
 - The early learner's brain stores a significant amount of information about the L1 and L2 in the same areas. **S**
 - Age and learning:
 - Learners between 3 and 6 years old don't face many difficulties with pronunciation. **S**
 - Older learners are more likely to speak their L2 with a foreign accent. **I**
 - Girls and boys:
 - Gender is not an indicator of successful second language learning. **I**
 - Before puberty, girls learn with more precision than boys at the beginning of the process. **S**

Reading Strategy

Connect the language clues in the text with your prior knowledge to construct understandings beyond what is explicitly stated in the text.

1. Carry out some research about the topic of *Learning Languages with Video Games*, and complete the following outline below.

One advantage is:

Answers may vary.

Learning Languages with Video Games

Another advantage is:

Answers may vary.

Writing Strategy

Use quotation marks "..." to enclose words quoted from experts. Do not include them when you use synonyms and different grammar to summarize what they said.

According to _____

Answers may vary.

Studies show that _____

Prof. / Dr. _____ states that _____

Answers may vary.

Studies show that _____

Writing Strategy

Write about only one topic in each paragraph to maintain unity in a composition. Use *transition signals* to achieve coherence in the composition: *in fact, also, secondly, indeed, finally, most convincingly, in sum.*

2. Use your ideas from the previous activity and write a short scientific article.

Learning Languages with Video Games

Introduction (complete the thesis statement with the two advantages)

Learning a language can be difficult, but with the aid of a playful element the experience can be very positive. Therefore, learning languages with video games can be advantageous for children because _____ and _____

Answers may vary.

First paragraph (write the 1st advantage and support it with an argument from authority, a study or a statistic)

In fact, _____

Answers may vary.

Second paragraph (write the 2nd advantage and support it with an argument from authority, a study or a statistic)

Also, _____

Answers may vary.

Conclusion (restate the two advantages using different words)

In sum, _____

Answers may vary.

LESSON 4

Your Wish Is My Command!

1. Complete the conversations using the expressions in the Word Bank. Use the correct form of the verbs.

Word Bank

- To give the heebie-jeebies
- To kick oneself
- Your wish is my command



A: Did you hear the children's story about a big spider in their class?

B: Yes, my son told me it! It gave me the heebie-jeebies.



A: Honey, what's wrong?

B: Dad, today I left my homework at home and I got a poor grade. I wanted to kick myself.



A: Ms. Johnson, can we decide what to do for the talent show?

B: Of course! Your wish is my command.

2. Complete the texts with the idiomatic expressions above. Then, match them with the correct pictures.

a. When I asked my parents to buy me a tablet I was hoping they would say "son, your wish is my command," but instead they told me to earn it by being responsible in my school duties, being a good son, and helping around the house.

b. I explained to my class the rules of a game called *arnesiacs*, but when I finished, one of my students said "teacher we did that last week." I felt really embarrassed and wanted to kick myself, but then we all laughed and had a good anecdote to tell.

c. We read *The Black Cat* by Edgar Allan Poe in our English class. The story gave me the heebie-jeebies because it is really spooky! However, I enjoyed it a lot.



3. Complete with personal information.

a. What book or movie gave you the heebie-jeebies? Answers may vary.

b. When did you really want to kick yourself about something? Answers may vary.

c. When was the last time you made someone's wishes your command? What did you do for her / him? Answers may vary.

Test Training Sections — Rubrics and Grading

English B1.1

In *English B1.1*, three Test Trainings 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 at 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
Vocabulary range	Has an insufficient repertoire of words and simple phrases to talk and make predictions about an imaginary past event. His / Her low vocabulary range impedes communication.	Has a limited repertoire of words and expressions to talk and make predictions about an imaginary past event. Most of the time confuses the meaning of words or expressions, making the message unclear.	Has a good repertoire of words and expressions to talk and make predictions about an imaginary past event. Confuses or lacks some of the vocabulary at times, but this does not affect communication.	Has an outstanding repertoire of words and expressions to talk and make predictions about an imaginary past event. His / Her vocabulary control facilitates communication.
Accuracy	Shows very limited control of grammatical structures and patterns to talk and make predictions about imaginary past events (tenses and modals). Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, grammatical structures and patterns to talk and make predictions about imaginary past events (tenses and modals). Confuses these structures and patterns systematically, which usually causes communication breakdowns.	Uses a basic repertoire of grammatical structures and patterns to talk and make predictions about imaginary past events (tenses and modals). Some confusion may be present, but this does not affect communication.	Uses structures and patterns to talk and make predictions about imaginary past events (tenses and modals). The appropriate use of these structures and patterns facilitates communication.

Fluency	Manages only isolated sentences and confuses tenses. Struggles to handle pre-packaged utterances, with a lot of pausing to search for expressions. 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 occasionally pauses for grammatical and lexical planning.
Interaction	Has great difficulty making predictions about an imaginary past event and expressing his / her opinion about it. Finds it hard to initiate, maintain, respond and close the conversation. Requires constant repetition of the message delivered by the other speaker.	Can, with a lot of effort, make predictions about an imaginary past event and express his / her opinion about it. Very rarely understands enough to keep the discussion going of his /her own accord. Repetition on part of the other speaker is required.	Can, with some hesitation, make predictions about an imaginary past event and express his / her opinion about it. Responses are adequate in the ongoing conversation most of the time.	Can successfully make predictions about an imaginary past event and express his / her opinion about it. Is able to provide extra details spontaneously in the ongoing conversation.
Coherence	Presents the required information (based on a suggested plan) in a very inconsistent way. Finds it very difficult to organize his / her ideas, especially when asking questions or when following the conversation. Total or notable omission of task input. Meaning is not conveyed.	Connects ideas inappropriately, especially when asking questions. Natural conversation tone is not achieved. Task input is inadequately covered or omitted. Meaning is usually lost.	Organizes, with some sufficiency, his / her ideas when making predictions about an imaginary past event. The message is clear although there are some hesitant sentences. Task input is used.	Organizes his / her ideas successfully, especially when making predictions and expressing his / her points of view about an imaginary past event. The message is clear and concrete and the task input is fully used.

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 text largely lacks data or it is hardly related to the information suggested in the prompt (speculate about the lifestyle of a person who lived for 122 years).	The information included in the text is sometimes unclear and confusing. A lot of the information related to the task prompt (speculate about the lifestyle of a person who lived for 122 years) is missing.	The text presents the intended message. However, some circumlocutions make sentences too long and unconnected, impeding communication to a certain extent.	The text clearly presents the information suggested (speculate about the lifestyle of a person who lived for 122 years).
Grammatical accuracy	Inappropriate use of modals in the past (<i>must, might</i> and <i>could</i>) to speculate about the lifestyle of a person who lived for 122 years. Little demonstration or no understanding of their use.	Attempts to use modals in the past (<i>must, might</i> and <i>could</i>) to speculate about the lifestyle of a person who lived for 122 years. Sometimes demonstrates understanding of their use; however, the message is still confusing.	Appropriate use of modals in the past (<i>must, might</i> and <i>could</i>) to speculate about the lifestyle of a person who lived for 122 years. A few mistakes may be present, but they do not impede a clear message.	Modals in the past (<i>must, might</i> and <i>could</i>) to speculate about the lifestyle of a person who lived for 122 years are successfully used. This makes the message clear.

<p>Vocabulary range</p>	<p>Very limited control and range of words and expressions related to healthy habits. Frequent misuse of vocabulary completely obscures the message.</p>	<p>Limited control of words and expressions related to healthy habits. Lexical limitations may obscure the message.</p>	<p>Shows control of an average range of vocabulary related to healthy habits. Some confusion might be present, but it does not greatly impede communication.</p>	<p>Shows an excellent and accurate control of words and expressions related to healthy habits.</p>
<p>Organization and cohesion</p>	<p>The text lacks punctuation marks and capitals. The message consists mostly of a vague argument and unconnected supporting sentences. The poor organization and cohesion make the message mostly incomprehensible. Too far below the number of words required by the task.</p>	<p>The text shows some attempts at capitalizing and using punctuation marks, but most of the time this is done incorrectly. Attempts to connect the argument to supporting sentences, but this is not done consistently. The text is still shorter than suggested in the task.</p>	<p>Capitals and punctuation marks are used appropriately most of the time. The argument and supporting sentences of the text are connected appropriately. The text covers most of the prompts asked for in the task.</p>	<p>Capitals and punctuation marks are used when necessary. The argument and supporting sentences of the text are linked with the appropriate connectors. The message is clear, precise and within the number of words required.</p>
<p>Appropriateness of register and format</p>	<p>The expressions and the layout used make the text's register (formal) and format (opinion paragraph) mostly inappropriate for or inconsistent with the task. The thesis in the text is not clearly presented.</p>	<p>The expressions and the layout used make the text's register (formal) and format (opinion paragraph) somewhat inappropriate for or inconsistent with the task. The thesis in the text is not appropriately supported.</p>	<p>The expressions and the layout used make, most of the time, the text's register (formal) and format (opinion paragraph) appropriate for the task. The thesis in the text is also appropriately presented.</p>	<p>The expressions and the layout used consistently make the text's register (formal) and format (opinion paragraph) appropriate for the task.</p>

Test Training A (Units 1 and 2) – How to Grade

Section	CEF Standard	Performance	Descriptor
Listening (5 points)	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation is straightforward and clearly structured.	Excellent (5)	Easily understands the general topic and extracts the essential information from a straightforward and clearly structured talk.
		Good (3-4)	Understands the general topic and extracts the essential information from a straightforward and clearly structured talk, but shows some misunderstanding at times.
		Needs practice (0-2)	Has difficulty to understand the general topic and extract the essential information from a straightforward and clearly structured talk.
Reading (10 points)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text to fulfill a specific task.	Excellent (10)	Successfully draws logical conclusions based on the information provided in long texts.
		Good (6-9)	Draws logical conclusions based on the information provided in long texts. Difficulties may be present when inferring some ideas, but these do not affect comprehension.
		Needs practice (0-5)	Fails to draw logical conclusions based on the information provided in long texts.
Writing (10 points)	Can write straightforward connected texts on a range of familiar subjects within his / her field of interest, by linking a series of diverse elements into a linear sequence.	Excellent (10)	Accurately writes a coherent short text including a general statement and cause-effect relations to support facts, reflections and conclusions.
		Good (6-9)	Writes a short text including a general statement and cause-effect relations to support facts, reflections and conclusions. However, still has language problems in terms of grammar, vocabulary, and spelling.
		Needs practice (0-5)	Fails to write a coherent short text including a general statement and cause-effect relations to support facts, reflections and conclusions.
Speaking (10 points)	Can give or seek personal views and opinions in discussing topics of interest.	Excellent (10)	Is able to hold a discussion about an imaginary past event. Is able to ask for information and give his / her personal views and opinions in order to interact appropriately.
		Good (6-9)	Although holds a discussion about an imaginary past event, some occasional language mistakes do not allow him / her to complete the task appropriately.
		Needs practice (0-5)	Fails to hold a conversation about an imaginary past event. Grammar problems cause misunderstandings and a lack of interaction. Very limited fluency because of hesitant speech and a lack of appropriate structures.

Test Training B (Units 3 and 4) - Rubrics

Qualitative Aspects of Spoken Language: Interaction (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Vocabulary range	Has a very basic repertoire of words and expressions to describe a famous celebration around the world.	Has a basic repertoire of words and expressions to describe famous celebrations around the world.	Has a good repertoire of words and expressions to describe famous celebrations around the world.	Has an outstanding repertoire of words and expressions to describe famous celebrations around the world.
Accuracy	Does not manage the Passive Voice in the Simple Past, Simple Present and Present Perfect tenses to describe famous celebrations around the world.	Hardly uses the Passive Voice in the Simple Past, Simple Present and Present Perfect tenses to describe famous celebrations around the world. Confuses expressions systematically, which may cause communication failure.	Correctly uses the Passive Voice in the Simple Past, Simple Present and Present Perfect tenses to describe famous celebrations around the world. Sometimes confuses the use of verb tenses and expressions, but this does not greatly affect communication.	Uses in an appropriate way the Passive Voice in the Simple Past, Simple Present and Present Perfect tenses to describe famous celebrations around the world.

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.
Interaction	Has great difficulty responding to simple statements and asking questions. Finds it hard to initiate and hold a face-to-face conversation when talking about to describe famous celebrations around the world. Requires repetition of the message delivered by the other speaker because he/ she is unable to understand.	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.	Can, with some hesitation, respond to simple statements and hold a face-to-face conversation about to describe famous celebrations around the world. Both responses and questions are adequate in the on going conversation most of the time.	Can successfully respond to simple statements and hold a face-to-face conversation about to describe famous celebrations around the world. Is able to provide extra details spontaneously in the on going conversation.
Coherence	Finds it very difficult to organize his / her ideas, especially when asking questions (using the Passive Voice in the Simple Past, Simple Present and Present Perfect tenses) or when following the conversation. Total or notable omission of task input and meaning is not conveyed.	Connects ideas inappropriately, especially when asking questions (using the Passive Voice in the Simple Past, Simple Present and Present Perfect tenses) or when trying to follow the conversation. Task input is inadequately covered or omitted. Meaning usually gets lost.	Can organize, with some sufficiency, his / her ideas when asking questions, (using the Passive Voice in the Simple Past, Simple Present and Present Perfect tenses) or following the conversation. The message is clear, although there are some hesitant sentences. Task input is used.	Is able to organize his / her ideas successfully, especially when asking questions (using the Passive Voice in the Simple Past, Simple Present and Present Perfect tenses) or following the conversation. The message is clear and concrete.

Test Training B (Units 3 and 4) - Rubrics

Qualitative Aspects of Writing (10)

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 famous person.	The topic and the task are not completely developed. It lacks most of the intended message. Does not provide enough biographical information about a famous person.	The topic and the task are developed, but the blog entry lacks part of the intended message. Provides biographical information about a famous person, but some relevant points are missing.	The topic and the task are well-developed achieving the intended message. All the biographical information requested about a famous person is provided.
Grammatical accuracy	Shows insufficient control of simple and complex grammatical structures (mainly the Simple Present tense, the Simple Past tense, used to, the Passive Voice in 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 and complex grammatical structures (mainly the Simple Present tense, the Simple Past tense, used to, the Passive Voice in the Present Perfect tense) and patterns to provide biographical information. Confuses these structures and patterns systematically, which causes communication breakdowns.	Is able to identify and Uses a basic repertoire of simple and complex grammatical structures (mainly the Simple Present tense, the Simple Past tense, used to, the Passive Voice in the Present Perfect tense) and patterns to provide biographical information. Some confusion may be present, but this does not impede communication.	Successfully uses simple and complex grammatical structures (mainly the Simple Present tense, the Simple Past tense, used to, the Passive Voice in the Present Perfect tense) and patterns to provide biographical information. The appropriate use of these structures and patterns facilitates communication.
Vocabulary range	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.	The range of vocabulary to write a biography (personal information, achievements, regular / irregular verbs) is limited. Lexical limitations may obscure the message.	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.	Shows an excellent range and accurate control of words to write a biography (personal information, achievements, regular / irregular verbs).

<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 biography 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 biography. 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 B (Units 3 and 4) – How to Grade

Section	CEF Standard	Performance	Descriptor
Listening (5 points)	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation is straightforward and clearly structured.	Excellent (5)	Easily understands the general topic and extracts the essential information from a straightforward and clearly structured talk.
		Good (3-4)	Understands the general topic and extracts the essential information from a straightforward and clearly structured talk, but shows some misunderstanding at times.
		Needs practice (0-2)	Has difficulty to understand the general topic and extract the essential information from a straightforward and clearly structured talk.
Reading (10 points)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text to fulfill a specific task.	Excellent (10)	Successfully draws logical conclusions based on the information provided in long texts.
		Good (6-9)	Draws logical conclusions based on the information provided in long texts. Difficulties may be present when inferring some ideas, but these do not affect comprehension.
		Needs practice (0-5)	Fails to draw logical conclusions based on the information provided in long texts.
Writing (10 points)	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest.	Excellent (10)	Excels at writing a biography about a famous person he/she is interested in.
		Good (6-9)	Is able to write a biography about a famous person he/she is interested in. Some inaccuracies in grammar and vocabulary may be present, but they do not affect communication.
		Needs practice (0-5)	Fails to write a biography about a famous person he/she is interested in. Incorrect use of grammar and vocabulary.
Speaking (10 points)	Can describe events, real or imagined.	Excellent (10)	Successfully describes people, actions and places when talking about a famous celebration around the world.
		Good (6-9)	Describes people, actions and places when talking about a famous celebration around the world. 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 when talking about a famous celebration around the world. 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: Interaction (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Vocabulary range	Has an insufficient repertoire of words and expressions to be part of a conversation about a tourist attraction in which he / she has to play the role of a travel agent or the role of a tourist.	Has a basic repertoire of words and expressions to be part of a conversation about a tourist attraction in which he / she has to play the role of a travel agent or the role of a tourist.	Has a good repertoire of words and expressions to be part of a conversation about a tourist attraction in which he / she has to play the role of a travel agent or the role of a tourist.	Has an outstanding repertoire of words and expressions to be part of a conversation about a tourist attraction in which he / she has to play the role of a travel agent or the role of a tourist.
Accuracy	Shows very limited control of grammatical structures and patterns to give or ask for information about a tourist attraction. Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, grammatical structures and patterns to give or ask for information about a tourist attraction. Confuses these structures and patterns systematically, which causes communication failure.	Uses grammatical structures and patterns to give or ask for information about a tourist attraction. Sometimes confuses these structures and patterns, but communication is not greatly affected.	Successfully uses grammatical structures and patterns to give or ask for information about a tourist attraction. The appropriate use of these structures and patterns facilitates communication.
Fluency	Manages only very short, isolated sentences and fragmented speech. Utterances are mainly pre-packaged, with a lot of pausing to search for expressions. Speech is slow and hesitant.	Can make himself / herself understood in very short utterances, even though pauses, false starts and reformulation are evident. Speech is slow and hesitant and takes time to complete sentences with fluency.	Has enough language to keep going comprehensively, even though pauses for grammatical and lexical planning. Repair is evident, especially in longer stretches of production. However, this does not greatly affect communication.	Has an outstanding language command to keep going comprehensively, even though occasionally pauses for grammatical and lexical planning.

Interaction	His/Her ability to ask and answer questions, initiate, maintain and close a face-to-face conversation about a tourist attraction is very limited. Communication is totally dependent on the repetition of pre-fabricated patterns.	Can, with a lot of effort, ask and answer questions, initiate, maintain and close a face-to-face conversation about a tourist attraction. Rarely understands enough to keep the conversation going of his / her own accord.	Can, with some hesitation, ask and answer questions, and initiate, maintain and close a face-to-face conversation about a tourist attraction. Responses are adequate in the ongoing conversation most of the time.	Can successfully ask and answer questions, and initiate, maintain and close a face-to-face conversation about a tourist attraction. Is able to provide extra details spontaneously in the ongoing conversation.
Coherence	Does not organize his / her ideas, especially when asking or answering specific questions. Total or notable omission of task input. Meaning is not conveyed.	Connects ideas inappropriately, especially when asking or answering specific questions. Task input is inadequately covered or omitted and the meaning usually gets lost.	Can organize, with some sufficiency, his / her ideas. The message is clear although there are some hesitant sentences. Task input is used to a certain extent.	Is able to organize his / her ideas successfully when talking about the problems students usually experience at school. 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)

Grading Scale	0.5	1.0	1.5	2.0
Content	The text largely lacks data or it is poorly related to the information requested in the task prompt (recommend a place for vacation). Reduced writing. Too many circumlocutions, which make the text incomprehensible.	The information provided (name, location, attractions, activities) in the text is disorganized. A lot of the data related to the task prompt is missing. Some circumlocutions make the message confusing.	The text presents the intended message. Some of task input is used. Ideas are short and simple. Some circumlocutions are still present, but they do not obscure communication.	The text fully presents the information requested. It includes practical advice on how to achieve academic success and how to face new challenges. Ideas are clear. Task input is entirely used and letter sections are clearly differentiated.
Grammatical accuracy	Inappropriate use of verb tenses, modals, and compound adjectives to recommend a place for vacation. Little demonstration or no understanding of their use.	Attempts to use verb tenses, modals, and compound adjectives to recommend a place for vacation. Sometimes demonstrates understanding of their use; however, the message is still confusing.	Appropriate use of verb tenses, modals, and compound adjectives to recommend a place for vacation. A few mistakes may be present, but they do not impede a clear message.	Verb tenses, modals, and compound adjectives to recommend a place for vacation are used correctly. This makes the message clear.
Vocabulary range	The range of vocabulary to recommend a place for vacation is very limited. Permanent use of inappropriate words impedes communication.	Limited range of vocabulary to recommend a place for vacation. Lexical limitations may distort communication.	Average range and control of vocabulary to recommend a place for vacation. Some circumlocutions might be present, but they do not greatly impede communication.	Shows sufficient range and accurate control of vocabulary to recommend a place for vacation.

<p>Organization and cohesion</p>	<p>The text lacks punctuation marks and capitals. Wrong or no attempts at using connectors. The message is too short and simple. Sentences do not seem to connect together or follow a logical sequence.</p>	<p>Attempts to capitalize and use punctuation marks, but most of the time this is done incorrectly. The text is confusing. The message is much shorter than requested in the task. Attempts to use connectors, but writing is incoherent.</p>	<p>The text is kept short and practical. Capitals and punctuation marks, most of the time, used appropriately. The message is still shorter than requested in the task. Use of connectors helps to make the text flow logically.</p>	<p>The structure of the text does not lend itself to confusion because of its clarity. Capitals and punctuation marks are used when necessary. The message flows naturally as a result of the excellent use of connectors.</p>
<p>Appropriateness of register and format</p>	<p>The expressions and the layout used make the text's register (formal) and format (description) mostly inappropriate for or inconsistent with the task and its audience.</p>	<p>The expressions and the layout used make the text's register (formal) and format (description) somewhat inappropriate for or inconsistent with the task and its audience.</p>	<p>The expressions and the layout used in general make the text's register (formal) and format (description) appropriate for the task and its audience.</p>	<p>The expressions and the layout used make the text's register (format) and format (description) consistently appropriate for the task and its audience.</p>

Test Training C (Units 5 and 6) – How to Grade

Section	CEF Standard	Performance	Descriptor
Listening (5 points)	Can follow a lecture or talk within his/ her own field, provided the subject matter is familiar and the presentation is straightforward and clearly structured.	Excellent (5)	Easily understands the general topic and extracts the essential information from a straightforward and clearly structured talk.
		Good (3-4)	Understands the general topic and extracts the essential information from a straightforward and clearly structured talk, but shows some misunderstanding at times.
		Needs practice (0-2)	Has difficulty to understand the general topic and extract the essential information from a straightforward and clearly structured talk.
Reading (10 points)	Can recognize significant points in straightforward newspaper articles on familiar subjects.	Excellent (10)	Easily finds and accurately understands the <i>who</i> (people) and the <i>what</i> (activities) described in straightforward newspaper articles on familiar subjects.
		Good (6-9)	Finds and understands the <i>who</i> (people) and the <i>what</i> (activities) described in in straightforward newspaper articles on familiar subjects, but gets confused at times, affecting comprehension.
		Needs practice (0-5)	Shows great difficulty to find and understand the <i>who</i> (people) and the <i>what</i> (activities) described in straightforward newspaper articles on familiar subjects. This clearly indicates that comprehension has not occurred.
Writing (10 points)	Can write straightforward, detailed descriptions on a range of familiar subjects within his/ her field of interest.	Excellent (10)	Accurately produces a descriptive text that aims at recommending a place for vacation to the readers.
		Good (6-9)	Is able to produce a descriptive text that aims at recommending a place for vacation to the readers. Some inaccuracies in text structure, grammar and vocabulary may be present, but they do not greatly affect communication.
		Needs practice (0-5)	Fails to produce a descriptive text that aims at recommending a place for vacation to the readers.
Speaking (10 points)	Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information.	Excellent (10)	Excels at interacting confidently and clearly in instructed situations and conversations by asking and answering questions, responding appropriately to his / her partner and using expressions to sound more natural.
		Good (6-9)	Interacts in instructed situations and conversations by asking and answering questions, responding to his / her partner and using expressions to sound more natural. Sometimes confuses expressions, but this does not affect communication.
		Needs practice (0-5)	Has many difficulties interacting confidently and clearly in instructed situations and conversations. Often does not ask and answer questions, does not use expressions to sound more natural, and cannot respond appropriately to his / her partner causing communication failure.

MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		
Teacher: Book: <i>English B1.1</i>	Area: English as a Foreign Language	Grade / Course: 2 nd BGU
Unit: 1 Breaking News	Objectives: O.EFL.5.4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior. O.EFL.5.6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately. O.EFL.5.7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language.	Class:
Periods: 30. 6 class periods per lesson		Weeks: 6

2. UNIT PLAN		
Skills and Performance Criteria	Evaluation Criteria	Activities / Techniques / Instruments
<p>Communication and Cultural Awareness EFL 5.1.5 Identify, discuss and analyze cultural products from Ecuador and beyond and use them to explore the perspectives of the culture. Oral Communication: (Listening and Speaking) EFL 5.2.11 Express opinions on abstract topics, such as film and music, and concrete topics, such as personal experiences, while describing one's reactions to them and others' opinions.</p> <p>Reading EFL 5.3.4 Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.)</p> <p>Writing EFL 5.4.4 Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.) EFL 5.4.7 Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.</p> <p>Language through the Arts EFL 5.5.9 Engage in collaborative activities through a variety of student groupings to share, reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)</p>	<p>CE.EFL.5.2 Demonstrate an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination.</p> <p>CE.EFL.5.8 Interaction – Interpersonal: Respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning.</p> <p>CE.EFL.5.12 Engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument.</p> <p>CE.EFL.5.14 Identify, critically evaluate and recommend a variety of potential resources and references, including digital tools that support collaboration and productivity, for educational and academic use.</p> <p>CE.EFL.5.15 Plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence.</p> <p>CE.EFL.5.19 Engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group.</p>	<p>Activities</p> <ul style="list-style-type: none"> • Get into groups of three. • Select your favorite section of a newspaper and justify your choice. • Do some research about events, news and stories that have happened at your school. • Ask key people at school to find out the details about the events you have done research on. • Assign the group members different roles. Each member will play a key role: <i>journalist, editor, graphic designer...</i>
<p>Methodological Strategies</p> <ul style="list-style-type: none"> • Recognizing instances of discrimination or prejudice in one's daily life and analyzing reasons for them in small groups. • Inviting a guest speaker from another country to class and asking and answering questions about his/her culture/country. • Researching through the internet about other cultures and ways of life and presenting them to the class using digital tools. • Working in small groups to complete a cultural project 	<p>Performance Indicators</p> <p>Communication and Cultural Awareness I.EFL.5.2.1 Learners can exhibit an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. (L.1, L.2, S.2, J.1, J.3)</p> <p>Oral Communication I.EFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find</p>	<p>Resources</p> <ul style="list-style-type: none"> • Student's Book <i>English B1.1</i> (including interactive version) • Audio CD • Teacher's Guide • Posters and pictures about the topic • Photocopiable worksheets (TG) • Quiz Time (SB)
<p>Oral Communication: (Listening and Speaking)</p>		



<ul style="list-style-type: none"> Playing a conversation game, where learners move their tokens around the board after choosing a card and answering the question. Listening to another learner's answers in class and responding appropriately. Working in pairs to complete an information gap activity. Doing a mingle activity where learners ask and answer questions about things they have or haven't done, in order to extend the exchange. Establishing a clear expectation of English Informal assessment could involve personal notes from the teacher to learners who use L2 regularly. <p>Reading</p> <ul style="list-style-type: none"> Read quickly looking for words each paragraph. Writing new words and phrases in a vocabulary notebook and then writing a text using three words from your vocabulary notebook. Identifying unreliable resources on the Internet. Reading about a topic and then identifying reference materials. Printing out the results of a search and having learners discuss which results seem the most appropriate and why. <p>Writing</p> <ul style="list-style-type: none"> Finding a variety of online references to practice a grammar structure, then recommending the best one to the class. Using new words or information from a class lesson and creating an online game to practice them, then sharing and playing the game with the rest of the class. Reading a dialogue which serves as a model text, then writing a similar dialogue on a different topic while implementing new words/expressions from the unit. <p>Language through the Arts</p> <ul style="list-style-type: none"> Assigning roles for a group project Creating literature circles where learners have the freedom to say anything they want about a text from class or outside of class. Reflecting on the effectiveness of the group's work after a project and deciding what changes need to be made in order to improve on the next project. 	<p>the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)</p> <p>Reading</p> <p>IEFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)</p> <p>Writing</p> <p>IEFL.5.18.1 Learners can use a variety of criteria for evaluating and recommending literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)</p> <p>IEFL.5.18.1 Learners can use a variety of criteria for evaluating and recommending literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)</p> <p>Language through the Arts</p> <p>IEFL.5.19.1 Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	<ul style="list-style-type: none"> Use key questions to interview two members of the school community Record the interviews and take pictures, too. Write short narrations of the news you discovered Create a nice design using the texts and the pictures. <p>Techniques</p> <ul style="list-style-type: none"> Organized information found in the interview. Read the article and complete the diagram. <p>Listening</p> <ul style="list-style-type: none"> Listen and complete the interviews. Listen to understand the context. <p>Speaking</p> <ul style="list-style-type: none"> Use idiomatic expressions to share an experience. Use intonation to express strong feelings. <p>Writing</p> <ul style="list-style-type: none"> Write an article about a topic of interest. Answer questions about different kind of texts. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> Rubrics Portfolio Oral interviews individual/ in pairs Essay Tests Practical Exams Writing Tests Training Test
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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

Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.

Revised by

Teacher:
Signature:
Date:

Approved by

Teacher:
Signature:
Date:

To create a newspaper section and narrate a recent news and key stories of your school.



School's Name: _____ Year: _____

1. INFORMATIVE DATA		Area: English as a Foreign Language	Grade / Course: 2 nd BGU	Class:
Teacher:	Unit: 2 Healthy Life, Healthy World	Objectives: O.EFL 5.2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society. O.EFL 5.6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately. O.EFL 5.7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language.		
Book: English B1.1				
Periods: 30, 6 class periods per lesson				
2. UNIT PLAN				
Skills and Performance Criteria		Evaluation Criteria		
Communication and Cultural Awareness EFL 5.1.1 Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Oral Communication: (Listening and Speaking) EFL 5.2.2 Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary.		CE.EFL.5.1 Display an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. CE.EFL.5.5 Listening for Meaning: Identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts, provided speech is clear and visuals help support meaning.		
Reading EFL 5.3.8 Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics.		CE.EFL.5.10 Find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text.		
Writing EFL 5.4.2 Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.)		CE.EFL.5.14 Identify, critically evaluate and recommend a variety of potential resources and references, including digital tools that support collaboration and productivity, for educational and academic use.		
Language through the Arts EFL 5.5.8 Contribute to team projects to produce original works and solve problems while effectively negotiating and managing interactions to accomplish social and classroom tasks.		CE.EFL.5.19 Engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group.		
Communication and Cultural Awareness	Methodological Strategies	Resources	Performance Indicators	Activities / Techniques / Instruments
<ul style="list-style-type: none"> Researching schooling from other cultures and presenting them on a class blog. Responding sensitively to a peer's opinion about a text read in class. Watching a video and identifying desirable language use. Comparing nonverbal and body language between L1 and L2 cultures. 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"> Using context clues to deduce the meaning of an expression in a conversation between a waiter and a customer. Listening to a radio ad and identifying the product being sold. Using pictures and other visuals to predict the main idea of a short conversation 	<ul style="list-style-type: none"> New Curriculum EFL for Subnivel BGU Student's Book <i>English B1.1</i> (including interactive version) Audio CD Teacher's Guide Posters and pictures about the topic Photocopiable worksheets (TG) Quiz Time (SB) 	<ul style="list-style-type: none"> Work by pairs. Think of an unhealthy habit that is present in your community today. Prepare a PowerPoint presentation describing how this unhealthy habit is a problem for the community. Speculate about the origins of this bad habit Think of an environmental problem that is present in your city today. Prepare a new slide for your PowerPoint presentation describing how this environmental problem is causing damage to the city. Write short descriptions speculating about the origins of this environmental problem. Based on the two problematic situations you have selected, think of healthy habits that would help people in your community be healthier and protect the environment. 	<ul style="list-style-type: none"> Work by pairs. Think of an unhealthy habit that is present in your community today. Prepare a PowerPoint presentation describing how this unhealthy habit is a problem for the community. Speculate about the origins of this bad habit Think of an environmental problem that is present in your city today. Prepare a new slide for your PowerPoint presentation describing how this environmental problem is causing damage to the city. Write short descriptions speculating about the origins of this environmental problem. Based on the two problematic situations you have selected, think of healthy habits that would help people in your community be healthier and protect the environment. 	



<p>Establishing a clear expectation of English use for classroom functions. Informal assessment could involve personal notes from the teacher to learners who use L2 regularly.</p> <p>Reading</p> <ul style="list-style-type: none"> Reading two short simple cross curricular texts and using them to support one's own argument or hypothesis. Agreeing or disagreeing with a strong opinion stated in a text and giving reasons for one's own response. Reading a text and answering information questions. Choosing from a list of words to complete gaps from a reading. <p>Writing</p> <ul style="list-style-type: none"> Finding a variety of online references to practice a grammar structure, then recommending the best one to the class. Identifying the best resources for a writing project in pairs. Using a list of criteria in order to evaluate a web site. <p>Language through the Arts</p> <ul style="list-style-type: none"> Analyzing three different rubrics and discussing how each one might influence the way it is evaluated. Reflecting on the effectiveness of the group's work after a project and deciding what changes need to be made in order to improve on the next project. Participating in classroom games in which problem-solving as a team is important 	<p>personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2)</p> <p>Writing</p> <p>IEFL.5.14.1 Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity for educational and academic use. (I.1, I.2, S.3, S.4)</p> <p>Language through the Arts</p> <p>IEFL.5.19.1 Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	<p>Prepare a new slide for your PowerPoint presentation describing how this can be done</p> <p>Techniques</p> <ul style="list-style-type: none"> Read an article to establish differences between facts and opinions. Read to identify the main idea of a text. <p>Listening</p> <ul style="list-style-type: none"> Listen short lectures to complete diagrams. Listen conversations to complete missing information. <p>Speaking</p> <ul style="list-style-type: none"> Make speculations about somebody's life. Use the vocabulary learned to express his/her opinion about environmental topics. <p>Writing</p> <ul style="list-style-type: none"> Classify information according to a semantic field. Write subordinate clauses using information provided. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> Rubrics Portfolio Oral interviews individual/ in pairs Essay Tests Practical Exams Writing Tests Training Test
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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: To elaborate a PowerPoint presentation about lifestyles to share problematic situations you identify in your community, as well as actions people can take to protect the environment.

Transversal Axes

Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.

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.



MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		Grade / Course: 2 nd BGU	Class:
Teacher:	Area: English as a Foreign Language		
Book: English B1.1	Unit: 3 What Lies Within Us		
Objectives:			
O.EFL.5.2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.			
O.EFL.5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.			
O.EFL.5.7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language. (CEFR B1 level).			
Periods: 30. 6 class periods per lesson			Weeks: 6

2. UNIT PLAN		Evaluation Criteria	
Skills and Performance Criteria			
Communication and Cultural Awareness		CE.EFL.5.1 Display an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others.	
Oral Communication: (Listening and Speaking)		CE.EFL.5.8 Interaction – Interpersonal: Respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning.	
Reading		CE.EFL.5.12 Engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument.	
Writing		CE.EFL.5.15 Plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence.	
Language through the Arts		CE.EFL.5.17 Demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways.	
Methodological Strategies	Resources	Performance Indicators	Activities / Techniques / Instruments
<ul style="list-style-type: none"> • Communication and Cultural Awareness • Writing a weekly journal entry about a cross-cultural experience • Sharing a cross-cultural experience (such as traveling, trying a new food, meeting someone from another country) in pairs or as a class. • Finding recipes from other cultures and regions and then sharing them in class. • Reading two legends from different regions in Ecuador and completing a chart to show the differences. 	<ul style="list-style-type: none"> • New Curriculum EFL for Subnivel BGU • Student's Book <i>English B1.1</i> (including interactive version) • Audio CD • Teacher's Guide • Posters and pictures about the topic 	<ul style="list-style-type: none"> • Communication and Cultural Awareness • I.EFL.5.3.1 Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) • Oral Communication • I.EFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and 	<ul style="list-style-type: none"> • Activities • In pairs, choose a famous person from the world of sports, fashion, TV, movies, arts, or music. • Look for information about this person on the internet: date of birth, zodiac sign. • Write a description of his/her character and personality.



<ul style="list-style-type: none"> Brainstorming features and conventions of a genre and then reading an example in order to locate each one Underlining and discussing examples of implied meanings in a story Oral Communication: (Listening and Speaking) Comparing and contrasting the opinions of two experts on a topic of personal interest. Working in pairs to complete an information gap activity. Doing a mingle activity where learners ask and answer questions about things they have or haven't done. Establishing a clear expectation of English use for classroom functions. Reading To get familiar with the topic of a text, take a quick look at the vocabulary it contains. Comparing and contrasting the opinions of two experts on a topic of personal interest. Identifying unreliable resources on the Internet. Reading about a topic and then identifying reference materials and sources that could be used to find out more information. Writing Finding a variety of online references to practice a grammar structure, then recommending the best one to the class. Using a rubric to assess the validity of a web site, according to one's academic needs Reading a dialogue which serves as a model text, then writing a similar dialogue on a different topic while implementing new words/expressions from the unit. Language through the Arts Completing a chart with literary elements from a text. Using feelings and gestures to read a dialogue. Reading a class dialogue in three different ways. Appropriately exhibiting surprise, joy, sadness, etc., in a conversation. Brainstorming features and conventions of a genre and then reading an example in order to locate each one. 	<ul style="list-style-type: none"> Photocopiable worksheets (TG) Quiz Time (SB) 	<p>discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)</p> <p>Reading</p> <p>I.EFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)</p> <p>Writing</p> <p>I.EFL.5.15.1 Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1)</p> <p>Language through the Arts</p> <p>I.EFL.5.17.1 Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	<ul style="list-style-type: none"> Choose one important event in which your famous person was the protagonist. Write a description of his/her feelings and emotions related to the event. Write your own feelings, emotions, and reactions about both the famous person and the event. Continue reading about your celebrity and write a short biography. Upload all the information and create an attractive design using the texts, pictures, and videos. Techniques Reading Read to extract common characteristics between elements described. Identify people's reactions to an opinion by analyzing the words used in a blog entry. Listening Use intonation to identify reactions. Listen to confirm their guessing. Speaking Talk about the changes in his/her personality. Talk about his/her feelings and reactions to play an important role. Writing Write short biographies. Write synopsis of short texts. Instruments for oral and written evaluation Rubrics Portfolio Oral interviews individual/ in pairs Essay Tests Practical Exams Writing Tests Training Test
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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>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>Prepared by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>	<p>Approved by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>



MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		Grade / Course: 2 nd BGU	Class:
Teacher:	Area: English as a Foreign Language		
Book: <i>English B1.1</i>	Unit: 4 For Old Times' Sake	Objectives: O.EFL 5.4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior. O.EFL 5.6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.	
Periods: 30, 6 class periods per lesson		Weeks: 6	
2. UNIT PLAN			
Skills and Performance Criteria		Evaluation Criteria	
<p>Communication and Cultural Awareness</p> <p>EFL 5.1.5 Identify, discuss and analyze cultural products from Ecuador and beyond and use them to explore the perspectives of the culture.</p> <p>Oral Communication: (Listening and Speaking)</p> <p>EFL 5.2.14 Request and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions.</p> <p>Reading</p> <p>EFL 5.3.3 Determine the main conclusion in texts which clearly argue a point of view in order to make informed decisions about one's own opinion and reaction to the text.</p> <p>EFL 5.3.8 Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics.</p> <p>Writing</p> <p>EFL 5.4.5 Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.)</p> <p>EFL 5.4.7 Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.</p> <p>Language through the Arts</p> <p>EFL 5.5.1 Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)</p>		<p>CE.EFL.5.2 Demonstrate an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination.</p> <p>CE.EFL.5.8 Interaction – Interpersonal: Respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning.</p> <p>CE.EFL.5.10 Find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text.</p> <p>CE.EFL.5.15 Plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence.</p> <p>CE.EFL.5.5 Listening for Meaning: Identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts, provided speech is clear and visuals help support meaning.</p>	
Methodological Strategies	Resources	Performance Indicators	Activities / Techniques / Instruments
<p>Communication and Cultural Awareness</p> <ul style="list-style-type: none"> Recognizing instances of discrimination or prejudice in one's daily life and analyzing reasons for them in small groups. Inviting a guest speaker from another country to class and asking and answering questions about his/her culture/country. Researching through the Internet about other cultures and ways of life and presenting them to the class using digital tools. Working in small groups to complete a cultural project. Reading a list of actions people take and evaluating and discussing the consequences on others (including on the environment). <p>Oral Communication: (Listening and Speaking)</p> <ul style="list-style-type: none"> Comparing answers in pairs or small groups. Conducting a role play between two students on a given topic. 	<ul style="list-style-type: none"> New Curriculum EFL for Subnivel BGU Student's Book <i>English B1.1</i> (including interactive version) Audio CD Teacher's Guide Posters and pictures about the topic Photocopiable worksheets (TG) Quiz Time (SB) 	<p>Communication and Cultural Awareness</p> <p>IEFL.5.2.1 Learners can exhibit an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. (L1, L2, S.2, J.1, J.3)</p> <p>Oral Communication</p> <p>IEFL.5.8.1 Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (L.3, L.4, S.1, J.3, J.4)</p>	<p>Activities</p> <ul style="list-style-type: none"> In pairs, search for information about your family's, neighborhood's and hometown's memories of past remarkable events: <i>Christmas Eve/ New Year's Eve</i>. Look at your family's photo albums to list traditions and activities celebrated and the people and places involved in them: <i>The Christmas tree is decorated with lights</i>. Select two remarkable events from the past that call your attention the most. Write questions to find out what is done today to remember them and what used to be done in the past.



<ul style="list-style-type: none"> Showing a movie trailer and asking learners to share their opinions in pairs and say whether they would go see that movie or not. Establishing a clear expectation of English use for classroom functions. Informal assessment could involve personal notes from the teacher to learners who use L2 regularly. <p>Reading</p> <ul style="list-style-type: none"> Reading a biography and putting events on a timeline. Reading a blog post and writing a comment. Reading a short text and showing comprehension by completing the accompanying graphic organizer. Comparing and contrasting the opinions of two experts on a topic of personal interest. Identifying unreliable resources on the Internet. Reading about a topic and then identifying reference materials and sources that could be used to find out more information. <p>Writing</p> <ul style="list-style-type: none"> Reading a dialogue which serves as a model text, then writing a similar dialogue on a different topic while implementing new words/expressions from the unit. Completing an online graphic organizer in order to help plan a piece of writing. Reading a dialogue which serves as a model text, then writing a similar dialogue on a different topic while implementing new words/expressions from the unit. <p>Language through the Arts</p> <ul style="list-style-type: none"> Explaining through pictures, physical expression or charts (ICT) how a text makes the learner feel. Using ICT to research about a topic of learners' choice and writing a short, creative story with the findings. 	<p>Reading</p> <p>IEFL_5.10.1 Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2)</p> <p>Writing</p> <p>IEFL_5.15.1 Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1)</p> <p>Language through the Arts</p> <p>IEFL_5.5.1 Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4)</p>	<ul style="list-style-type: none"> Use the questions you wrote in Project Stage 2 to design the Memory Tradition Survey: <i>What traditions did you use to celebrate in your neighborhood?</i> Conduct the Memory and Tradition Survey and organize the data into pie graphs or bar charts. Write a report of the data collected and then show the data gathered in charts and figures. <p>Techniques</p> <ul style="list-style-type: none"> Identify true and false information in a text. Recognize the words that establish contrast between the ideas. <p>Listening</p> <ul style="list-style-type: none"> Listen to check his/her answers. Use context to find out meaning of unknown words. <p>Speaking</p> <ul style="list-style-type: none"> Talk about his/her traditions. <p>Writing</p> <ul style="list-style-type: none"> Use vocabulary learned to complete missing information. Write short texts contrasting ideas. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> Rubrics Portfolio Oral interviews individual/ in pairs Essay Tests Practical Exams. Writing Tests Training Test
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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: To carry out a survey about memories of past traditions, finding out what is done today, and asking what used to be done in the past.

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.

Prepared by

Teacher:

Signature:

Date:

Revised by

Teacher:

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Approved by

Teacher:

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Date:



Educamos para tener Patria

Av. Amazonas N34-451 y Av. Atahualpa, PBX (593-2) 3961322, 3961508
Quito-Ecuador www.educacion.gob.ec

MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		
Teacher:	Area: English as a Foreign Language	Class:
Book: <i>English B1.1</i>	Unit: 5 Getting Away	Grade / Course: 2 ND BGU
Objectives: O.EFL 5.1 Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity. O.EFL 5.6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately. O.EFL 5.7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language.		
Periods: 30, 6 class periods per lesson		Weeks: 6

2. UNIT PLAN		
Skills and Performance Criteria		
Communication and Cultural Awareness		
EFL 5.1.3 Find parallels between Ecuadorian cultural and political referents and those of other countries by talking about holidays, symbols, customs and schooling.		CE.EFL.5.2 Demonstrate an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination.
Oral Communication: (Listening and Speaking)		
EFL 5.2.2 Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary.		CE.EFL.5.5 Listening for Meaning: Identify the main idea in a variety of audio recordings: <i>interviews, radio ads, news reports</i> and deduce the meanings of unfamiliar phrases and words in familiar contexts, provided speech is clear and visuals help support meaning.
Reading		
EFL 5.3.2 Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)		CE.EFL.5.11 Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs.
Writing		
EFL 5.4.4 Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.)		CE.EFL.5.14 Identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use.
Language through the Arts		
EFL 5.5.5 Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or heard.		CE.EFL.5.16 Respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text.
Methodological Strategies		
Communication and Cultural Awareness	Resources	Performance Indicators
<ul style="list-style-type: none"> Making a video blog to record comparisons and ideas from class lessons. Researching and writing a short paragraph about a new topic and using appropriate references to support your ideas. Watching a video and identifying desirable language use. Comparing nonverbal and body language between L1 and L2 cultures. Creating selfie videos for class assignments and sharing them on a class blog. Writing a letter to your future self Oral Communication: (Listening and Speaking) <ul style="list-style-type: none"> Using context clues to deduce the meaning of an expression in a conversation between a waiter and a customer. 	<ul style="list-style-type: none"> New Curriculum EFL for Subnivel BGU Student's Book <i>English B1.1</i> (including interactive version) Audio CD Teacher's Guide Posters and pictures about the topic Photocopiable worksheets (TG) Quiz Time (SB) 	Communication and Cultural Awareness I.EFL.5.2.1 Learners can exhibit an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, J.1, J.3) Oral Communication I.EFL.5.5.1 Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4)
Activities / Techniques / Instruments		
Activities <ul style="list-style-type: none"> In groups, think of a tourist place you consider worth visiting and write it secretly on a piece of paper. State three attractions and benefits of their selected holiday destinations: <i>The Galapagos Islands are located to the west of the Ecuadorian coast.</i> Brainstorm words and ideas to create a motto that gets the promotional message across: <i>The Galapagos Islands are the perfect holiday destination for lovers!</i> 		



<ul style="list-style-type: none"> Listening to a radio ad and identifying the product being sold. Using pictures and other visuals to predict the main idea of a short conversation. Listening to a straightforward article and correcting false statements Listening to a dialogue and completing a chart with key information. (Example: problem and proposed solution, city and transportation problem) <p>Reading</p> <ul style="list-style-type: none"> Skimming online reference web sites for ones that have the information needed for a research project. Scanning a text for the main characters. Reading about a topic and then identifying reference materials and sources that could be used to find out more information. Using a list to choose the best sources for finding information on a topic. Reading texts from different subject areas and choosing the best title for each. Underlining main ideas from texts and then using them to write questions the learner has about the topic. <p>Writing</p> <ul style="list-style-type: none"> Finding a variety of online references to practice a grammar structure, then recommending the best one to the class. Collaborating on a brainstorm through the use of an online bulletin board such as paddlet.com. Adding pictures to a group presentation. Creating a group presentation using biteside.com. <p>Language through the Arts</p> <ul style="list-style-type: none"> Using a web site such as storybird.com in order to produce and share creative writing ventures. Writing questions the learners would like to ask a character in the story and using the imagined answers to write the next scene. 	<p>Reading</p> <p>i.EFL.5.11.1 Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3)</p> <p>Writing</p> <p>i.EFL.5.14.1 Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4)</p> <p>Language through the Arts</p> <p>i.EFL.5.16.1 Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	<ul style="list-style-type: none"> Search information on the Internet about the selected destination, including pictures, facts, and videos. State the value and benefits of the tourist place by describing the landscapes, transport, activities and attractions, weather, food, and cost: <i>The well-known Galapagos Islands were chosen as the best islands by the "World's 10 Best Awards."</i> Add key information like location, e-mail addresses, contact phone numbers, or websites. Recording your radio advertisement. Choose the correct tone of voice and add suitable background sounds. <p>Techniques</p> <p>Reading</p> <ul style="list-style-type: none"> Use the context to identify the most suitable headline. <p>Listening</p> <ul style="list-style-type: none"> Listen to complete the details. Identify speaker experiences. <p>Speaking</p> <ul style="list-style-type: none"> Share his/her plans for vacations. Provide a news report. <p>Writing</p> <ul style="list-style-type: none"> Report someone opinions. Write a short holiday brochure. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> Rubrics Portfolio Oral interviews individual/ in pairs Essay Tests Practical Exams Writing Tests Training Test
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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>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>Prepared by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>	<p>Revised by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>	<p>Approved by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>



MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		
Teacher:	Area: English as a Foreign Language	Class:
Book: <i>English B1.1</i>	Unit: 6 Teenagers Matters	Grade / Course: 2 nd BGU
Objectives: O.EFL 5.4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior. O.EFL 5.5 Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required. O.EFL 5.7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language.		
Periods: 30, 6 class periods per lesson		Weeks: 6

2. UNIT PLAN		Evaluation Criteria
Skills and Performance Criteria Communication and Cultural Awareness EFL 5.1.4 Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.) Oral Communication: (Listening and Speaking) EFL 5.2.6 Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions whenever appropriate and necessary.		
Reading EFL 5.3.6 Display an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition.		
Writing EFL 5.4.1 Critically evaluate information from references, including those found on the web, and recommend print and digital sources to other learners.		
Language through the Arts EFL 5.5.9 Engage in collaborative activities through a variety of student groupings to share, reflect on, express and interpret opinions and evaluations of a range of literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)		
Methodological Strategies Communication and Cultural Awareness <ul style="list-style-type: none"> Participating in short role plays using a range of verbal and nonverbal communication. Talking in pairs about a video learners have watched using only English. Demonstrating appropriate language use during class, group and pair discussions Watching a video and identifying desirable language use. Comparing nonverbal and body language between L1 and L2 cultures. Creating selfie videos for class assignments and sharing them on a class blog. 	Resources <ul style="list-style-type: none"> New Curriculum EFL for Subnivel BGU Student's Book <i>English B1.1</i> (including interactive version) Audio CD Teacher's Guide Posters and pictures about the topic Photocopiable worksheets (TG) Quiz Time (SB) 	Performance Indicators Communication and Cultural Awareness I.EFL.5.3.1 Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) Oral Communication I.EFL.5.7.1 Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) Reading I.EFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by
Activities / Techniques / Instruments <ul style="list-style-type: none"> In groups of 4, brainstorm real-life problematic situations that have happened to people your age: <i>Being a victim of bullying at school; having rejection feelings at home; procrastinating on homework; struggling with body image, etc.</i> Pick two situations out of the ones discussed in stage 1. Search the Internet and other sources (like printed newspapers and magazines) for real evidence to support your viewpoints. 		



<p>Oral Communication: (Listening and Speaking)</p> <ul style="list-style-type: none"> Recording in-class conversations and dialogues in order to make note of correct and appropriate language usage and intelligibility. Having learners make a selfie video to say what they know about a topic before coming to class. Observing that they can say what they want without too many long pauses. Asking the learners to read a dialogue in pairs. Learners record themselves and then listen to the recording in order to assess clarity of sounds, production of phonemes, rhythm and intonation. <p>Reading</p> <ul style="list-style-type: none"> Recommending an informational web site to another learner. Creating a class list of reliable sources of information and publishing it online or displaying it on a poster in class. Reading two articles on the same topic and recording discrepancies in the information. Comparing and contrasting the opinions of two experts on a topic of personal interest. Identifying unreliable resources on the Internet. <p>Writing</p> <ul style="list-style-type: none"> Using new words or information from a class lesson and creating an online game to practice them, then sharing and playing the game with the rest of the class. Using social media to network with teens across the globe. Rating one's self after a speaking activity, according to a set rubric. Practicing a specific self-correcting strategy during a pair work activity. Recording student interactions in class and watching them later in order to identify behaviors the learners need to increase and those they need to decrease. <p>Language through the Arts</p> <ul style="list-style-type: none"> Analyzing three different rubrics and discussing how each one might influence the way it is evaluated. Discussing how visual presentation can change your response to a literary text. 	<p>evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)</p> <p>Writing</p> <p>I.EFL.5.4.1 Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4)</p> <p>Language through the Arts</p> <p>I.EFL.5.19.1 Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	<ul style="list-style-type: none"> Set the roles of each member in the debate (moderator-panelists) and state your point of view regarding the problematic issues. Elaborate authoritative arguments to support your viewpoint and express what you would have done in such a situation: <i>Bullying incidents affect the school's peaceful coexistence. According to Psychologist Benson, "most bullying incidents originate in..."</i> <p>Techniques</p> <ul style="list-style-type: none"> Read to identify specific problematic situations. Read to know the consequences of a certain situation. <p>Listening</p> <ul style="list-style-type: none"> Listen to identify each person expectations. Learn expressions that make reference to an expert. <p>Speaking</p> <ul style="list-style-type: none"> Use idiomatic expressions to talk about an experience. Discuss his/her experience. <p>Writing</p> <ul style="list-style-type: none"> Write the consequences of a past situation. Write an article about the stages of a project. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> Rubrics Portfolio Oral interviews individual/ in pairs Essay Tests Practical Exams Writing Tests Training Test
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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: To set up a debate to discuss real-life problematic situations that teenagers face.

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.

Revised by

Teacher:

Signature:

Date:

Approved by

Teacher:

Signature:

Date:



Useful Websites

Suggested Online Resources

Unit 1

- * Start Your Own Newspaper
<http://www.newspaper-info.com/>
- * Cheating vs. Values and Ethics: High School Sports
<http://www.gracepointwellness.org/28-child-adolescent-development-overview/article/15297-cheating-vs-values-and-ethics-high-school-sports>

Unit 2

- * Health Topics
<http://www.cyh.com/healthtopics/healthtopicdetails.aspx?p=243&id=2162&np=292>
- * Story of Stuff
<http://storyofstuff.org/>
- * Food Waste
http://www.worldfooddayusa.org/food_waste_the_facts

Unit 3

- * The Marks of Maturity
<https://www.psychologytoday.com/blog/artificial-maturity/201211/the-marks-maturity>
- * What is Personality?
<http://www.livescience.com/41313-personality-traits.html>

Unit 4

- * The Impact of Social Media in the 21st Century
<http://wpmu.mah.se/nmict141group4/2014/03/11/the-impact-of-social-media-in-the-21st-century/>
- * Are Social Networking Sites Good for Our Society?
<http://socialnetworking.procon.org/>
- * Social Media
<https://www.youtube.com/watch?v=libedok4Bvo>

Unit 5

- * The Negative Impacts of Tourism
<http://green.hotelscombined.com/Rtg-Negative-Impacts-of-Tourism.php>
- * Sustainable Tourism
<http://www.sustainabletourism.net/>
- * Stats and Facts about Vacation and Traveling
<http://www.ineedmotivation.com/blog/2015/06/interesting-stats-and-facts-about-vacations-and-traveling-infographic/>

Unit 6

- * The Importance of Outdoor Activities
<http://www.myhealthylivingcoach.com/why-sports-and-outdoor-activities-are-important-for-kids/>
- * What are Extreme Sports?
<http://kinooze.com/what-are-extreme-sports/>
- * The Risks of Extreme Sports
<http://www.bbc.com/future/story/20120302-extreme-sports-a-risky-business>
- * Handling Difficult Situations
<http://www.wikihow.com/Tackle-Difficult-Situations>

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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- * Brow, D. (2001) "*Teaching by Principles*", in *Teaching by Principles: an Interactive Approach to Language Pedagogy*, Addison Wesley Longman.
- * 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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- * Oxford, R. (1990) *Language Learning Strategies: What Every Teacher Should Know*, Heinle Cengage Learning.

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