

Bachillerato General Unificado

OSWALDO TERCERO

# ENGLISH



**Suscríbete**  
↓ **aquí** ↓

Level

# B1.2

TEACHER'S BOOK



Fuente: <https://www.youtube.com/channel/UCVBJr9h-NTUJx9kTVBY6gJw>

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**English Bs.2,  
Teacher's Guide****Author**

Mark Andrew Forbes

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Carmelo Vergara, Nelson Hernández,

John Joven, Miguel Jiménez, José Luis Jiménez

**Photography**

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Avenida Isaac Albéniz E3-154, Wolfgang Mozart

Quito, Ecuador

**ISBN**

Primera impresión:

© Ministerio de Educación del Ecuador, 2016

Av. Amazonas N34-451 y Atahualpa

Quito, Ecuador

www.educacion.gob.ec

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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.

# I. General Description

**English B1.2** is a highschool series of English textbooks whose main purpose is to introduce students to English and its culture through a variety of activities and projects intended to tap into students' real lives and expectations. The series also intends to show learners the variety of topics and subjects through which they can learn English not only as a language, but also as a vehicle to learn information from areas such as social studies, natural science and popular culture. Furthermore, *English B1.2* makes an important contribution to education by proposing discussions about values and providing learners with academic and citizenship tools to apply to their school life and their adulthood.



## Objectives and Characteristics

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

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



## B. Rationale

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

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



### 1. Student Centeredness

The authors of *English B1.2* have designed our learning activities taking into account the theory of the Multiple Intelligences developed by Howard Gardner. This theory views learners as individuals with different abilities and potential, so we invite teachers to tap into students' different abilities to help them make the most out of their learning potential in school and life.

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

Intelligence	Definition	Activities
<b>L</b> Linguistic	The ability to decode meaning and use words orally and in writing.	<ul style="list-style-type: none"> <li>• Discussions and mini-debates</li> <li>• Reading and writing stories, reports, reviews e-mails and</li> <li>• Inferring grammar rules</li> </ul>
<b>M</b> 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"> <li>• Classifying</li> <li>• Sequencing</li> <li>• Problem-solving activities</li> </ul>
<b>K</b> 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"> <li>• Role plays</li> <li>• Games and contests</li> </ul>
<b>I</b> Interpersonal	The ability to understand and interact with other people, establishing rapport and empathy.	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Group work</li> <li>• Games and contests</li> </ul>
<b>I</b> Intrapersonal	The ability to reflect upon who we are and how to cope with personal feelings.	<ul style="list-style-type: none"> <li>• Reflections</li> <li>• Self-evaluations</li> <li>• Talking about community and personal issues</li> </ul>
<b>M</b> Musical	The ability to feel music and rhythm.	<ul style="list-style-type: none"> <li>• Tapping the rhythm</li> <li>• Listening to stress, rhythm and music</li> </ul>
<b>N</b> Naturalist	The ability to cope with the world outside of the classroom.	<ul style="list-style-type: none"> <li>• Campaigns to become environmentally sensitive</li> </ul>
<b>V</b> 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"> <li>• Drawing and interpreting maps and graphs</li> <li>• Doing crossword puzzles</li> </ul>

## 2. Teaching and Learning Approach

*English B1.2* is based on an eclectic but informed series of ideas and constructs in language teaching and learning. However, *English B1.2* has been developed taking B. Kumaravadivelu's (2003) ideas into account. He clearly conceptualizes teaching as being enacted through the parameters of *particularity*, *practicality*, and *possibility*. *Particularity* has to do with the fact that teaching has to be responsive to particular contexts where teachers and learners are entitled to have their own ideas about learning. *Practicality* is related to the idea that teachers need to come to terms with the dichotomy of theory and practice, in order to empower themselves to figure out their own theories of language and teaching through their classroom practices. Lastly, the idea of *Possibility* has to do with the empowering of learners so that they can critically appraise both the social and historical conditions of their learning, and therefore pursue new forms of understanding and recreating reality.

*English B1.2* also derives its theoretical foundations from task-based instruction, cooperative learning, cross-curricular studies and the cross-cultural approach to language teaching and learning. The main idea behind task-based learning is the fact that learners will be engaged in a series of real-life language tasks that will help them improve their language skills and enhance their world knowledge. The series approach also takes into consideration the situation of both teachers and students in EFL contexts. These textbooks therefore are aided by focused instruction especially in the areas of vocabulary and grammar as important building blocks for students' progress in their language proficiency.

Cooperative learning is the basis of many of the activities in *English B1.2*, since students need to adopt a variety of interaction patterns: individual, pair and group work. One of the highlights of each unit is the work students do progressively to create, develop and present a group project related to the topic of the unit. This project also involves the making of some sort of product that helps students use the language meaningfully when creating and presenting it.

In the design of other cooperative tasks, *English B1.2* has also considered the ideas of Spencer Kagan (1994) who suggested the acronym PIES to stand for the basic principles of cooperative work, where P stands for *Positive Interdependence*, I is for *Individual Accountability*, E stands for *Equal Participation*, and S for *Simultaneous Interaction*. *Positive Interdependence* means that group members need be aware of the fact that there is no I in group work and that the group benefits from the contribution of all members. *Individual Accountability* has to do with the responsibility that each member has to have for the success of the entire group's project. *Equal Participation* calls for the idea of an inclusive group where all members are entitled to have a say regardless of the quality of their ideas or, in the case of language learning, their accuracy and fluency. *Simultaneous Interaction* has to do with the amount of participation that each member of the group has in different projects.

Cross-curricular activities are among the most important features of *English B1.2* since students are exposed to a wide variety of topics and activities from areas such as natural science, technology, social studies, literature, arts, etc. Consequently, students are engaged in activities that reflect what they need to know in these subjects. For example, the use of timelines for historic or personal events and the use of graphs and tables to make sense of information in social studies or science.

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



## C. Lesson Planning

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

### 1. WARM UP

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

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

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

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

### 2. PRESENTATION

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

#### PRESENTATION

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

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

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

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

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

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

### 3. PRACTICE

Each unit has several moments of *Practice*. One of the aims of the series is to work towards skill integration. Consequently, students will have plenty of chances to be exposed to the language input through listening and reading, and to use the newly learned language in speaking activities and in writing different types of texts. Besides the integration of language skills, *English B1.2* promotes cognitively challenging activities so that students are encouraged to have a problem-solving attitude towards language learning.

### PRACTICE

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

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

### APPLICATION

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

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

### 4. APPLICATION

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

### 5. EXTRA IDEAS

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

### EXTRA IDEAS

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

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

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

## II. Series Components

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



### A. Students' Book Structure

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

#### 1. Unit Opening Page

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



#### 2. Lessons 1-2 Grammar and Vocabulary

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





### 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.

**Breaking Bad Habits**

1. Match the strategy with the text. Write the letter in the box.

2. Read and determine if the bad habit mentioned in the text is good or bad. Write G or B in the box.

**Reading Strategy**

**Writing Strategy**

**Reading and Writing**

**Writing Strategy**

**Project**

#### 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.



#### 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.

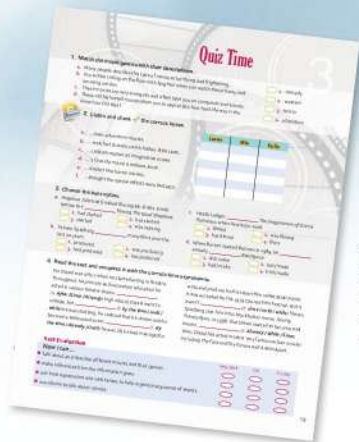
#### 6. Comic

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.



### 7. Game

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



### 8. Evaluation

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

### 9. Self-Evaluation

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

#### Self-Evaluation

##### Now I can...

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

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

10. Glossary

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

Activities on page 30

## Glossary

**RF**  
**acid rain** is polluted rain that contains harmful chemicals which cause air pollution. Acid rain can damage many buildings every day.  
**carbon footprint** is a measure of the effect that human activities have on the environment.  
**climate** is weather conditions. Countries have a tropical wet and dry climate.  
**concrete** is a layered organic matter or dung which has long been used.



**contamination** is pollution from decay and decomposition. One common contaminant is plastic.  
**deforestation** is a process of clearing forests of trees. Many Indian states have been cleared by deforestation.



**GP**  
**global warming** is the gradual increase of the average global temperature. Global warming is a major problem in the present world.  
**mechanical energy** is energy produced by the process of nuclear reaction inside a nuclear reactor. The use of nuclear energy is very convenient.



**renewable** are things that can be used over and over again.



**at least** is one of at leasting in an area of work. Of this activity we



**OZ**  
**recycle** is to process waste to recover energy through the simple recycling method of paper, plastic and other materials. In groups of recycling items, reuse/recycle of a waste.

**organic soil** is soil which is developed naturally from rotting food.  
**synthetic** is a material which is made by chemical reaction. It is not natural.  
**pesticide** is a chemical which is used to kill pests and insects. It is used in agriculture.  
**pollution** is the contamination of water, air or soil with harmful substances.

**water** is a liquid which is essential for life. It is a natural resource.  
**water cycle** is the process of water evaporating from the surface of the ocean, forming clouds, and falling as rain or snow over the land and ocean.

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## Unit 1 Glossary Activities

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

<p><b>A</b></p> <ol style="list-style-type: none"> <li>She was very suspicious about...</li> <li>My legs felt like I had been hit...</li> <li>My stomach was full...</li> <li>He was a bit...</li> <li>It felt like something was...</li> <li>It felt like I had been hit...</li> </ol>	<p><b>B</b></p> <ol style="list-style-type: none"> <li>They had a lot of fun at a party.</li> <li>It was a bit of a surprise.</li> <li>It was a bit of a shock.</li> <li>It was a bit of a disappointment.</li> <li>It was a bit of a relief.</li> <li>It was a bit of a surprise.</li> </ol>
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2. Use words from the box to complete the sentences.

Word Bank: A. suspicious, B. shocked, C. surprised, D. surprised, E. shocked, F. surprised, G. surprised, H. surprised.

3. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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4. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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5. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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6. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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7. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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8. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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9. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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10. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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11. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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12. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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13. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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14. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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15. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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16. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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17. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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18. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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19. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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20. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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21. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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22. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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23. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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24. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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25. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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26. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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27. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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28. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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29. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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30. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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31. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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32. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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33. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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34. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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35. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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36. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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38. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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39. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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41. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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42. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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45. Match the idiomatic expressions with their meanings.

<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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<p><b>A. It's a piece of cake</b></p> <p><b>B. It's a piece of pie</b></p>	<p><b>C. It's a piece of pie</b></p> <p><b>D. It's a piece of pie</b></p>
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77. Match the idi

### 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**

- Movie Genres
- Film Reviews
- Mini Biographies

- Personality Types
- Professions
- University Degrees

- Environmental Issues
- Green Products

**Goals**

You will learn how to

- describe and differentiate movie genres.
- talk about movies you have seen.
- ask and answer questions about movies.
- make inferences.
- write a film review and a mini biography.

You will learn how to

- describe and differentiate professions.
- ask and answer questions about different personality types, professions and university degrees.
- write a text comparing two professions.

You will learn how to

- describe the effects of global warming.
- describe different green products and talk about their advantages and disadvantages.
- talk about the impact of green and non-green products on the environment.

**Grammar**

- Simple Past tense
- Past Progressive tense
- Present Perfect tense
- Past Perfect tense
- Time clauses

- Gerunds and infinitives
- Verbs and adjectives followed by prepositions
- Connectors of contrast

- Passive voice
- Prefixes, suffixes and roots
- Relative clauses

**Skills and Strategies**

**Vocabulary:** using knowledge of Spanish to associate words

**Reading:**

- paying attention to time expressions to follow the sequence of events
- using facts given to make good guesses about things not directly stated

**Writing:** using verb tenses and time expressions to follow the sequence of events

**Listening:**

- using pictures to predict content order before listening
- using context to help understand idioms

**Speaking:** using idioms when talking to help conversations flow and sound more natural

**Vocabulary:** classifying words according to their endings to help remember vocabulary

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

**Reading:** identifying connectors of contrast to establish relationships between ideas

**Writing:** using connectors of contrast to combine contrasting sentences and make comparisons

**Listening:** looking at questions before listening to know what information to listen for

**Vocabulary:**

- remembering collocations to learn word pairs
- making new words from root words

**Grammar:** using passive voice when the focus is on the action

**Reading:** identifying topic sentences

**Writing:**

- writing topic sentences to state the main points of paragraphs
- including supporting sentences to give details and specific examples

**Project**

A Film Review

A University Careers Fair

A Seminar

**UNIT**
**4**

**UNIT**
**5**

**UNIT**
**6**

**CLIL**

- Imaginary Situations
- Expressing Wishes
- Breaking Bad Habits

- Written News
- Spoken News

- Pivotal Inventions
- Important Historical Events

**Goals**

- You will learn how to
- describe imaginary situations.
  - express wishes.

- You will learn how to
- report what was stated.
  - report what was requested.
  - understand meaning from context.

- You will learn how to
- give basic details about inventions and important events from the past.
  - speculate about what would have happened if things had been different in the past.

**Grammar**

- Second conditional

- Reported speech – statements and requests

- Phrasal verbs
- Third conditional

**Skills and Strategies**
**Vocabulary:**

- identifying synonyms by paying attention to the conjunction **or**
- looking for synonymous words or other context clues to discover word meaning

**Reading:**

- identifying if a text is informative or persuasive
- identifying the audience a text is written for

**Writing:**

- deciding on the audience and the type of text
- ordering a text into introductory, supporting and concluding paragraphs
- giving arguments, stating facts and opinions to support ideas

**Vocabulary:**

- looking at the text around new words to predict the meaning of unfamiliar words
- using pictures to predict the meaning of unfamiliar words

**Reading:**

- using context clues in a text to make predictions about an unknown word
- using information provided in the text to figure out the meaning of a word

**Writing:** using context clues to help readers understand difficult words and complex sentences while reading

**Vocabulary:** using synonyms to understand the meaning of unfamiliar words

**Reading:** looking for chronological order or concept repetitions to establish a sequence of events

**Writing:** paying attention to a text's organization

**Listening:** reading questions before listening to know what specific information to listen for

**Speaking:**

- using **you mean that...** to show understanding of what a person is saying
- using idioms in conversations to sound more natural

**Project**

A Survey

A News Report

A PowerPoint Presentation



## Review

### 1. Use an appropriate relative pronoun *who/where/that* to join the following sentences.

- Geologists are people. They study the Earth's natural resources.  
*Geologists are people who study the Earth's natural resources.*
- Geology is a profession. It includes the studying of natural resources.  
*Geology is a profession that includes the studying of natural resources.*
- Mining sites are places. Geologists work there.  
*Mining sites are places where geologists work.*
- Miners work in mines. There are many natural resources in mines.  
*Miners work in mines where there are many natural resources.*
- Environmentalists are activists. They believe our environment should be protected.  
*Environmentalists are activists who believe our environment should be protected.*



### 2. Circle the correct verb form to complete the text below. Select *both* when either the gerund or the infinitive forms can be used.

The world we live in is made up of many different types of people with different personalities and ways of expressing their emotions and feelings. Some people are reserved and avoid meeting (to meet / meeting / both) new people, while others may be more sociable and prefer \_\_\_\_\_ (a. to be / being / both) surrounded by people.

I have always been interested in \_\_\_\_\_ (b. to investigate / investigating / both) the way that people interact with each other. In fact I even considered \_\_\_\_\_ (c. to study / studying / both) psychology, but finally I decided \_\_\_\_\_ (d. to take / taking / both) a year off and travel the world before I enter university. I am really excited about \_\_\_\_\_ (e. to travel / traveling / both) and I intend \_\_\_\_\_ (f. to see / seeing / both) as much of the world as I can.

### 3. Based on the first sentences, complete the second ones in passive voice with the correct form of the verbs in parentheses.

- In the 50's, Nelson Mandela denounces inequality in South Africa.  
Inequality is denounced (denounce) by Nelson Mandela in South Africa.
- Many people from all over the world have heard Anne Frank's story.  
Anne Frank's story has been heard (hear) by many people from all over the world.
- Martin Luther King, Jr. won the Nobel Peace Prize in 1964.  
The 1964 Nobel Peace Prize was won (win) by Martin Luther King, Jr.
- Steve Jobs considered the iPad his most important invention.  
The iPad was considered (consider) to be his most important invention by Steve Jobs.
- Nelson Mandela changed many people's lives in South Africa.  
In South Africa many people's lives were changed (change) by Nelson Mandela.





## UNIT



## Review

## Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson offers students the chance to review some of the grammatical structures and key vocabulary learned throughout book 5 of the Viewpoints series.	<ul style="list-style-type: none"> <li>Connects sentences using relative pronouns.</li> <li>Identifies verbs followed by gerunds and verbs followed by infinitives.</li> <li>Completes sentences in Passive Voice.</li> <li>Uses tag questions appropriately.</li> <li>Talks about what was stated using Reported Speech.</li> <li>Uses the expression <i>Used to</i>.</li> <li>Identifies and correctly uses Second and Third Conditional structures.</li> </ul>	<b>Vocabulary</b> Words related to diverse topics  <b>Structures</b> Relative pronouns Verbs followed by gerunds and infinitives Passive Voice Tag questions Reported Speech Used to Second and Third Conditional	<ul style="list-style-type: none"> <li>Using relative pronouns to join two sentences</li> <li>Using Passive Voice to change the emphasis of a sentence</li> <li>Using indirect speech to report what was said</li> <li>Using conditionals to talk about possible consequences</li> </ul>

### 1. Use an appropriate relative pronoun *who/where/that* to join the following sentences.



Write the following relative pronouns on the board: *who, where, that*. Ask students if they remember which pronouns are used for people, which are used for places and which are used for things. Now, direct students' attention to the example given, and then ask a volunteer to read both the two original sentences and the sentence containing the relative pronoun. Highlight the fact that students need to identify the subject which is being repeated in the two sentences—in this case, *geologists*—and then replace it with the appropriate relative pronoun. Allow enough time for them to complete the remaining four questions and then tell them to cross-check their answers with a partner. Walk around the class, double checking students' answers.

### 2. Circle the correct verb form to complete the text below. Select *both* when either the gerund or the infinitive forms can be used.



Ask students if they remember that some verbs are only followed by gerunds, some only by infinitives that some can be followed by either.

Write the verbs and adjective + preposition combinations that appear in the text on the board: *avoid, prefer, consider, decide, intend, excited about, interested in*. Encourage students, as a class, to classify each of the above as either being followed by a gerund, an infinitive or by both.

Now, instruct students to reread the text and answer questions *a-f*. Correct as a class by calling on volunteers to read the text to the class with their answers.



Finally, check students' comprehension of what they have read by asking questions like: *What do reserved people avoid? What adjective is used to describe someone who likes to be surrounded by people? Will the author of the text study psychology? If not, what will he/she do?*

### 3. Based on the first sentences, complete the second ones in passive voice with the correct form of the verbs in parentheses.



Before starting the exercise, ask students what they know about the following people: *Anne Frank, Martin Luther King Jr., Nelson Mandela, and Steve Jobs*. Start a class discussion by asking questions like: *What are these people famous for? Where are they from? Are they all still alive today?*

Now, encourage students to explain what the difference is between active and Passive Voice: *We use the Passive Voice when the focus is on the action instead of the person or thing that performs the action*. Call on a volunteer to read the instruction to the class and then draw their attention to the example answer. Tell them to note how the information stated in both sentences is the same, with the difference being where the focus lies. In the Active Voice sentence, the focus is on Nelson Mandela, whereas in the Passive Voice sentence, the focus is on inequality. Another difference is the verb tense. In Passive Voice we use the auxiliary verb *to be* plus the past participle of the main verb.

**4. Complete each question with a tag and match it with its corresponding answer.**  

Ask students if they remember how to turn a general statement into a question or how to ask for agreement from a listener (by using a tag question).

Draw their attention to the example question and point out how the main part of the sentence is positive, hence the tag is negative. Also highlight that since the auxiliary verb *to be* is used, we must use the same auxiliary verb in the tag. This applies for all auxiliary and modal verbs. Remind them that if there is no auxiliary verb, nor modal verb used in the main part of the sentence, then we must use the appropriate form of "do" in the tag.

Now, encourage students to solve the exercise and then correct their answers in groups of five or six. Walk around the class, offering advice when required.





**5. Read and listen to the interview and then use reported speech to answer the questions.**

     Track 02

Start by asking students if any of them have ever been scuba diving. If they have, ask what it was like. If none of them have ever tried it, ask them to imagine what it would be like to be able to breathe under water.

Now direct their attention to the dialog written under the instructions. Play the audio once for them to listen to the pronunciation while reading along.

Remind students that when using Reported Speech, they have to be aware of the verb tense and pronoun changes required. Inform them that they can't simply write short answers! Allow 3 or 4 minutes for students to complete the activity and then discuss the answers as a class.

**6. Now listen to the rest of the interview and answer the following questions using reported speech.**     Track 03

Play the remainder of the interview twice for students to listen to. Once again, remind students to answer the questions using the reported speech structure. Ask them if anyone can recall the verb tense changes for reported speech. *Simple Present to Simple Past; Simple Past to Past Perfect; Present Continuous to Past Continuous; future will to would.* Once students have completed the answers, get them into groups of five so they can discuss them. Be prepared to answer any questions they may have and to double check their answers.

4. Complete each question with a tag and match it with its corresponding answer.

Questions	Answers
a. He is catching a bus to the coast, <u>isn't he</u> ?	<b>e</b> 1. Yes, unfortunately she can't find it.
b. They will travel to India, <u>won't they</u> ?	<b>c</b> 2. Yes, of course. I have seen all the exhibitions.
c. You have visited the Gold Museum, <u>haven't you</u> ?	<b>a</b> 3. No, actually he is going to go by plane.
d. We aren't climbing the mountain today, <u>are we</u> ?	<b>f</b> 4. No, he will be sleeping at my house.
e. She hasn't lost her backpack, <u>has she</u> ?	<b>b</b> 5. Yes, they really want to see the country.
f. He won't be staying in a hotel, <u>will he</u> ?	<b>d</b> 6. No, we will do that tomorrow.



5. Read and listen to the interview and then use reported speech to answer the questions.

**Reporter:** So tell us Josh, what is your favorite sport?

**Josh:** I love scuba diving.

**Reporter:** Really! Why scuba diving?

**Josh:** Because you feel like you are floating in space when you're under water. It's an amazing feeling!

**Reporter:** And the aquatic life must be spectacular to see, am I right?

**Josh:** You sure are. It's a completely different world down there!

- What did Josh say he loved?  
He said he loved scuba diving.
- Why did Josh say he loved scuba diving?  
He said that he loved it because it felt like you were floating in space when you were under water.
- What did Josh say about life under the water?  
He said that it was a completely different world down there.



6. Now listen to the rest of the interview and answer the following questions using reported speech.

- What is the second sport that Josh enjoys?  
He said that he really enjoyed mountain biking.
- When will Josh be participating in a competition?  
He said that he would be participating in a competition next weekend.
- When did he start training?  
He said that he had started training four months ago.



7. Read Barack Obama's mini-biography and fill in the gaps with the expression *used to* plus the verbs in parentheses.



Barack Obama was born on August 4th, 1961, in Honolulu, Hawaii. His mother was from the USA and his father from Kenya, but they separated shortly after Obama was born. As a child, Obama **didn't use to live** (not live) with his father; instead, between the ages of 6 and 10 he **used to live** (a. live) in Indonesia with his mother and stepfather. He attended public schools. However, at age 10, he moved back to Honolulu where he **used to have** (b. have) a scholarship to study at a prestigious private school.

Obama has stated that after graduating from high school in 1979, he **used to spend** (c. spend) a great deal of time reconciling social perceptions about his multicultural heritage. He said that people **didn't use to understand** (d. not understand) he was also American, even though his father was from Kenya.

Obama soon moved to New York where he **used to study** (e. study) political science, specializing in international relations. On graduating in 1983, Obama entered the business world and soon after that started his political career, opening the door for him to become the first black President of the United States of America.

8. Circle the word that best completes each sentence.

- If my older brother keeps bullying me, I will / would tell my parents.
- If I were you, I will / would study hard for the exam.
- There would be less violence if people have / had more tolerance.
- Teens will / would have more time to do other things if they worried less about their image.
- If I get up earlier in the mornings, I won't / wouldn't be late for school.
- If they pressure / pressured her too much, she won't do well at school.

9. Answer the questions using the third conditional and then write 2 more questions to ask a partner.

Record his/her answers using the third conditional. **Answers may vary.**

- What would you have done if you hadn't come to school today?  
\_\_\_\_\_
- If you had won a million dollars last year, what would you have bought?  
\_\_\_\_\_
- Where would you have gone last vacation if you had had enough money?  
\_\_\_\_\_
- Which time period would you have liked to live in if you had been able to choose?  
\_\_\_\_\_
- Question 1: \_\_\_\_\_  
Partner's answer: \_\_\_\_\_
- Question 2: \_\_\_\_\_  
Partner's answer: \_\_\_\_\_

**7. Read Barack Obama's mini-biography and fill in the gaps with the expression *used to* plus the verbs in parentheses.** [?] [A]

It is fairly certain that your students will know who Barack Obama is, so start by asking students what they know about his past, before he became the President of the U.S.A. You can be more specific if you like and ask if anyone knows about his childhood or where his parents are from and so forth.

Ask a volunteer to read the instructions to the class and then draw students' attention to the example answer. Remember to highlight the fact that when we use the auxiliary verb *did* either for questions or negative sentences, we have to use the main verb use in its base form (without "d"). Allow enough time for everyone to read through the text and write their answers. Before correcting, ask students if they have any doubts about word or phrase meaning and then call on various volunteers to read the text to the class so students can correct their own answers.

To complete the exercise, verbally ask some comprehension questions like: *Where was Obama born? Where were his parents from? Where did Obama live between ages 6 to 10? Why didn't many people understand that he was also American?*

**B. Circle the word that best completes each sentence.** [?] [A]

Begin the exercise by asking students if they remember what the difference is between the use of the First and Second Conditionals: *The first conditional is used to talk about things which are realistically possible in the present or the future – things which are likely to happen. The second conditional is used to talk about things in the present or the future which are unreal, imagined or impossible - things which are unlikely*

*to happen.* Now, ask students if anyone can remember the grammatical structures of each conditional form. **First Conditional:** *If clause = verb in Simple Present. Result clause = will + verb in base form.* **Second Conditional:** *If clause = verb in Simple Past. Result clause = "would/could/might" + verb in base form.*

Now, read through the instructions with your students and give them enough time to complete the task. Call on five volunteers to read their answers to the class.

**9. Answer the questions using the third conditional and then write 2 more questions to ask a partner. Record his/her answers using the third conditional.** [?] [A]

As with question 8, ask students if they can recall when we use the Third Conditional structure and how it is formed: *The Third Conditional is used to talk about unreal situations or conditions which are impossible to fulfill because they occurred in the past. We just imagine what would have happened if the situation had been different.* The structure is as follows: *If clause (verb in past perfect) and Result clause = "would/could/might" + verb in Present Perfect.*

Make students aware that in order to answer these questions using the Third Conditional, they must write the long answers. Questions a-d are to be answered using their own personal information, and then tell them to use the questions provided to help them write two extra questions which they will in turn ask a partner.

Once students are ready, organize them into groups of about five students so they can correct each other's work. Remind them that their answers will vary from person to person and that what is important is the grammatical structures used not whether they agree or not with another person's answer.

# Let's Talk Movies 1


**Skills**
**CEF Standards**
**Indicators**
**Listening  
Comprehension**

Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.

- Listens to and understands a short story based on pictures.
- Understands short conversations and can listen for specific information.
- Can watch and understand the general idea of a movie.

**Reading  
Comprehension**

Can use an idea of the overall meaning of short texts and utterances on everyday topics to derive the probable meaning of unknown words from the context.

- Understands movie reviews and mini biographies.
- Is able to infer meaning of unknown words and phrases from a short movie review.

**Oral  
Interaction**

Can summarize and give his/her opinion about a short story, article, talk, discussion, interview, film or documentary and answer further questions of detail.

- Asks for and gives information about movies.
- Uses verb tenses and time expressions to chronologically relate information, like that in mini biographies.

**Oral  
Expression**

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

- Talks about different movies he/she has seen.
- Is able to use idioms to talk about movies.

**Written  
Expression**

Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.

- Writes a movie review including genre, name of director, stars a short description etc.
- Provides a personal opinion about movies.

# Let's Talk Movies 1

## ► General Objective

You will be able to talk about different types of movies and describe a sequence of events in chronological order.

## ► Communication Goals

You will learn how to

- describe and differentiate between movie genres.
- talk about movies you have seen.
- ask and answer questions about different movies.
- make inferences.
- write a film review and a mini biography.

## ► CLIL

- Movie Genres
- Film Reviews
- Mini Biographies

### Vocabulary

- Words related to movie production and the people involved

### Grammar

- Simple Past tense, Past Progressive tense, Present Perfect tense and Past Perfect tense
- Time clauses

## ► Idioms and Colloquial Expressions

- *To pull off*
- *By heart*
- *To come up with*
- *In a nutshell*
- *Few and far between*
- *To go overboard*
- *It's worth it*
- *A must see*

## ► Project

A Film Review

You will work in groups to make a PowerPoint presentation of a film review and a mini biography.

### Discuss:

- What are the different types of movies?
- What are your favorite types of movies?
- Do you know the name of any famous movie directors?
- Why do people like to watch movies?





Lesson 1

# It Was Terrifying!

1. Label the pictures. Use the Word Bank.

## Word Bank

• horror • comedy • adventure • western



a. comedy



b. western



c. horror



d. adventure

2. Match the words in column A with those in column B. Then, match B with C.

A - Nouns	B - Adjectives	C - Descriptions
1. energy	<input checked="" type="checkbox"/> a. humorous	<input checked="" type="checkbox"/> 1. very active
2. history	<input checked="" type="checkbox"/> b. terrifying	<input checked="" type="checkbox"/> 2. from or connected to the past
3. humor	<input checked="" type="checkbox"/> c. energetic	<input checked="" type="checkbox"/> 3. comical or funny
4. terror	<input checked="" type="checkbox"/> d. historical	<input checked="" type="checkbox"/> 4. very scary or frightening

### Vocabulary Strategy

Use your knowledge of Spanish to associate words.

3. Read and complete with the adjectives above. Then, match columns A, B and C. Listen to confirm.

**Reading Strategy** To associate words and paragraphs, look for synonyms or words that express similar ideas.

A - Genre Description	B - Genre	C - Example
a. These <u>historical</u> movies often have guns, horses, cowboys and Indians and show how difficult life was in the second half of the 19th century.	<input checked="" type="checkbox"/> d. 1. horror	<input checked="" type="checkbox"/> a. Buffalo Bill's Wild West
b. These <u>energetic</u> movies are action-filled. Characters go through travels, conquests, explorations and troubles.	<input checked="" type="checkbox"/> a. 2. western	<input checked="" type="checkbox"/> b. Dracula
c. These movies contain <u>humorous</u> plots to make you laugh by exaggerating situations, language, actions, relationships and characters.	<input checked="" type="checkbox"/> b. 3. adventure	<input checked="" type="checkbox"/> c. American Pie
d. Designed to scare us and give us nightmares, often with a <u>terrifying</u> finale, this type of movie has sub-genres such as teen terror, serial killers and so forth.	<input checked="" type="checkbox"/> c. 4. comedy	<input checked="" type="checkbox"/> d. Pirates of the Caribbean

4. Write W (Will Smith) or M (Michelle Rodriguez) to label the statements below. After that, listen and put them in order. Then, complete the grammar chart on page 11.

- a. Another popular movie which was also historical is the comical western, *Wild Wild West*.
- b. She was reported to have said that she couldn't believe it.
- c. Before winning a part in the very imaginative *Avatar*, Michelle Rodriguez had finished the terrifying film *Resident Evil*.
- d. Will Smith has starred in several movies. Many of the films he has made are energetic and amusing.
- e. An example of this is when he acted in the hit movie *Men in Black* in 1997.
- f. While she was filming the movie in 2002, *Maxim Magazine* voted her one of the world's 100 most beautiful women.





## Lesson 1

## It Was Terrifying!

## Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to talk about and describe movies and their respective genres.	<ul style="list-style-type: none"> <li>Describes movie genres.</li> <li>Talks about movies he/she has seen.</li> </ul>	<b>Vocabulary</b> horror, comedy, adventure, western, humorous, terrifying, energetic, historical  <b>Expressions</b> <i>To pull off</i>  <b>Structures</b> Simple Past, Past Progressive, Present Perfect, Past Perfect	<ul style="list-style-type: none"> <li>Relating pictures to words</li> <li>Identifying adjectives from nouns</li> <li>Using knowledge of Spanish to associate words</li> <li>Using synonyms to associate words</li> </ul>

**WARM UP** (books closed) 

Explain to students that movies are classified into different categories known as genres. Ask them to think of movies they have seen recently and elicit the names of the genres that the movies fit into.

Give a couple of examples of movies you have recently seen: *Last week I saw the movie, "Hunger Games". It is an action movie. I also saw the comedy, "American Reunion", the week before last.*

**PRESENTATION**
**1. Label the pictures. Use the Word Bank**


Direct students' attention to the pictures and the words in the Word Bank. Ask them if they know what these words relate to and if they know their meaning. Allow sufficient time for students to complete the task and then, while checking the answers as a class, ask them to justify their answers by talking about and describing the pictures. After completing, ask students if they can name some movies from each genre listed.

**2. Match the words in column A with those in column B. Then, match B with C.**

Go over the Vocabulary Strategy and tell students that sometimes words in English are similar to the same word in Spanish and that they should make use of their knowledge of Spanish if they come across words they don't understand. Also explain that often in English, nouns and adjectives share the same root word, which can also help distinguish word meaning and how to use the word in a sentence.

Draw students' attention to the table in exercise 2, and ask them to solve the exercise. Correct answers as a class, soliciting student's to use the noun and adjective forms in sentences to show they understand their meaning.

**PRACTICE**
**3. Read and complete with the adjectives above. Then, match columns A, B and C. Listen to confirm.**

Before starting the exercise, make sure students understand that to complete column A of this exercise they will have to look for synonymous words or phrases in the sentences to help associate the adjectives. It would be a good idea to ask students if they know any synonymous words or phrases of the adjectives listed in exercise 2. *E.g. historical- old, from past, last century, etc.*

Next, challenge students to associate the different genre descriptions with the genres listed in column B. If they have trouble, refer them back to the pictures from exercise 1.

Finally, before students match the examples in column C with a movie genre, verify that the students have heard of the movies listed. If they haven't, give a brief description of each movie, being careful not to state the genre in the description. *E.g. Buffalo Bill's Wild West is set in the American West and includes gun battles between cowboys and Indians who ride on horses.*

Once students have completed the exercise, listen to the audio so they can correct their own answers.

4. Write W (Will Smith) or M (Michelle Rodriguez) to label the statements below. After that, listen and put them in order. Then complete the grammar chart on page 11. **L M Track 05**

Elicit information from students about the two movie stars, Will Smith and Michelle Rodriguez. Any fact they know about these two stars is of interest, especially movies which they have starred in.

Next, tell students that they are going to read the six sentences and that they should pay attention to the information given, like movies listed and pronouns, in order to decide if the sentences relate to Will or Michelle.

Once they have decided which sentence relates to which star, tell them to read through the sentences again, paying close attention to the verb tenses (Simple Past, Past Progressive, Present Perfect and Past Perfect) in order to help them place the sentences in the correct order. Once students have completed the exercise, tell them to check their answers with a partner to see if they agree or not. Finally, discuss as a class.

Now, tell students to complete the Reflect on Grammar chart on the following page by using the sentences in this exercise. As a class, discuss the uses and sentence structure of the different verb tenses. Ask students questions in the different tenses and help them construct their answers using the appropriate tense. *E.g. Have you seen the movie, The Illusionist? Yes, I have. / No, I haven't. etc.*

## APPLICATION

5. Complete with the appropriate form of the verb or an adjective from exercise 2. Listen to confirm. **L A Track 06**

Before answering this exercise draw students' attention to the Reflect on Grammar chart previously completed. Make sure they understand the difference between the verb tenses listed and that they know how and when to use each tense.

Next, tell students that they are going to read short movie reviews from 3 different people and that they are required to fill in the gaps with the correct tense of the verbs in parenthesis or the adjective form of the noun noted. Also discuss the meaning and use of the key expressions that they will encounter in the reviews.

Once students have completed the activity, play the audio so they can correct their own answers. Remember to congratulate your students on their effort and offer encouragement to those who are not as advanced.

## Project Stage 1 L V A K

Inform students about the purpose of the project they will carry out. Let them know that, in groups, they will choose a movie to watch and write a review about it. They will also make a mini biography of the film's director which will be presented as a PowerPoint presentation.

In stage 1, students get into groups of three or four and agree on a movie to watch together. While watching the movie they need to take notes regarding genre, setting, characters, director etc, and make a short summary about the plot.

Reflect on Grammar

The **Simple Past tense** describes acts that have already concluded in the past. The time of occurrence is usually known.

He	<b>acted</b> didn't <u>act</u>	in the hit movie <i>Men in Black</i> in 1997.
<b>Did</b> he	<u>act</u>	in the hit movie <i>Men in Black</i> in 1997?

The **Past Progressive tense** describes events that were in process of occurring when a new event happened (at a certain moment in the past).

She	<b>was filming</b> <del>wasn't</del> <u>filming</u>	the movie when <i>Maximum Magazine</i> voted her one of the world's 100 most beautiful women.
<b>Was</b> she	<u>filming</u>	the movie when <i>Maximum Magazine</i> voted her...?

The **Present Perfect tense** describes actions that started in the past and haven't finished (or are relevant) in the present.

He	<b>has started</b> <del>hasn't</del> <u>started</u>	in several movies.
<b>Has</b> he	<u>started</u>	in several movies?

The **Past Perfect tense** describes events that occurred in the past before another past event.

She	<b>had finished</b> <del>hadn't</del> <u>finished</u>	the terrifying film <i>Resident Evil</i> when she won a part in <i>Avatar</i> .
<b>Had</b> she	<u>finished</u>	the terrifying film <i>Resident Evil</i> when she won a part in <i>Avatar</i> ?

NOTE: In interrogative and negative sentences, use the auxiliary verbs *be, have* or *do*.

5. Complete with the appropriate form of the verb or an adjective from exercise 2. Listen to confirm.

Alex: I was watching (watch) television when I saw (a. see) the trailer for the animation comedy, *Megamind*. I thought it looked humorous (b.) and I love to laugh, so I went (c. go) with my girlfriend to see it. However, I was disappointed. The story of the bad guy who becomes the good guy and wins the girl is very typical and not very imaginative.

Betty: I thought Natalie Portman was (d. be) excellent as a ballet dancer in the mystery thriller *Black Swan*. She had trained (e. train) for many months before they started (f. start) to film the movie. I have recommended (g. recommend) this movie to many friends.

Tony: The 2010 movie, *True Grit*, with Jeff Bridges and Matt Damon was (h. be) a historical (i.) western. I hadn't imagined (j. not imagine) Matt Damon in a western before seeing this movie, but he and Jeff Bridges really pulled it off.

Project Stage 1

- In groups of 3 or 4, decide on a movie to watch at home.
- Take notes about its genre, setting, plot, characters, etc.
- Make a short summary of the plot.

E.g. **Name:** *True Grit*; **Cast:** Jeff Bridges, Matt Damon, etc.; **Setting:** American Old West.

**Main events:** A girl was looking for a man who had murdered her father...

Key Expressions

**Pull off:** to succeed in something despite difficulties





## Lesson 2

# By the Time...



### 1. Answer the following questions.

- |  |   |   |
|--|---|---|
| <p><b>a.</b> Who is Tim Burton?</p> <p><input type="checkbox"/> • an actor</p> <p><input checked="" type="checkbox"/> • a film director</p> <p><input type="checkbox"/> • a graphic designer</p> | <p><b>b.</b> Where is he from?</p> <p><input type="checkbox"/> • England</p> <p><input type="checkbox"/> • Italy</p> <p><input checked="" type="checkbox"/> • The United States</p> | <p><b>c.</b> What did he study?</p> <p><input checked="" type="checkbox"/> • character animation</p> <p><input type="checkbox"/> • acting</p> <p><input type="checkbox"/> • business administration</p> |
|--|---|---|

### 2. Discuss in groups what you know about the following movies [director, actors, main events].

Alice in Wonderland

Batman

Planet of the Apes

Charlie and the Chocolate Factory

### 3. Read the text and underline the correct ending for sentences a to e. Then, complete the grammar chart.



#### Reading Strategy

Pay attention to the time expressions used in order to follow the sequence of events in biographies and stories.

**Tim Burton** is an American **film director, producer** and **writer** who studied character animation at the California Institute of the Arts. By the time Burton started his most famous movie, *Batman*, in 1989, he had already made *Beetlejuice* a year earlier and *Frankenweenie* 4 years before. 3 years after making *Batman* he directed its sequel, *Batman Returns*. Since the success of *Batman Returns*, he has directed and produced other imaginative movies including *Planet of the Apes* in 2001 and *Charlie and the Chocolate Factory* 4 years later. While filming the latter, he also produced *Corpse Bride*. Finally, he didn't make the creative remake of *Alice in Wonderland* until 2010. The **cast** of actors for Burton's movies often includes his wife, Helen Bonham Carter, and his long-time friend, Johnny Depp. The **soundtracks** to his movies have nearly all been produced by another friend, Danny Elfman.

- a. A film director is someone who **acts in a movie / controls the artistic parts of a movie**.
- b. The writer is **the author / an actor**.
- c. The cast is **the director and producer of a movie / the group of actors in a movie**.
- d. A soundtrack is **the name of a movie / the music from a movie**.
- e. A film producer **writes the movie / provides the money for the movie**.

### Reflect on Grammar

#### Time Clauses

3 years after making *Batman* he directed its sequel, *Batman Returns*.

Finally, he didn't make the creative remake of *Alice in Wonderland* until 2010.

While filming the latter, he also produced *Corpse Bride*.

By the time Burton started his most famous movie, *Batman*, in 1989, he had already made *Beetlejuice* and *Frankenweenie*.

Since the success of *Batman Returns*, he has directed and produced other imaginative movies...

... in 1989, he had already made *Beetlejuice*...

#### Time Expressions

- a. while
- b. since
- c. after
- d. by the time
- e. already
- f. until

#### Definition

1.  following a certain point in time
2.  before a certain (expected) time
3.  during a period of time
4.  from a particular time to now
5.  before another event begins or finishes
6.  up to a time



## Lesson 2

## By the Time...

## Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to talk about movies and the people involved in their production, as well as understand mini biographies of directors, producers and cast.	<ul style="list-style-type: none"> <li>Gives information about directors, producers and cast in chronological order.</li> </ul>	<p><b>Vocabulary</b> director, producer, writer, cast, soundtrack</p> <p><b>Expressions</b> <i>It's worth it</i></p> <p><b>Structures</b> Time expressions: <i>while, since, after, by the time, already, until</i></p>	<ul style="list-style-type: none"> <li>Using time expressions to follow the sequence of events in biographies and stories</li> <li>Using a timeline to organize information into chronological order</li> </ul>

### WARM UP (books closed)

Write the title, "People Involved in Making Movies" on the board. Now ask students if they can give you the names or titles of the people who help to make a movie. E.g. actors, director, producer, cameraman, make-up artist etc. Start a discussion about what each person does. Ask students about their favorite actors or movie directors. *What type of movies do they like to act in or direct? What was their best movie? Are they both an actor and director, or just one or the other? Etc.*

### PRESENTATION

#### 1. Answer the following questions.

Tell students to open their books to page 12 and answer the 3 questions corresponding to exercise 1. Tell students to make an educated guess if they don't know the answer. To make an educated guess they should try to eliminate at least one of the possible answers to reduce their options.

#### 2. Discuss in groups what you know about the following movies (director, actors, main events).

Explain to students that the four movies listed are all very famous films and ask if anyone has seen any of these movies. Create a class discussion about the movies and try to elicit as much information as possible from your students by asking appropriate questions like: *Who knows who directed...? Who can tell me who the main actors were in the movie...? What was the movie... about? When was the movie... made? etc.*

#### 3. Read the text and underline the correct ending for sentences a to e. Then, complete the grammar chart. *Track 07*

Start by telling students that they are going to read a short biography of Tim Burton and direct their attention to the Reading Strategy box. Explain that time expressions are

very important when ordering information chronologically and that they should pay close attention to not only the time expressions, but also to the dates noted.

After allowing enough time for students to read the text, play the audio version so students can listen to the pronunciation of what they have read. Next, students must complete the sentences with the most appropriate definition of the words in blue. Once completed, write the following sentences on the board (underline the same words which are underlined below):

*Vin Diesel acted in 'The Pacifier' before he acted in 'Fast Five'.*

*Since acting in 'Transformers', Megan Fox has acted in 'Jennifer's Body'.*

*By the time Steven Spielberg had directed 'War Horse', he had already finished directing 'War of the Worlds'.*

Ask a volunteer to read each sentence out loud. After each sentence, stop and ask the class which movie was first. E.g. *Did Vin Diesel act in 'The Pacifier' first or 'Fast Five'? Did Megan Fox act in 'Transformers' or 'Jennifer's Body' first? Which movie did Steven Spielberg direct first, 'War Horse' or 'War of the Worlds'? Remember to draw students' attention to the underlined time expressions in the sentences highlighting their importance when organizing information into chronological order.*

Now, students must focus their attention on the Reflect on Grammar box. Explain that each example in the first column is from the reading and that they should search it to help them complete them. After completing the examples column they need to use the context of the examples to figure out the definition of each time expression. (Working out the grammatical definitions of each expression might be difficult for the students, so be prepared to provide additional help if required.)

## PRACTICE

### 4. Read the text again and complete Tim Burton's filmography timeline.

Ask students to look at the timeline provided and pay attention to the years listed as well as to the two examples of movies noted under 1989 and 2010. Using these two examples as a base, now direct students to read Tim Burton's biography again and fill in the timeline. Remind students of the importance of time expressions when organizing information chronologically.

Finally, ask students to crosscheck answers in pairs.

### 5. Based on the timeline, correct the following statements by using an appropriate time expression.

Point out that all four sentences are factually incorrect and that the order of events or movies is incorrectly stated. Students have to rewrite the sentences based on what they read in exercise 3 and the filmography timeline they completed in exercise 4. Remind them that more than one answer is possible for each sentence and that they can use the same time expression used in the incorrect statements or use a completely different expression. *E.g. Tim Burton directed Beetlejuice before he made Batman. (correct)*

## APPLICATION

### 6. Listen and complete. Then, make a similar conversation about movies you have seen.

 Track 8

Tell students to read through the conversations before they listen to them. Invite them to ask for the definition of any word(s) they do not know. Also ask them to guess what the conversations are about.

Now, listen to the audio and tell students to fill in the gaps with the words they hear. Play each conversation at least twice to make sure students have time to complete the answers.

After completing, group students into pairs and get them to practice the conversation with their partner. After that, ask them to make similar conversations with their own information.

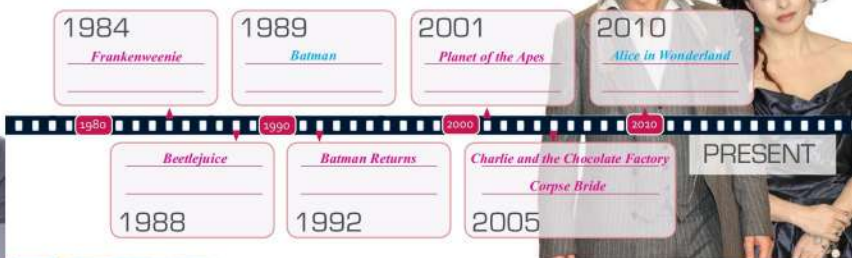
## Project Stage 2

Invite students to organize themselves into the same groups from lesson 1. Tell them that they are now going to research the director of the movie they saw. They need to take into account the director's name, nationality, a chronological list of movies he/she has directed, special awards the director has won or been nominated for and any other interesting information the group considers relevant to their project. Remind students that they need to use the appropriate time expressions when making a chronological list of movies he/she has directed.

### Example:

*The movie 'True Grit' was directed by the American brothers, Ethan & Joel Cohen. Together they have directed various films including their first hit, 'Raising Arizona' in 1987. Since then they have directed various other hits like 'Fargo' in 1996 and 'The Big Lebowski' the year after that. By the time they directed 'True Grit' in 2010, they had already directed over 20 movies, including 'No Country for Old Men' three years earlier and 'Burn after Reading' one year later.*

4. Read the text again and complete Tim Burton's filmography timeline.



5. Based on the timeline, correct the following statements by using an appropriate time expression.

- a. Tim Burton directed *Batman* before he made *Beetlejuice*.  
*Tim Burton directed Batman after he had made Beetlejuice.* *(Suggested answers.)*
- b. By the time Tim Burton produced *Corpse Bride*, he had already finished making *Charlie and the Chocolate Factory*.  
*Burton produced Corpse Bride while making Charlie and the Chocolate Factory.*
- c. Tim Burton didn't make *Batman Returns* until he had made *Planet of the Apes* and *Charlie and the Chocolate Factory*.  
*Tim Burton made Batman Returns before making Planet of the Apes and Charlie and the Chocolate Factory.*
- d. Since producing *Charlie and the Chocolate Factory* he has made *Planet of the Apes* and *Alice in Wonderland*.  
*Since producing Planet of the Apes, he has made Charlie and the Chocolate Factory, Corpse Bride and Alice in Wonderland.*

6. Listen and complete. Then, make a similar conversation about movies you have seen.

Conversation 1

- A: Hey, *have you heard* the soundtrack of *Thor*?  
 B: Actually, I have it at home. I *bought* (a.) it after I *saw* (b.) the movie.  
 A: Did you like the movie?  
 B: Yeah. I *thought* (c.) it had a great cast. I really love Anthony Hopkins. He is such a talented actor.

Conversation 2

- C: *Have you seen* (a.) any movies by Martin Scorsese?  
 D: Of course, I love his movies. He is really imaginative. He *directed* (b.) *The Departed*.  
 C: That movie *has* (c.) an amazing cast. With Matt Damon, Leonardo DiCaprio and Jack Nicholson, it was guaranteed to be a success.  
 D: He is also the producer of *Shutter Island*.  
 C: I *haven't seen* (d.) that movie. By the time I *got* (e.) the money to go to the cinema, it *had* (f.) already *finished* (g.) playing.  
 D: You should definitely watch it on DVD. It's worth it!

Project Stage 2

- In your group, investigate the film director of the movie you saw in Stage 1. Take notes using the new time expressions.
- E.g. *After directing Batman, he directed Planet of the Apes, and Batman Returns.*

Key Expressions

It's worth it: It is rewarding!



Lesson 3

# Reading Between the Lines

1. Answer the following questions.



### Reading Strategy

To make inferences and understand a story, use the facts given to make good guesses about other things that are not directly stated.

a. Look at the picture from the movie *Rio*. What type of movie do you think it is?

- 1. horror
- 2. animation
- 3. western
- 4. I don't know.

b. Blue Macaws are:

- 1. snakes
- 2. birds
- 3. cats
- 4. I don't know.

c. Can Blue Macaws fly?

- 1. Yes, they can.
- 2. No, they can't.
- 3. I don't know.

d. Blue Macaws are from:

- 1. South America
- 2. Europe
- 3. Asia
- 4. I don't know.

e. Are Blue Macaws an endangered species?

- 1. Yes, they are.
- 2. No, they aren't.
- 3. I don't know.

2. Read the following movie review. Then, answer the questions below.

Blu lived a comfortable life with his owner and best friend, Linda, so he never had to worry about learning normal "bird" activities like flying or finding food. After learning that Blu wasn't the last bird from his species, they began a long journey to the distant and exotic land of Brazil to find Jewel, a female version of Blu, who lived in Rio de Janeiro. There was hope of saving the Blue Macaw species after all!

But not long after they had arrived in Rio, their plans changed when Blu and Jewel were kidnapped. To

escape, Blu had to find the courage to learn how to use his wings and to rely on the help of the bird of his dreams, Jewel, and a group of amusing city birds.

The extremely imaginative script is excellent, with colorful characters, funny jokes and beautiful animation; it is for both adults and children. This exciting and energetic movie will leave you wanting more. A must see!

a. Why hadn't Blu learned how to find food?

- 1. Because he lived next to a supermarket.
- 2. Because Jewel flies and finds food for Blu.
- 3. Because he was a domesticated bird.

b. Why did Blu and Linda travel to Brazil?

- 1. To find Jewel.
- 2. To find a new home.
- 3. To learn to fly.

c. When did Linda and Blu travel to Brazil?

- 1. Before learning Blu was not the last Blue Macaw.
- 2. After learning Blu was not the last Blue Macaw.
- 3. Until learning Blu was not the last Blue Macaw.

d. How did Blu escape after being kidnapped?

- 1. Linda helped him.
- 2. He walked away.
- 3. He had to learn how to use his wings to fly.

e. What did Blu have to do in order to escape?

- 1. Travel to Brazil.
- 2. Find Jewel.
- 3. Learn how to fly and trust others.

### Key Expressions

A must see: a movie that you should really watch





## Lesson 3

# Reading Between the Lines

### Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to understand movie reviews while learning how to make inferences about information which is not directly stated.	<ul style="list-style-type: none"> <li>Reads and understands a movie review.</li> <li>Makes inferences about information which isn't directly stated.</li> <li>Prepares and writes a movie review.</li> </ul>	<b>Vocabulary</b> Blue Macaw, courage, script, characters, animation, comedy, funny  <b>Expressions</b> <i>A must see</i>	<ul style="list-style-type: none"> <li>Using facts given to make good guesses about other things that are not directly stated</li> <li>Choosing the most probable explanation from the facts (clues) given in a text</li> <li>Using pictures to predict content and order before listening</li> </ul>

### WARM UP (books closed)

To explore in more detail the concept of inference, write on the board, *An inference is a guess, but it's an educated one*, and then draw two common signs (like these examples) next to it and ask students if they know what they mean.



Explain that even though there are no words, and it is not directly stated, we can "guess" that the signs mean *no campfires* and *no dogs allowed*.

Next write this sentence on the board: *Tim's best friend didn't come to school today*. Now asks students what they can assume about Tim's best friend. Possible answers: *He is sick; he is on vacation, he missed the school bus, etc.* Explain to students that even though it is not directly stated that Tim's best friend is sick, we can infer that he might be sick or on vacation because they are the most common reasons why kids miss school.

### Pre-Reading

#### 1. Answer the following questions.

Effective readers are constantly making inferences about information which hasn't been directly stated. Invite students to read the lesson's title *Reading Between the Lines* and ask them what they think this means. How do we read between lines? Tell them that what we did in the Warm Up exercises is exactly that, reading between the lines. It means to use clues in the text or pictures and your own prior knowledge to guess extra information which isn't directly written or stated.

Now tell students that they are going to read a movie review about the movie, *Rio*. Direct them to the picture at the top of the page to infer or predict the answers to the five questions on the right-hand side. When correcting their answers explain that the picture depicts an animation movie with birds in it and that the name *Rio* is a clue that it is based in South America. We can get all that from a simple diagram.

### While Reading

#### 2. Read the following movie review. Then, answer the questions below. Track og

Ask a student to read the Reading Strategy and remind everyone to make use of strategies to enhance their reading comprehension. Invite students to read the movie review about *Rio*, reminding them to look for "clues" about extra information that is not directly stated. Also draw their attention to the Key Expressions box at the bottom of the page. After they have read the text, direct their attention to the comprehension questions directly below and tell them to reread the text to look for the answers. Allow enough time to complete the exercise and then discuss as a class. Ask students to state the reasons for their answers and discuss the context clues which lead to their answers as a class.

*E.g. Question: a. Why hadn't Blu learned how to find food? Answer: 3. Because he was a domesticated bird. Clue: Blu lived a comfortable life... he never had to worry about learning normal "bird" activities like flying or finding food.*

## Post-Reading

### 3. Make inferences to answer the questions below by finding clues in the text.

This exercise gives students the opportunity to answer questions by making inferences. In order for students to better understand the process involved in making inferences, use the example given in the text and explain that we: 1. Ask ourselves a question about something in the text. In this case the questions are provided for the students. Use an example: *Was Blu a typical Blue Macaw?* 2. Look for textual evidence written by the author which may give us some clues. *E.g. domesticated Macaw; lived a comfortable life; never had to worry about learning normal "bird" activities like flying or finding food, etc.* 3. Think about what you know about the evidence. What does your background knowledge tell you about the clues provided? *E.g. Typical Blue Macaws can fly, hunt for food, and are not domesticated.* 4. Using the clues provided in the text and your own background knowledge, try to answer the original question. *E.g. No, Blu was not a typical Blu Macaw.*

### 4. Look at the pictures below, make inferences about the scenes and the sequence. Then, listen and put them in order.

Remind students of the Warm-Up activity and how we inferred the meaning of pictures on signs. Tell them that we don't need words to make inferences, that we can also infer the meaning of pictures as is the case in exercise 4. Also invite them to reflect on the Listening Strategy and explain how pictures can offer us extra information.

Direct students' attention to the four pictures and ask them what they think the story is about. If they have trouble inferring the meaning, make the observations that the boy seems to be different ages in the pictures and that he is in different countries and so forth.

Once students have realized what the story is about, ask them to try to put the pictures in order.

Now tell students that they are going to listen to the story in order to correct their answers and see if they were able to infer the story correctly.

## EXTRA IDEAS

In order to practice making inferences, write short sentences on the board and ask students questions where they have to infer the answers. *E.g. Shelly doesn't like the movie she is watching. She has spent most of the movie holding her dad's hand because she is scared.*

*What type of movie do you think Shelly is watching?*

## Writing

### 5. Imagine the story above is a movie. Give it a name and invent the following information. Then write a movie review.

Explain to students that using the pictures and the story they heard in exercise 4, they have to imagine that the story has been made into a movie and invent the information required. Then, they must write a short movie review. Remind them that using verb tenses and time expressions correctly will help readers follow the sequence of events.

## Project Stage 3

Tell students that, using the information they have researched in the previous stages, they have to write a short movie review. Emphasize the importance of using the correct verb tenses and time expressions to help organize the text into a chronological order.

Also make sure they understand how to present the movie review and visual aids in the form of a PowerPoint presentation.

3. Make inferences to answer the questions below by finding clues in the text.

a. Was Blu a typical Blue Macaw?

Clues (facts): *1. domesticated Macaw; 2. lived a comfortable life; 3. never had to worry about learning normal "bird" activities like flying or finding food*

Answer: *No*

b. Why hadn't Blu learned to fly before he went to Brazil?

Clues (facts): *1. Lived a comfortable life*

Answer: *Because he didn't have the need of.*

c. Why did Blu learn to fly while in Brazil?

Clues (facts): *1. to scape*

Answer: *Because he needed to scape.*

d. Why did Linda want Blu to meet Jewel?

Clues (facts): *1. Blu wasn't the last one of his species.*

Answer: *To preserve the species.*

Reading Strategy

To make inferences, choose the most probable explanation from the facts (and clues) given in the text.

4. Look at the pictures below, make inferences about the scenes and the sequence. Then, listen and put them in order.



Listening Strategy

Use pictures to predict content and order before listening.

5. Imagine the story above is a movie. Give it a name and invent the following information. Then, write a movie review.

Name of movie: \_\_\_\_\_

Movie genre: \_\_\_\_\_

Stars (leading roles): \_\_\_\_\_

Cast: \_\_\_\_\_

Director: \_\_\_\_\_

Adjectives to describe movie: \_\_\_\_\_

Opinion: \_\_\_\_\_

Answers may vary.

Project Stage 3

- Write a film review about the movie you watched and a mini biography of the director.
- Prepare it in the form of a PowerPoint presentation with photos.
- Remember to pay attention to connectors of sequence, time expressions and verbs in all tenses.

Writing Strategy

Remember to use verb tenses and time expressions correctly to help readers follow the sequence of events.



**Lesson 4**

# In a Nutshell!

1. Label the pictures. Use the Word Bank.

a.	b.	c.	d.	e.
<i>come up with</i>	<i>in a nutshell</i>	<i>go overboard</i>	<i>few and far between</i>	<i>by heart</i>

### Word Bank

- go overboard
- come-up-with
- in a nutshell
- few and far between
- by heart

2. Listen and complete with the phrases in the Word Bank.

A: Wow! What do you think of the movie?

B: Well, in a nutshell, I really liked it. I don't know how the writers come up with (a.) such imaginative stories.

A: I know, I could never create a story like that. In fact, movies with really good storylines are few and far between (b.).

B: Actually, I think the same about actors. There aren't many really good actors.

A: It must be difficult to be an actor. You have to learn all your lines by heart (c.). You can't just invent the words you are going to say.

B: What do you think about the special effects?

A: Personally, I think they were great.

B: I don't agree. I think they went overboard (d.) with them. The movie was energetic enough without so many special effects.

### Listening Strategy

Use context (words or sentences which surround unfamiliar phrases) to help understand idioms. Watch out for synonyms, antonyms and explanations.

3. Check  the correct definition.

- |                         |  |  |  |
|-------------------------|--|--|--|
| a. go overboard:        | <input checked="" type="checkbox"/> 1. do or have too much | <input type="checkbox"/> 2. not do or have enough        | <input type="checkbox"/> 3. don't care                 |
| b. in a nutshell:       | <input type="checkbox"/> 1. the long version               | <input checked="" type="checkbox"/> 2. the short version | <input type="checkbox"/> 3. the detailed version       |
| c. few and far between: | <input type="checkbox"/> 1. easy to find                   | <input type="checkbox"/> 2. very common                  | <input checked="" type="checkbox"/> 3. not very common |
| d. by heart:            | <input checked="" type="checkbox"/> 1. by memory           | <input type="checkbox"/> 2. not by memory                | <input type="checkbox"/> 3. written                    |
| e. come up with:        | <input type="checkbox"/> 1. copy                           | <input checked="" type="checkbox"/> 2. invent            | <input type="checkbox"/> 3. duplicate                  |

4. In pairs create a dialog using the idioms learned.

No actor learns all their lines by heart.

I am sure actors come up with diverse memory techniques.

### Speaking Strategy

Using idioms when talking will help your conversations flow and sound more natural.

### Reflect on Values

- I can read a movie review critically.
- I respect others' opinions about movies.
- I state my opinion respectfully.

Always	Sometimes	Never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Gap Activity

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



## Lesson 4

# In a Nutshell!

### Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to use idioms to talk about movies.	<ul style="list-style-type: none"> <li>■ Uses idioms to talk about movies.</li> <li>■ Uses context clues to infer meaning of idioms.</li> </ul>	<b>Vocabulary</b> <i>By heart</i> <i>Come up with</i> <i>Few and far between</i> <i>Go overboard</i> <i>In a nutshell</i>	<ul style="list-style-type: none"> <li>■ Using context to help understand idioms</li> <li>■ Using idioms to help conversations flow and sound more natural</li> </ul>

### PRESENTATION 1

#### 1. Label the pictures. Use the Word Bank.

Draw students' attention to the Word Bank. Look at each expression individually and ask if the students understand the meaning of the individual words. Go through any vocabulary they don't understand. Some words which may be of concern include: *overboard* and *nutshell*. Some students may also have forgotten simpler words like *few* or *far*.

Explain that each picture represents the direct interpretation of the idioms in the Word Bank and that they need to try and match the pictures with the literal definition of the words in the expressions.

### PRESENTATION 2

#### 2. Listen and complete with the phrases in the Word Bank.

Explain to students that they are going to listen to a conversation between two friends about a movie they have just seen. Tell them that they have to complete the gaps with the idiom from the Word Bank that they hear and also remind them that if the idiom starts with a verb, it must be placed in the correct tense. Play the audio at least twice, but it may be necessary to play it a third time.

### PRACTICE

#### 3. Check the correct definition.

Tell students to read the dialog in exercise 2 again and use context clues to help understand the meaning of the idioms. Explain that context clues include the information given from words or sentences which surround the unfamiliar idiom. In particular they should pay attention to synonyms, antonyms and explanations.

Now get students to complete the exercise by choosing the correct definition. Once students are ready, correct the answers as a class. Ask students to support their answers by explaining what context clues were given in the reading.

#### 4. In pairs create a dialog using the idioms learned.

Group students into pairs and tell them to write three sentences using the different idioms like in the examples shown. Now urge them to use the sentences to make a dialog with their partner. Walk around the class, offering advice and encouragement to your students.

### REFLECT ON VALUES

*I can read a movie review critically.* Ask students if they have ever read a movie review and then, when they watched the movie found, it was nothing like the review or they didn't agree with the review? Suggest to students that it is important to be critical when reading movie reviews.

*I respect other's opinions about movies.* Make students aware that most opinions depend on personal taste in movies.

*I state my opinion respectfully.* Ask students if they know why we should state opinions respectfully. Also ask what might happen if we aren't respectful when we state personal opinions.

### Gap Activity

Group students into pairs and tell them to decide who is Student A and who is Student B. Explain that the idea is for them to read the information about their movie and answer their partner's questions. They in turn have to ask questions about their partner's movie in order to complete the information required in the passage.

# Share Your Project

## 1. Discuss your experience.

**Check what you learned while working on the project.**

Before starting, brainstorm with students some of the advantages of working in groups. Then, get students to go over and answer the questions individually.

**To respect different opinions about the same movie.** Ask students if everyone in the group had the same opinion about the movie or if they differed. Elicit why it is important to respect others' opinions.

**To consider different interpretations of the same movie.** Ask students if there were any differing of opinions between group members' interpretations of the movie and whether all opinions were taken into consideration. For example, one person might consider a movie to be from the action genre, while someone else might categorize it as a drama movie.

**Working in a group is fun and easier than working alone or working in a group is difficult, it is easier to work alone.** Listen to students' opinions regarding whether it is easier to work in a group or alone. Ask them to give reasons for their answers.

Some people might find it harder to interact in groups than others, while some people may not like working alone. Finish by asking if their opinions would change, depending on who their group members were.

## 2. Read and listen to the following article and answer the questions below.

 Track 12

Draw students' attention to the Reflect on Values section and in particular the first value, *I can read a movie review critically*. Now ask for two volunteers to read the passage out loud to the class. Next give students 3 or 4 minutes to read it to themselves and then discuss the two questions which follow as a class.

## 3. Give your Presentation.

Discuss with students the importance of learning how to give presentations. Explain that not only is it an academic requirement, but they are also developing their abilities to communicate in real-life situations. Remind them that it is normal to feel nervous when talking in front of an audience, but with time and practice, they will begin to feel more comfortable. Also remind them of some useful tips when giving presentations: *speak slowly and clearly, make eye contact with the audience, use plenty of visual aids and try to control body movements so as not to distract the audience*. Finally, ask a volunteer to read the useful expressions. Go over the pronunciation of the phrases and allow some time for students to practice. Walk around the classroom providing feedback and encouragement.

# Share Your Project

## 1. Discuss your experience.

Check  what you learned while working on the project.

- |   |   |
|---|---|
| <input type="checkbox"/> To respect different opinions about the same movie.      | <input type="checkbox"/> Working in a group is fun and easier than working alone.     |
| <input type="checkbox"/> To consider different interpretations of the same movie. | <input type="checkbox"/> Working in a group is difficult. It is easier to work alone. |

Answers may vary.

## 2. Read and listen to the following article and answer the questions below.

Traditionally, people have used movie reviews to decide which movies to watch. In recent times, the impact of reviews on a movie's popularity has become a matter of debate. Many people think that today, good movie criticism is not easily found and that only movies with expensive marketing campaigns are in the public eye. They argue that most of the discussion about movies is focused on the amount of money they make, not on their artistic credibility.

On the other hand, some people say that low budget and independent movies such as *The Hurt Locker* have become successful thanks to positive reviews. There are those who believe that many critics prefer art house movies rather than commercial blockbusters.

- Why do people read movie reviews?
  - To decide where to watch a movie
  - To decide which movies to watch
  - To decide when to watch a movie
- Why do some people believe that good movie reviews are hard to find today?
  - Because nobody writes reviews anymore.
  - Because artistic credibility is considered more important than how much money a movie makes.
  - Because how much money a movie makes is considered more important than artistic credibility.



### Give your Presentation

- Introduce the name of the movie your group decided to watch and why you decided to watch that particular movie.
- Talk about the genre or genres that the movie fits into, giving a brief explanation.
- Display your PowerPoint presentation to the class with your movie review and mini biography of the movie director.
- Mention if you enjoyed the movie and whether you are interested in watching other movies by the same director.

### Useful Expressions

#### Introduction

- Good morning/afternoon, today we are going to tell you about the movie... and the director...

#### State your opinion of movie with reasons

- We all agreed that the movie was... because...
- Some of us thought the movie was... and others thought it was... because...

#### Conclusion

- We (don't) recommend you see this movie...



Comic

# Going to the Movies



Read and listen.

Paul and his friends are on vacation. One evening, after an afternoon at the beach, they return home.



What a great vacation. Why don't we go back to the hotel and relax a bit?

Or we could go to the movies.



But suddenly,...

Where are we?

They have lost the trail.

We have lost the trail!

Let's go back.



And now they are facing difficulties...

Shhhh! Be quiet. Follow me.

Look at that crocodile. It's going to attack us!



Don't move.

Gosh! Is that a panther over there?

Let's go that way!



We're lost.

Please, don't hurt us!

But they didn't know that...

Oh, thank God! I thought we were going to die.

Cut! Perfect! Let's now work on scene 3, take one.



I'm sorry guys! Maybe the signs indicating the filming area weren't clear enough.

I had never seen a panther, a crocodile and a ferocious tribe before.







Comic

# Going to the Movies

Read and listen.

## Pre-Reading

Before reading the comic, offer your students a personal memory about a time when you got lost and didn't know where you were. Give details about your situation, including how you felt, what you did and the outcome etc. Use this story to help start a class discussion and ask students if they have ever gotten lost and didn't know where they were. Elicit information about what happened by asking questions and prompting other students to also ask questions: *Where were you? What were you doing there? How did you feel when you realized you were lost? What did you do? Did you panic or did you remain calm? How did you find your way again?*

## While Reading

Now, allow enough time for students to read the comic individually. Once they have finished, ask questions to check for comprehension. *E.g. Where are the two boys and the girl? Why are they scared? Who are the people they run into? Etc.*

Next, organize the class into groups of five and assign a character to each student. The five characters are: boy 1, boy 2, girl, director and the narrator. The idea is that, in their groups, they role-play the comic. Walk around, offering individual advice where necessary.

## Post-Reading

Ask students about how easy it is to get lost in their city. Initiate a class discussion about reasons why people get lost. These reasons may vary, but direct the discussion towards the lack of or improper use of signs. This could be due to the street numbers being changed (old and new addresses), signs not being clear or even vandalized or physically turned around to point in the wrong direction. Encourage students to talk about specific places or situations when they have seen signs being used incorrectly or not at all.

## EXTRA IDEAS

Get students into groups of four or five and tell them to choose one of their group member's stories about getting lost. They have to assign each member a role or character and write a script, loosely based on the original event. Students may choose to change some of the 'real' events of the story to make it more interesting or to include more people.

If there is enough time, students have to rehearse the play and then act it out in front of the class.

# Quiz Time

## Before the test

This test will help you evaluate the different objectives proposed by the unit: *to be able to talk about different types of movies and describe a sequence of events in chronological order*. Students are challenged by the tests to put verbs into the correct past tense, listen for information, and use time expressions correctly.

### 1. Match the movie genres with their descriptions.



This exercise will help you to assess students' genre vocabulary and ability to look for context clues in sentences, including synonyms and explanations.

### 2. Listen and check the correct boxes.



This exercise will help you assess students' listening comprehension of short movie reviews where they must identify general information and the speaker's likes and dislikes about movies.

Advise students to look over the statements before reading in order to know what information to pay attention for. If needed, tell students the speakers' order of appearance in the recording: *voice 1 is Jason, voice 2 is Mia and voice 3 is Kyle*.

### 3. Choose the best option.



This exercise will help you assess students' knowledge of the different past tenses and how and when to use them. It also requires an understanding of time expressions.

### 4. Read the text and complete it with the correct time expressions.

This exercise assesses students' understanding of time expressions and how they are used correctly. It also helps to assess reading comprehension ability.

## Self-Evaluation



Have students read the Self-Evaluation chart individually and invite them to recognize how well they accomplished each objective of the unit by selecting *very well, OK or a little*.

Encourage them to reflect on their mistakes and their attitude towards the unit. Explain that by reflecting on mistakes, we have the opportunity to learn from them and improve.

Refer students to the corresponding grammar charts to help them better understand the grammar rules applied throughout the unit.

# Glossary



Go over the vocabulary in the Glossary with the students. This is a good opportunity to emphasize pronunciation and to maybe play a quick vocabulary game such as *Hangman*, *pictionary* or *charades*. Another possibility is to organize students into groups of four or five students. One group chooses a word from the Glossary and a

second group has to use it correctly in a sentence. Each word used correctly in a sentence gets a point. The winner is the group with the most points. Don't forget to invite students to do the corresponding Glossary Activities on page 93. Bear in mind that this page corresponds to page 20 in the Teacher's Guide.

# Quiz Time

# 3

### 1. Match the movie genres with their descriptions.

- |   |  |
|---|--|
| a. Many people describe this type of movie as terrifying and frightening.                         | <input type="checkbox"/> b. 1. comedy    |
| b. You will be rolling on the floor with laughter when you watch these funny and amusing movies.  | <input type="checkbox"/> d. 2. western   |
| c. These movies are very energetic and often take you on conquests and travels.                   | <input type="checkbox"/> a. 3. horror    |
| d. These old fashioned movies allow you to appreciate how hard life was in the American Old West. | <input type="checkbox"/> c. 4. adventure |



### 2. Listen and check the correct boxes.

- a. ... loves adventure movies.  
 b. ... watched *Scream 2* with his/her little sister.  
 c. ... called *Inception* an imaginative movie.  
 d. ...'s favorite movie is *Indiana Jones*.  
 e. ... doesn't like horror movies.  
 f. ... thought the special effects were fantastic.

Jason	Mia	Kylie
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### 3. Choose the best option.

- a. Angelina Jolie had finished filming *Mr. & Mrs. Smith* before she \_\_\_\_\_ filming *The Good Shepherd*.  
 1. had started       2. has started  
 3. started             4. was starting
- b. Steven Spielberg \_\_\_\_\_ many films over the last 40 years.  
 1. produced             2. was producing  
 3. had produced         4. has produced
- c. Heath Ledger \_\_\_\_\_ *The Imaginarium of Doctor Parnassus* when he died in 2008.  
 1. filmed                 2. was filming  
 3. has filmed             4. films
- d. When Burton started *Batman* in 1989, he \_\_\_\_\_ already \_\_\_\_\_ *Beetlejuice*.  
 1. did / make             2. has / made  
 3. had / make             4. had / made

### 4. Read the text and complete it with the correct time expressions.

Vin Diesel was only 7 when he started acting in theatre. Throughout his primary and secondary education he acted in various theatre shows. \_\_\_\_\_ *After* \_\_\_\_\_ (a. *After / Since / Already*) high school, Diesel went to college, but \_\_\_\_\_ *while* \_\_\_\_\_ (b. *by the time / until / while*) he was studying, he realized that his dream was to become a Hollywood actor. \_\_\_\_\_ *By the time* \_\_\_\_\_ (c. *By the time / Already / Until*) he was 28, he had managed to

write and produce his first short film called *Multi-Facial*. It was accepted for the 1995 Cannes Film Festival. But it wasn't \_\_\_\_\_ *until* \_\_\_\_\_ (d. *since / until / while*) Steven Spielberg cast him in his blockbuster movie, *Saving Private Ryan*, in 1998, that Diesel started to become well known. \_\_\_\_\_ *Since* \_\_\_\_\_ (e. *Already / While / Since*) then, Diesel has acted in other very famous action movies including *The Fast and The Furious* and *A Man Apart*.

### Self-Evaluation

#### Now I can...

- talk about and describe different movies and their genres.
- make inferences from the information given.
- use time expressions and verb tenses to help organize sequences of events.
- use idioms to talk about movies.

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

# Glossary

## A-E

**actor/actress:** n. someone who acts or performs in a movie or play. *Johnny Depp is a famous actor.*



**blockbuster:** n. a hugely successful movie or book. *Avatar was a huge blockbuster movie.*

**box office:** n. place where admission tickets are sold.



**budget:** n. a financial plan; the amount of money needed or available to make a movie. *The Harry Potter movies are big-budget films.*

**cast:** n. the team of actors in a movie. (syn. actors, performers)

**celebrity:** n. a famous person.



**crew:** n. the group of people working together to produce a movie. (syn. team, group)



**director:** n. a person who manages the actors and crew in the making of a movie. *Tim Burton is a famous movie director.*

**documentary:** n. informative movie about true events. *The Cove is a documentary about dolphin abuse.*

## F-J

**genre:** n. a style or category of movies. *Toy Story is from the animation genre.*

## K-P

**plot:** n. the main sequence of events or story in a play, novel, or movie. (syn. storyline, story)

**producer:** n. person who finances or supervises the production of a movie.

**profit:** n. earnings, financial gain. (ant. loss)

## Q-U

**set:** n. filming location; stage and scenery for a movie or television program.



**soundtrack:** n. the music and songs used in a movie. *I listen to the Slumdog Millionaire soundtrack every day.*

**star:** n. an actor who plays a leading role in a movie. *Leonardo DiCaprio is the star of the movie Inception.*

**ticket:** n. printed paper which indicates that the holder can enter a movie. (syn. entry pass)



**trailer:** n. a preview of a movie or film.

## V-Z

**western:** n. movie genre which tells stories about cowboys and Indians; mainly set in the late 19th century in the American Old West. *Unforgiven is a famous western film.*



**writer:** n. person who writes a movie. (syn. author, scriptwriter)

## Colloquial Expressions

**A must see:** a movie that you really should watch. It normally means that the movie is excellent.

**By heart:** to learn something by memory.

**Few and far between:** not many, only a few.

**In a nutshell:** in short, in summary.

**It's worth it:** it is rewarding or beneficial.

**To come up with:** to think of or invent an idea.

**To go overboard:** to do something in an extreme way or too much.

**To pull off:** to succeed or accomplish something despite difficulties.



## Unit 1

## Glossary Activities

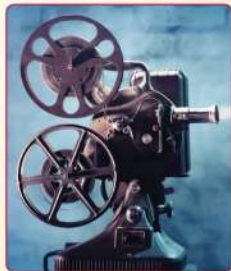
Student's Book page 93

## 1. Unscramble the names of people who participate in making movies.

- a. itrodcre \_\_\_\_\_ *director* \_\_\_\_\_ d. troca \_\_\_\_\_ *actor* \_\_\_\_\_
- b. tras \_\_\_\_\_ *star* \_\_\_\_\_ e. dcrepou \_\_\_\_\_ *producer* \_\_\_\_\_
- c. trriwe \_\_\_\_\_ *writer* \_\_\_\_\_ f. ewrc \_\_\_\_\_ *crew* \_\_\_\_\_

## 2. Match the words with their definitions.

- a. blockbuster  *d* 1. paper which indicates that the holder can see a movie
- b. cast  *e* 2. the music and songs used in a movie
- c. documentary  *a* 3. a hugely successful movie
- d. ticket  *c* 4. informative movie about true events
- e. soundtrack  *f* 5. the amount of money available to make a movie
- f. budget  *b* 6. the team of actors in a movie



## 3. Circle the word that best completes each sentence.

- a. The movie made a huge genre / profit / documentary of 1 billion dollars in 2009.
- b. We bought our movie tickets at the crew / trailer / box office.
- c. The film's main plot / western / ticket was scary.
- d. After seeing the celebrity / trailer / profit I really want to see the movie.
- e. Action, sci-fi and comedy are examples of movie casts / soundtracks / genres.
- f. Brad Pitt is the cast / star / crew of the movie, *The Tree of Life*.

## 4. Complete the conversations with the correct colloquial expression.

**Ann:** I haven't seen a really good movie lately!

**Bob:** Me neither. Actually, there are not many good movies these days. In fact, they are few and far between (a).

**Ann:** I agree. Normally I like action movies, but lately they all seem to go overboard (b) with the special effects.

**Bob:** The writers need to come up with (c) new ideas for movies. I am tired of the same old movie styles.

**Ann:** You're right. Have you seen the movie, *Life in a Day*? It has a different style. Actually, it is a must see (d).

It's probably the best movie I have seen in a long time!

**Bob:** Ok, I'll check it out.


**Skills**
**CEF Standards**
**Indicators**
**Listening  
Comprehension**

Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.

- Can listen to and understand information regarding people's personality types, different professions and university degrees.
- Understands short conversations detailing what professions and degrees people are interested in studying.

**Reading  
Comprehension**

Can understand simple texts on familiar matters of a concrete type which consist of high frequency, everyday or job-related language.

- Can read and understand short passages about personality types, professions and university degrees.
- Can understand longer texts which use connectors of contrast to compare different professions.

**Oral  
Interaction**

Can maintain a conversation or discussion with some confidence on familiar routine and non-routine matters related to his/her field of interest.

- Can ask and answer questions about personality types, professions and university degrees.
- Uses connectors of contrast and verb patterns to relate information about personality types, professions and university degrees.

**Oral  
Expression**

Can give a prepared, straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

- Talks about different personality types, professions and university degrees.
- Is able to use idioms to talk about personality types, professions and university degrees.

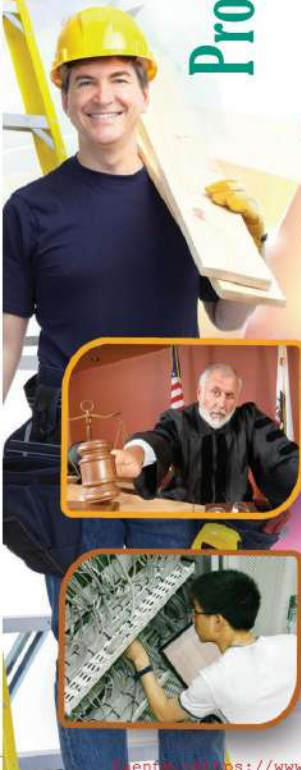
**Written  
Expression**

Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.

- Writes a descriptive text comparing two different professions of interest.

## UNIT

## Professions! 2


**▶ General Objective**

You will be able to talk about different professions, personality types and university degrees.

**▶ Communication Goals**

You will learn how to

- describe and differentiate professions.
- ask and answer questions about different personality types, professions and university degrees.
- write a text comparing two professions.

**▶ CLIL**

- Personality Types
- Professions
- University Degrees

**Vocabulary**

- Words related to personality types, professions and university degrees

**Grammar**

- Gerunds and infinitives
- Verbs and adjectives followed by prepositions
- Connectors of contrast

**▶ Idioms and Colloquial Expressions**

- *Cut out for*
- *Go on*
- *Drop out*
- *Fall behind*
- *Pass with flying colors*
- *Suit (someone/something)*
- *Take advantage of*

**▶ Project**

A University Careers Fair

You will prepare a presentation on 3 professions and present it at a university careers fair in the form of a university prospectus.


**Discuss:**

- What different personality types are there?
- What are you interested in studying at university?
- What professions are you curious about?
- What are you good at?





Lesson 1

# Personality Types

### Vocabulary Strategy

Associate words with similar meanings to increase your vocabulary.

### Key Expressions

To suit (someone/something): to fit

1. Read and listen to the following conversation. Answer the questions below.

- A: Hello, I want to investigate my career options and find out which professions best suit me.  
 B: Actually, that depends on your personality type. You might be artistic, realistic, investigative, conventional or social. Everybody is different!  
 A: Hmm, and I guess it also depends on what I'm interested in and what my abilities are.  
 B: Well, you're at the right place!

- a. Do you know about any of these personality types?  
 b. Do you think it is possible to fit into more than one personality type?

2. Listen and complete. Use the Word Bank. Then, match the descriptions with the pictures.

## Personality Types

a. Realistic people...

- are practical.
- like to use their hands.
- are efficient working with animals, tools and machines.

b. Investigative people...

- are curious and inquisitive.
- are interested in learning, analyzing and solving problems.

c. Artistic people...

- are creative.
- love to express themselves by creating art.

d. Social people...

- are friendly and sociable.
- enjoy helping or training others.

e. Conventional people...

- are careful and attentive.
- like to follow routines and keep track of details.



### Word Bank

- follow
- solving
- efficient
- practical
- creative
- express
- training
- friendly
- careful
- curious

3. Read and complete. Use some of the words in the Word Bank.

I am a very realistic person and I like using my hands to build things. I am interested in becoming a carpenter because I am a very practical (a.) person. My sister, however, is completely different to me. She studies accounting. Ever since I can remember she likes saving her money and calculating how much she has.

She is a person who is very careful (b.) with money. My mom is a very social primary school teacher. To be a teacher you have to be friendly (c.) and enjoy helping others. My dad is a musician. He has a very creative (d.) personality and loves creating art. I admire my family.





## Lesson 1

# Personality Types

### Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to talk about and describe different personality types and their related professions.	<ul style="list-style-type: none"> <li>Describes different personality types.</li> <li>Talks about suitable professions based on people's personality type.</li> </ul>	<b>Vocabulary</b> careful, creative, curious, efficient, express, follow, friendly, law, medicine, practical, programming, solving, training  <b>Expressions</b> <i>To suit (someone/something)</i> <i>To be at the right place</i>  <b>Structures</b> Verbs followed by gerunds and infinitives	<ul style="list-style-type: none"> <li>Associating words with similar meanings</li> </ul>

### WARM UP

Write the names on the board of three or four famous people who have different professions. *E.g. Albert Einstein and Barack Obama.* First, ask if students know who each person is and what they do. Then urge them to come up with adjectives to describe these people's personalities. Possible answers will be: *Albert Einstein – scientific, studious, investigative, analytical, curious, attentive, etc. Barack Obama – leader, intelligent, determined, loyal, strong, etc.* Tell students that there are many ways to describe people's personalities and that they are going to learn about the different personality types which people may have and what professions people might be interested in depending on their personality.

### PRESENTATION

#### 1. Read and listen to the following conversation.

Answer the questions below.

Play the audio and make sure students have understood the context of the dialog. Discuss as a class: *"What advice is the student looking for"* and *"Where do you think the student is?"* Now direct students to the two questions at the end of the dialog and discuss them as a class.

#### 2. Listen and complete. Use the Word Bank.

Then, match the descriptions with the pictures.

First, direct students' attention to the five boxes and explain that each one describes a different personality type. Before listening, go through the words in the Word Bank to make sure they understand their meanings. Once students have completed the exercise, organize them into small groups of about five. Tell them to consider their own personal abilities as well as their likes and dislikes to decide which personality type they identify with more. They should also discuss whether they agree or not with the descriptions stated.

### PRACTICE

#### 3. Read and complete. Use some of the words in the Word Bank.

Here students have the opportunity to use some of the adjectives learned in the previous exercise. Before they begin the exercise, remind them of the Vocabulary Strategy. The associations which they need to make are: *practical – realistic person, likes using hands; careful – likes saving money and calculating how much she has; friendly – social person who enjoys helping others; creative – loves creating art.*

Remind them that if they are not sure which personality type an adjective relates to, then they should refer back to the descriptions from exercise 2.

Once students have completed the activity, ask for two volunteers to read the text out loud in order for other students to correct their work.

## PRESENTATION

4. Read and complete. Use the Word Bank. **L M**

Tell students that they are going to read three excerpts from a careers brochure and that they have to associate the professions in the Word Bank with each excerpt. After they have completed the first part of the exercise, go through any vocabulary that the students might not understand and check that students have understood the passages.

Next direct students' attention to the Reflect on Grammar box and tell them that they have to fill in the gaps using the information in the excerpts above. Go through the box's grammatical structures and emphasize that there is no "rule" to know if a verb is followed by an infinitive or a gerund, or if both forms are possible. Highlight that they need to learn by heart which verbs are which. Direct their attention to the list of verbs at the bottom of the Reflect on Grammar box and suggest they try to remember as many as possible.

## PRACTICE

5. Find the mistakes in the following sentences and correct them. **L**

Explain to students that each of the sentences below are grammatically incorrect and that taking into account the grammatical structures presented in the Reflect on Grammar box they should identify the errors and correct them. Direct their attention to the example in sentence a.

## APPLICATION

6. Complete the following sentences. Use the patterns studied above. **L I**

In this exercise, students have to finish the sentences by applying the grammar of the structures from the Reflect on Grammar box. Tell students that the first verb has been given and that they must decide if the verb is followed by a second verb in the infinitive or gerund form. Remind students that their answers should be in context with the profession stated at the start of each sentence. Walk around the class to help students in need and correct work.

7. Make your own profile. Complete the sentences. **L A I**

In order for students to complete the exercise, instruct them to consider their last vacation and the different experiences they had. Tell them to think about the activities they like doing and those they dislike doing. They also need to think about what they want to do or hope to do during their next vacation.

Remind them of the grammar structures learned throughout the lesson. Students must complete the sentences with a second verb in the infinitive or gerund form plus additional information if required. Once all the students have finished, go around the class asking students to read out their answers and correct their mistakes.

Project Stage 1 **L W I A K**

The purpose of this project is for students to develop a university prospectus or brochure detailing information about the careers chosen (according to their personality types) by their group members.

In this stage, students need to create a group discussion to determine each member's personality type, taking into account their likes and dislikes as well as their strengths and weaknesses. Once each member's personality type has been determined, they must individually think of a career that they are curious about and would like to investigate more.

*E.g. Peter has a very social personality and likes helping people. He says that he is interested in becoming a social worker.*

4. Read and complete. Use the Word Bank.

Word Bank

• Law • Medicine • Programming

a. Medicine

If you want to study this, you must be an investigative person who likes to analyze and solve problems. You must also like helping sick people.

b. Programming

If you are thinking about studying this, we strongly suggest developing an interest in technology. It is advisable that you enjoy working with computers.

c. Law

Most people who study this are extroverted and love persuading others. They also love to be leaders, which is an essential quality if you hope to be successful.

Reflect on Grammar

Some verbs are always followed by infinitives (to + verb)

If you want to study medicine, ...  
... if you hope to be successful.

Some verbs are always followed by gerunds (verb + ing)

... we strongly suggest developing an interest in technology.  
... it is advisable that you enjoy working with computers.

Some verbs can be followed by both gerunds or infinitives

... who likes to analyze and solve problems.  
You must also like helping sick people.

They also love to be leaders...  
... who love persuading people...

Verbs followed by infinitives (to + verb)

agree, decide, have, hope, manage, need, plan, refuse, seem, want

Verbs followed by gerunds (verb + ing)

avoid, dislike, enjoy, finish, keep, miss, can't stand, suggest

Verbs followed by gerunds or infinitives

begin, continue, hate, intend, like, love, prefer, propose, start, try

5. Find the mistakes in the following sentences and correct them.

- My secretary promised finishing the report this afternoon. promised to finish
- My best friend always avoids to talk to conventional people. avoids talking
- Farmers enjoy to work with animals. enjoy working
- Actors keep to express themselves creatively. keep expressing
- My brother wants studying business administration. wants to study

6. Complete the following sentences. Use the patterns studied above.

- Psychologists like \_\_\_\_\_
  - Nurses suggest \_\_\_\_\_
  - Engineers enjoy \_\_\_\_\_
  - Policemen try \_\_\_\_\_
- Answers may vary.*

7. Make your own profile. Complete the sentences.

- I like \_\_\_\_\_ so I normally \_\_\_\_\_.
  - I enjoy \_\_\_\_\_ so I have a \_\_\_\_\_ personality.
  - I love \_\_\_\_\_.
  - I am a \_\_\_\_\_ person.
  - I hope \_\_\_\_\_.
  - I want \_\_\_\_\_.
- Answers may vary.*

Project Stage 3

- In groups of 3, each student decides what personality type he/she has and then each person chooses a career which they are curious about.  
E.g. I have a 'social' personality so I am interested in becoming a social worker.





Lesson 2

# I'm Interested in...

1. Add the suffixes *-er*, *-or*, *-ist*, or *-ian* to form the names of the professions. Then, write the words in the chart. Finally, add one more example to each column.

### Vocabulary Strategy

Classify words according to word endings (suffixes) to remember vocabulary.

politician  
inventor

journalist  
lawyer

engineer  
aerobics instructor

veterinarian  
psychologist

**-er**  
lawyer  
engineer

**-or**  
inventor  
aerobics instructor

**-ist**  
psychologist  
journalist

**-ian**  
politician  
veterinarian

**Listening Strategy** Look at the questions before listening to know what information to listen for.

2. Listen to 2 students talk about what they want to study at university and answer the questions.



- a. What is journalism?  
 1. the presentation of a movie at the cinema.  
 2. the presentation of news through the media.
- b. Who wants to study journalism?  
 1. Paul  
 2. Ingrid
- c. What is Paul not good at?  
 1. writing  
 2. design



3. Now listen to the conversation again and complete with the prepositions you hear. Then, complete the grammar chart.

Paul: Have you *decided* on what to study at university?  
 Ingrid: Yeah, I am *interested* in (a.) studying journalism. I've always wanted to be a journalist.  
 Paul: That would be great. You are very *good* at (b.) writing.  
 Ingrid: What about you? What degrees *appeal* to (c.) you?  
 Paul: I *applied* to (d.) Columbia University to study environmental engineering.  
 Ingrid: Well, you are very *serious* about (e.) protecting our environment.  
 Paul: I was *curious* about (f.) civil engineering, but I am *terrible* at (g.) design, so I decided to study something that I am *familiar* with (h.).  
 Ingrid: Good idea. That way you can *specialize* in (i.) reforestation.

### Reflect on Grammar

Some verbs are normally followed by certain prepositions.

apply <u>to</u>	decide <u>on</u>
appeal <u>to</u>	specialize <u>in</u>

Some adjectives are normally followed by certain prepositions.

curious <u>about</u>	interested <u>in</u>
familiar <u>with</u>	serious <u>about</u>
good <u>at</u>	terrible <u>at</u>

When the preposition is followed by a verb, the gerund (-ing) form must be used.

interested in	good at <u>writing</u>
<u>studying</u>	



Lesson 2

# I'm Interested in...

## Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to name different professions and talk about what they want to study at university.	<ul style="list-style-type: none"> <li>■ Adds suffixes to root words to form names of professions.</li> <li>■ Talks about what university careers interest him/her and why.</li> </ul>	<p><b>Vocabulary</b> aerobics instructor, engineer, inventor, journalist, lawyer, politician, psychologist, veterinarian</p> <p><b>Structures</b> Verbs and adjectives followed by prepositions</p>	<ul style="list-style-type: none"> <li>■ Looking at questions before listening to know what information to listen for</li> <li>■ Classifying words according to word endings (suffixes) to help remember vocabulary</li> </ul>

### WARM UP

Prepare pictures of people in different professions such as a police officer, a doctor, a waiter, a secretary, a teacher, and so forth. Show the pictures to the students and ask questions like, *What is the profession of the man in the picture? What do you think he studied?*

If appropriate, as a follow up activity you could ask students to discuss their parents' professions and what they studied. The idea is for students to make connections between what one studies and one's career choice.

### PRESENTATION

**1. Add the suffixes -er, -or, -ist, or -ian to form the names of the professions. Then, write the words in the chart. Finally, add one more example to each column.**

Draw students' attention to the Vocabulary Strategy. Inform students that we use suffixes to modify "root" words and that we can classify them according to their suffixes to help us remember vocabulary like names of professions.

Once students have completed the suffixes and classified the words into groups, go through and correct their answers. While correcting, elicit information from students about each profession. E.g. *What does a lawyer / engineer do? Where does an aerobics instructor / journalist work?*

**2. Listen to 2 students talk about what they want to study at university and answer the questions.**

Direct students' attention to the Listening Strategy. Play the audio twice for them to listen to and give them enough time to answer the questions. Discuss answers as a class. If you have time, you could ask some extra questions to check for a more in depth comprehension like: *What does Paul want to study? What is Ingrid good at? What is Paul serious about?*

**3. Now listen to the conversation again and complete with the prepositions you hear. Then, complete the grammar chart.**

Let students know that the conversation written below is the script from the previous audio they have just heard. This time they have to listen for the prepositions which are missing in the script. If you consider your students to be capable, ask them to read through the conversation before playing the audio again and try to guess which prepositions follow particular verbs or adjectives.

Once students have completed the conversation and their answers have been corrected, let them know that they can now use this information to complete the Reflect on Grammar box on the right hand side. Explain that certain verbs and adjectives are normally followed by certain prepositions and that once again there is no special rule to dictate which preposition should be used and that they have to remember each particular case. Also draw their attention to the last part of the box which explains that when a preposition is followed by a verb, it must be in the gerund form.

## ● PRACTICE

### 4. Complete the e-mail with the correct prepositions.

Here students get to put into practice the different *verb-preposition* and *adjective-preposition* combinations. Students should read the email and complete each gap with the appropriate preposition. Remind students that they can refer back to the Reflect on Grammar box and the previous exercises if they are unsure of which preposition to use.

Once students have completed the exercise, write the following university majors on the board: *Engineering, Accounting, Visual Arts, Nursing and Teaching*. Now write a list of different basic subjects like *calculus, physics, systems & technology, auditing, painting, photography, human anatomy, clinical medicine, introduction to education, and applied behavior analysis*. The idea is that students match the subjects studied with the major taken at university. Alert them to the fact that it might be possible for a certain subject to be studied by students with different majors. For example, *both teachers and nurses might study applied behavior analysis and so forth*. Point out that studying a particular degree means more than simply focusing on a particular subject of interest. In fact, it often means studying a variety of subjects, some of which might not be of direct interest to the student, but is a prerequisite of the major.

If you have time, finish the exercise by asking some comprehension questions like: *Where did Julie go last weekend? Who is interested in studying education? Is Julie interested in primary or secondary education? etc.*

## ● APPLICATION

### 5. Complete the sentences with information about what you want to study.

Here students will get to apply the *verb-preposition* and *adjective-preposition* patterns learned in the lesson. Remind them to use their own information when completing the sentences. Go around the class and assist students who need extra help and correct sentences individually.

### 6. Listen to the dialog and complete it. Then follow the model to have a conversation with your partner.

Tell students to read the quotation bubbles before listening and ask what they think the conversation is about. Now, play the audio recording twice and tell students to fill in the missing information.

Next, organize students into two groups. Tell them to form two circles, an inner circle and an outer circle. The idea is that students from the inner circle have conversations with students from the outer circle for two minutes, taking into account the structures learned throughout the lesson and the example dialog they just heard.

Students in the inner circle remain seated throughout the whole activity, while students in the outer circle move around in a clockwise direction after each 2 minute period ends. This allows students to practice having a conversation with various partners.

Walk around the circle and listen to the conversations, offering pronunciation and grammar tips to your students.

## Project Stage 2

In this stage of the project, students need to investigate in detail the three different careers chosen by their group during the previous lesson in order to be included in their university prospectus. Information which needs to be researched includes a job profile, skills needed, personality type suitable for the career and the education level required.

4. Complete the e-mail with the correct prepositions.



To: steven@VP.com  
Subject: Michigan Uni

Dear Steven,

I know you are really serious about (with/on/about) studying education and have applied to (a. to/on/about) Michigan University, so I thought you would be curious about (b. with/in/about) their open day last weekend.

Actually, after hearing the head of the education faculty talk, I am also interested in (c. in/on/at) studying education.

If you want to study secondary education you have to specialize in (d. in/on/at) a specific subject, like economics or history. Personally, I would be terrible at (e. in/on/at) working with older kids. Primary school level appeals to (f. to/on/at) me more.

Maybe we will study together at university!

Take care,  
Julie

5. Complete the sentences with information about what you want to study.

- I am curious \_\_\_\_\_
- I want to apply \_\_\_\_\_
- I am not good \_\_\_\_\_
- I am familiar \_\_\_\_\_

Answers may vary.



6. Listen to the dialog and complete it. Then, follow the model to have a conversation with your partner.

Have you decided on what to study at university?

I applied to Toronto University (b.). I want to study computer programming (c.).

Yes, I am. And I'm familiar with computers, too.

I am interested in studying biology (a.).  
What about you?

Are you good at math?

Great! A computer programming qualification (d.) will let you...

Project Stage 2

- In your group, investigate 3 careers. Include a job profile, skills, personality and the education level required.  
E.g. A nurse must be social and good at working with patients and their families. The education level required varies depending on what they specialize in.



Lesson 3

# On The Other Hand!

1. Answer the following questions.

a. Which profession would you prefer? Why?

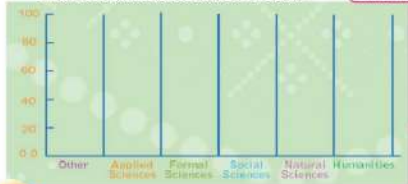
1. architect

2. psychologist

3. lawyer

b. Make a list of all the different occupations of your classmates' parents. Then, show the results as percentages on the chart.

*Answers may vary.*



### Reading Strategy

Identify connectors of contrast such as *on the other hand*, *although*, *but* and *however* to establish relationships between ideas.

2. Read the following passage and fill out the table on the right.

**A** If you are a leader who is very persuasive and outgoing, then you should consider studying law. A lawyer is licensed to represent and advise his or her clients on legal matters. Lawyers need to have excellent oral and written communication skills, as well as strong analytical skills and work ethics. In the USA, lawyers complete a minimum of seven years post-high school education and are also required to pass a bar and ethics exam; *however*, each country has different requirements to become a lawyer.

**B** *In contrast*, to become a general psychologist in the USA you have to complete a 4-year undergraduate degree, but if you want to go on with a specialization, you must complete an additional 3-year doctorate degree. Psychologists study the human mind and behavior. Generally, psychologists are social people who like helping others and are good at working with people.

**C** *On the other hand*, another field which is extremely popular is architecture. *Although* architects primarily design buildings and decide on the way they look, they also make sure buildings are functional and safe. An architect must be very analytical, but at the same time creative and practical. It's good to be familiar with the history of architecture. To be a licensed architect in the USA you need to study a degree in architecture, complete a period of practical training, and pass an architect registration examination.



✓	Sociable
✓ ✓	Analytical
✓	Creative
✓	Minimum 7 years of studies required
✓	Minimum 4 years of studies required

■ PSYCHOLOGY  
■ LAW  
■ ARCHITECTURE

3. Match each photo with its corresponding paragraph.

1. C

2. A

3. B



### Key Expressions

go on: to continue





## Lesson 3

## On The Other Hand!

## Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to use connectors of contrast to combine sentences and make comparisons.	<ul style="list-style-type: none"> <li>Reads and understands an article about different professions and their differences.</li> <li>Uses connectors of contrast to show contrasting ideas and make comparisons.</li> </ul>	<b>Vocabulary</b> Words related to personality types and professions  <b>Expressions</b> <i>Go on</i>  <b>Connectors</b> <i>On the other hand, in contrast, although, but, however</i>	<ul style="list-style-type: none"> <li>Identifying connectors of contrast to establish relationships between ideas</li> <li>Using connectors of contrast to combine contrasting sentences and make comparisons</li> </ul>

**WARM UP** (books closed) **L** **A** **I**

Ask students to recall the first two lessons of the unit and elicit information about the link between professions and personality types. *E.g. Which professions is a realistic / conventional / social person suited to?* Remind students that this is not a rule and that not having a particular personality type doesn't mean that they won't be suited to a particular job or profession.

## Pre-Reading

**1. Answer the following questions.** **L** **A** **M** **I**

There are two parts to this section. First discuss **part a** as a class. Make sure that all the students know what the three listed professions are. Ask students to give reasons why they chose their answer.

**Part b** requires students to conduct a survey about their classmate's parents' occupations. To facilitate this activity in larger classes, it will be easier to divide students into groups of ten. Students take turns mentioning what their parents' professions are, while one student is in charge of jotting each profession down on a separate piece of paper. Advise students that if one of their parents doesn't work, but looks after the house, etc. then this should be included under the title "other."

Students can then use this information to complete the graph by showing percentages.

With an exercise like this, it is important to take into account that some students may feel uncomfortable talking about what their parents do. In this case, change the exercise slightly by asking students to say what their dream profession is and then chart the percentages on the graph.

## While Reading

**2. Read the following passage and fill out the table on the right.** **L** **M** **A** **I** **T** **20**

Direct students' attention to the Reading Strategy and explain that by recognizing connectors of contrast, they will be able to identify opposing ideas and understand comparisons in the reading.

Before students start to read, guide their attention to the box on the right hand side. Tell students that while reading they are required to decide which adjective or level of study corresponds to which profession.

Now, call on volunteers to read the text out loud to the class. Then, allow students enough time to go over the text by themselves, underlining any words or phrases that they do not understand and filling out the chart. Once they have completed the chart on the right hand side, spend some time going over the meaning of any words or phrases that students may have had problems with and correcting their answers. While doing so, ask them to justify their answers by quoting the text.

**3. Match each photo with its corresponding paragraph.** **L** **V**

This exercise is straightforward. Students need to associate the pictures with their corresponding profession from the text.

## Post-Reading

### 4. Mark the following sentences as true or false.

Correct the false ones. **L**

This exercise evaluates the students' comprehension of the text. Based on what they read, they need to decide if the sentences provided are true or false and then correct the false ones. While correcting the answers as a class, ask students to quote the parts of the text which support their answers.

### 5. Join the following sentences to make one using the connectors in parentheses. **L**

Before starting this exercise, guide students' attention to the Grammar Strategy box. Make sure they understand the three parts of the sentence structure (two sentences plus a connector). Explain that after the first sentence pattern (or clause) we generally use a semi colon followed by the connector of contrast and a comma, which in turn is followed by a second sentence pattern (or clause). Also highlight, by using examples from the text, that sometimes connectors of contrast are used at the start of the sentence. Both paragraphs B and C begin with a connector of contrast.

Read **question a** to the class and ask for a volunteer to read out the example answer. Show students how the example answer reflects the normal sentence structure provided. Allow students enough time to complete the exercise and then correct their answers as a class. Iron out any doubts the students may have.

### 6. Complete the following sentences to make comparisons among different professions. **L**

Direct students' attention to the example answer in this exercise. Let them know that they can make comparisons among different professions or among different fields within the same profession. Also let them know that all the information they need to complete the sentences is available in the text on the previous page.

Be aware that answers may vary among students so when correcting the exercise as a class, ask if anyone has a different answer.

## Writing **L I**

### 7. Decide on two different professions which you are interested in and compare them following the model below.

Students need to choose two professions which they know about and provide basic job descriptions, the skills needed to be suitable for the professions, the level of education required and the student's likes and dislike about the two jobs. You could verbally give students an example by inventing an answer. *E.g. Teachers and Accountants. A teacher helps students learn; on the other hand, an account helps people and companies keep a record of their economic situation. Teachers need to be social with the ability to communicate with others; however, accountants don't have as much people contact.*

## Project Stage 3 **L V A K**

In this stage of the project, students have to prepare their presentation by organizing the information they gathered about the careers of interest into the form of a university prospectus. As well as the prospectus, students need to prepare a short speech about the different personality types of the members in the group. Remind students to include visual aids in their presentation. *E.g. Paul is a very social person who is interested in teaching. Teachers must be friendly and enjoy helping others. To be a teacher one must study... etc.*

4. Mark the following sentences as true or false. Correct the false ones.

- a. The requirements to become a lawyer are the same in every country. T / (F)  
*Each country has different requirements to become a lawyer.*
- b. Psychologists are social, so they like working with people. (T) / F
- c. Architects must have excellent oral and written communication. T / (F)  
*Architects must be analytical, creative and practical. Lawyers must have...*

5. Join the following sentences to make one using the connectors in parentheses. *Suggested answers.*

- a. In the USA, lawyers study 7 years post-high school studies. Each country has different requirements. (however)  
*In the USA, lawyers study 7 years post-high school studies; however, each country has different requirements.*
- b. Architects primarily design buildings. They also make sure buildings are functional and safe. (although)  
*Architects primarily design buildings; although, they also make sure buildings are functional and safe.*
- c. Lawyers study 7 years post-high school studies. Psychologists only study 4 years. (in contrast)  
*Lawyers study 7 years post-high school studies; in contrast, psychologists only study 4 years.*

6. Complete the following sentences to make comparisons among different professions. *Suggested answers.*

- a. Psychologists should be social people; however, *being social is not important for accountants.*
- b. A general psychologist must have completed a minimum 4-year undergraduate degree; although, *for a specialization, an additional 3-year doctorate degree is required.*
- c. Creativity is important for architects, but *not for lawyers.*
- d. Lawyers and architects must be analytical; on the other hand, *psychologists must be social.*

7. Decide on two different professions which you are interested in and compare them following the model below.

Names of professions: \_\_\_\_\_

Job descriptions: \_\_\_\_\_ . On the other hand, \_\_\_\_\_

Skills needed: \_\_\_\_\_  
*Answers may vary.*

However, \_\_\_\_\_

Education required: \_\_\_\_\_

In contrast, \_\_\_\_\_

Your likes and dislikes about the professions: \_\_\_\_\_  
 \_\_\_\_\_ although \_\_\_\_\_

Project Stage 3

- Prepare your university prospectus with illustrations and a description of each career *E.g. Teachers must be friendly and enjoy helping others.*

Grammar Strategy

The common structure for sentences with connectors is:  
 sentence pattern 1; + connector, + sentence pattern 2.  
 E.g. In the USA, lawyers study 7 years post-high school studies; however, each country has different requirements.

Writing Strategy

Use connectors of contrast to combine contrasting sentences and make comparisons.





Lesson 4

# I Passed with Flying Colors!



1. Listen to an opening speech at a careers fair and complete it. Use the Word Bank.

Good morning. When deciding what to study, two important factors to consider are what you are interested in and what you are **cut out for** . For example, you might be interested in animal welfare; however, if you feel sick when you see blood, you aren't cut out for being a veterinarian, or you don't have the natural ability required for it.

I remember one student in particular who originally wanted to become a lawyer, but after only 1 year at law school, he **dropped out** (a.) and decided not to continue studying. He was always the last student to finish his work and he often handed in his assignments late, making him **fall behind** (b.). This same student is currently following his real passion and studying graphic design, a field completely different from law, but he is absolutely happy and doing very well. In fact, I'm pleased to say he **passed** (c.) his first year **with flying colors** (d.)!

It is important to remember to choose something that you are interested in and cut out for.

**Word Bank**

- fall behind
- pass with flying colors
- drop out
- cut-out-for

2. Match the expressions with their definition.

Expression	Definition
<input type="checkbox"/> 2 a. cut out for	1. to not be as advanced as the others
<input type="checkbox"/> 4 b. drop out	2. to have the natural ability for something
<input type="checkbox"/> 1 c. fall behind	3. to do very well (in an exam)
<input type="checkbox"/> 3 d. pass with flying colors	4. to quit school, leave

3. Complete with one of the phrases in the Word Bank above.

- a. Students sometimes **drop out** of or quit university.
- b. When a student is less advanced than other students, he **falls behind** .
- c. I did really well on my exams. I **passed with flying colors** .
- d. I don't have the natural ability to be assertive. I am not **cut out for** being a police officer.

4. Complete with your own information. Then, use it to make a dialog with a partner.

- a. I am cut out for \_\_\_\_\_
- b. I will fall behind in school if I \_\_\_\_\_
- c. I will pass my exams with flying colors if \_\_\_\_\_

*Answers may vary.*

I am cut out to be a doctor.



Not me, I don't know anything about medicine. I'd fall behind in class.



Reflect on Values

■ Happiness is more important to me than money.	Always	Sometimes	Never
■ I respect people's choices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am interested in studying a profession that fits my personality and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gap Activity

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



## Lesson 4

## I Passed with Flying Colors!

## Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to use idioms to talk about people's personality types, professions and university careers.	<ul style="list-style-type: none"> <li>Uses idioms to talk about personality types, professions and university careers.</li> <li>Uses idioms to talk about what professions he/she is interested in.</li> </ul>	<b>Vocabulary</b> <i>Cut out for</i> <i>Drop out</i> <i>Fall behind</i> <i>Pass with flying colors</i>	<ul style="list-style-type: none"> <li>Using context to understand idioms</li> </ul>

## PRESENTATION

1. Listen to an opening speech at a careers fair and complete it. Use the Word Bank.



Tell students that they are going to listen to the audio of the text below and that they have to fill in each space with the idiomatic expression they hear. It might be a good idea to get your students to read through the passage before listening so they can get an idea of what the passage is about. Ask them to underline any words or phrases that they do not understand. Listen to the recording twice so students have enough time to fill in all the gaps. Correct answers as a class.

2. Match the expressions with their definition.



Tell students that in this exercise they need to look for the meaning of the idioms in the context clues that surround the idioms in the text of the previous exercise. Remind them that context clues can be things like synonymous or antonymous words, phrases, explanations, and the sort.

Allow enough time for students to complete the exercise and then tell them to discuss their answers in groups of three or four. While discussing their answers they need to talk about what the context clues were that lead them to their answers. Finally, write the answers a2, b4, c1, d3 on the board for them to cross-check their own corrections.

## PRACTICE

3. Complete with one of the phrases in the Word Bank above.

This is a straight forward exercise where students can practice the use of the idioms in sentences. Remind them that they have to pay attention to the tense of the verb if the idiom has one and also if the context of the sentence requires the idiom to be in its negative or affirmative form. Call on volunteers to read out the answers and correct as a class.

## APPLICATION

4. Complete with your own information. Then, use it to make a dialog with a partner.

Call on two volunteers to read the dialog on the right hand side to the class. Tell students that they have to draw on their own information and interests to complete the sentences. It's a good idea to walk around the class while students are writing the sentences to offer individual help to any student who may require assistance. Finally, ask them to act out their dialogs with their partner. At this stage it is appropriate to correct pronunciation and offer encouragement. Don't forget to also congratulate them on their participation in class activities and their progress.

## Reflect on Values

**Happiness is more important to me than money.** You can tackle this value by asking students if they would prefer to earn less money while working in a profession that they enjoy, or the other way around.

**I respect people's choices.** Remind students that some people may be interested in studying for a university degree while others may want to study something more practical like car mechanics or animal husbandry. Lead them to the idea that the important thing is that their decisions get respected.

**I am interested in studying a profession that fits my personality and abilities.** Encourage students to reflect on their personality type and which professions they are interested in. Ask them if their personality type is suited to their profession of choice.

## Gap Activity

Tell students to get in pairs and assign roles for each one. Explain to students that each person has part of the information. They have to share it by asking the corresponding questions. Invite some pairs to role-play the situations in front of the class and encourage them to spontaneously expand and build on the conversation using the exercise as the central part but including idioms and the Key Expressions learned in the unit.

# Share Your Project

## 1. Discuss your experience.

Read the following ideas about working collaboratively. Check what you have learned while working on the project. Grade them in order of importance from 1, the most important, to 4, the least. Be ready to support your answers.

**To respect different personality types.** Ask students if everyone in the class has the same or different personality types. Now ask if everyone's differences were respected while working on the project.

**To respect people's preferences.** Ask if everyone in the group was interested in studying similar or different careers. Was everyone's preference respected?

**When working in groups, everyone contributes equally or when working in groups, not everyone contributes equally.** Ask students to think about the effort that all group members put into the project. Was the work load evenly distributed or did some students do less than others?

## 2. Read the following article about personality types and university life. Then, complete the items below. Track 22

Call on two volunteers to read the text to the class. After that, allow 5 minutes for the students to read the text individually and talk about any difficult words or phrases. Tell them to answer the 2 questions which follow and discuss the answers as a class.

## 3. Give your Presentation.

Ask students if they remember from the first unit why it is important to learn how to give a presentation properly. Also remind them that practice makes perfect, so not to worry if they make some mistakes. In fact we learn from our mistakes. Give them of some useful tips when giving presentations: speak slowly and clearly, make eye contact with the audience, use plenty of visual aids and try to control body movements so as not to distract the audience. Finally, ask a volunteer to read the Give your Presentation box and then other volunteers to read the phrases in the Useful Expressions box. Go over the pronunciation of the phrases and allow some time for students to practice. Walk around the classroom providing feedback.

During their presentation remind them that all the members of the group must take part in verbally presenting the information.

# Share Your Project

## 1. Discuss your experience.

Read the following ideas about working collaboratively. Check what you learned while working on the project. Grade them in order of importance, from 1, the most important, to 4, the least. Be ready to support your answers.

- To respect different personality types.
- To respect people's preferences.
- When working in groups, everyone contributes equally.
- When working in groups, not everyone contributes equally.

Answers may vary.

### Key Expressions

**Take advantage of:** to utilize, exploit, use to one's benefit

## 2. Read the following article about personality types and university life. Then, complete the items below.

Knowing and understanding your personality type can improve every aspect of your university life, from your academic performance to your social experience. How you interact with fellow students, professors and college staff will be maximized, allowing you to really take advantage of and promote success in your university experience.

Your personality type determines your learning style and how you make decisions about what you have to learn. Consider the following: an extroverted person learns best by studying with others while an introverted individual learns best studying alone. A thinker learns best with logic, while a feeler normally learns best through personal values. If you are not aware of your personality type, you may be limiting not only your academic performance, but also your social experience.

### A. Understanding your personality type:

- will improve your academic performance.
- will improve your social interaction.
- both 1 and 2.

### B. Your learning style:

- is determined by your personality type.
- is determined by your academic performance.
- Neither 1 nor 2.



### Give your Presentation

- Present the members of your group and their personality types. Also introduce the names of the different careers you have researched.
- Use adjectives to describe each member's personality type and give a brief description of each career.
- Give your presentation using your university careers prospectus.
- Mention if after investigating the different careers, any of you are interested in studying the corresponding degree.

### Useful Expressions

#### Introduction

- Good morning/afternoon, my name is... and my partners are... and... We have... personality types; therefore we were interested in investigating...*

#### Description of personality type

- John is a very creative and artistic person; however, Kathy is curious and has an investigative personality type...*

#### Career description

- Doctors provide medical treatment to others. They are generally curious people who like analyzing and solving problems...*

#### Conclusion

- I'm (not) interested in studying medicine because...*



Game

# The Professions Trivia Challenge

Play in pairs. Throw two dice, one at a time. The first throw indicates the number of the row and the second the letter of the column. If you answer the questions correctly, you collect the money. If you roll a 6, you miss a turn. Fill in the blanks or correct the sentences for most of the squares. The winner is the person with the most money at the end of the game.



1

A

Someone who is curious and loves to analyze things is investigative.

\$30

B

Jason is curious about studying English literature.

\$20

C

The expression pass with flying colors means to do very well on an exam.

\$30

D

Pay a \$5 fine or miss a turn.

E

It is important to be interested in what you study.

\$20

2

Correct the sentence: I am a pediatrician. I specialize in about child health.

\$20

You can't be terrible at math if you want to be an engineer.

\$20

Mary dislikes working (work) in the rain.

\$25

\$15

A computer programmer writes computer software.

3

I can't stand waking up (wake up) early.

\$25

\$30

The expression give up means to quit.

\$15

A veterinarian gives medical treatment to animals.

Pay a \$10 fine or miss a turn.

Careful people have a conventional personality type.

\$40

4

Pay a \$5 fine or miss a turn.

Correct the sentence: I am serious on about my work.

\$20

\$35

A psychologist studies the human mind and behavior.

The expression be cut out for means to have natural ability for something.

\$30

Correct the sentence: I am good at to-build building houses.

\$20

5

Someone who is practical and likes to use his/her hands is realistic.

\$40

A lawyer represents people in a court of law or advises them on legal matters.

\$10

Correct the sentence: I decided to study studying modern languages.

\$20

In general, teachers have social personality types.

\$30

Pay a \$5 fine or miss a turn.





## Game

# The Professions Trivia Challenge

The objective of the game is for students to put the grammar topics and vocabulary learned throughout the lessons in the unit into practice. Depending on the size of the class and its progress, you can have students play in teams of 2 or 3, or individually.

## Instructions



- Students have two dice. The first die corresponds to the numbers running vertically down the board, while the second die corresponds to the letters running horizontal across the top. Each number rolled with the second die corresponds to a letter. For example, if they roll a 1, then it refers to column A, a 2 corresponds to column B, 3 to column C, 4 to column D and 5 to column E.
- If they roll a 6, they miss a turn.
- Students roll the dice and answer the question in the matching box.
- Once a question has been answered correctly, it can't be answered again.
- If a team rolls numbers which correspond to a box that has already been correctly answered, they simply roll again until they roll numbers corresponding to a box which has yet to be correctly answered.
- If a team lands on a square that requires them to pay a fine, they simply deduct the amount from their total score.
- The game ends when all the questions have been answered correctly or no one can answer them.
- Students' knowledge of the grammatical structures and vocabulary learned throughout the unit is measured in terms of money. The more money they earn, the greater their knowledge.
- The winner is the team with the most money.

# Quiz Time

## Before the test

This test will help you evaluate the objectives proposed by the unit: *to be able to talk about different professions, their corresponding personality types and university degrees.*

Students are challenged by the tests to use verbs and adjectives followed by prepositions, along with putting the vocabulary and learning strategies learned throughout the unit into use.

### 1. Match the personality types with a descriptive adjective.

This exercise will help you assess students' comprehension of different personality types and adjectives used to describe them.

### 2. Group the words in the Word Bank according to the preposition that normally follows them.

This exercise will assess how well students remember which verbs are normally followed by which prepositions.

### 3. Complete with the correct verb form.

This exercise will assess students' ability to remember which verbs are followed by gerunds and which ones are followed by infinitives. Remember to draw students' attention to the fact that a third option (both gerund and infinitive can be used alike) is also possible, depending on the verbs used.

### 4. Listen to people talk about their personalities and match them with their corresponding photo. Track 23

This exercise will allow you to assess students' listening skills and their knowledge of the vocabulary learned throughout the exercise. The recording should be played twice to allow students time to choose the corresponding photos.

### 5. Circle the best option.

This exercise will allow you to assess students' use of the idiomatic expressions learned in lesson 4 to talk about personalities, professions and university degrees.

## Self-Evaluation

Have students read the Self-Evaluation chart individually and invite them to recognize how well they accomplished each objective of the unit.

Encourage them to reflect on their mistakes and their attitude towards the unit. Explain that by reflecting on mistakes, we have the opportunity to learn from them and improve.

Refer students to the corresponding grammar charts to help them better understand the grammar rules applied throughout the unit.

Depending on the errors made and the problems encountered by students, give them advice on how to improve their learning techniques and ask the more advanced students to offer some suggestions about effective studying techniques.

# Glossary

Go over the vocabulary in the Glossary with the students. This is a good opportunity to emphasize pronunciation and to give some examples of how the words are used correctly in sentences. Clear up any doubts that students may have; then, divide them into groups of 3 or 4. Invite them to invent a short story in which they must correctly use at least 8 words from the Glossary as well as at least two of the colloquial

expressions listed. Once all the groups have finished, ask for a volunteer from each group to read their story out to the class while the other groups listen and correct any mistakes.

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

# Quiz Time

## Word Bank

- curious
- terrible
- good
- interested
- serious
- specialize

1. Match the personality types with a descriptive adjective.

Personality Type	Adjective
3 a. investigative	1. practical
7 b. realistic	2. creative
4 c. conventional	3. curious
2 d. artistic	4. careful

2. Group the words in the Word Bank according to the preposition that normally follows them.

in	at	about
<i>interested</i>	<i>good</i>	<i>curious</i>
<i>specialize</i>	<i>terrible</i>	<i>serious</i>

3. Complete with the correct verb form.

My girlfriend is studying industrial design. She loves both (a. to design/designing/both) furniture and hopes to start (b. to start/starting/both) her own business one day. She wants to sell (c. to sell/selling/both) what she makes. The only problem is that she really dislikes managing (d. to manage/managing/both) her accounts so I suggested hiring (e. to hire/hiring/both) an accountant to help.

4. Listen to people talk about their personalities and match them with their corresponding photo.



5. Circle the best option.

- a. Remember that exam I was studying for? Well I fell behind / passed with flying colors.
- b. Jenny is definitely cut out for / drop out being a social worker. She loves to help people.
- c. Going on vacations last week made me drop out / fall behind with all my work.
- d. Did you know that Shane dropped out / fell behind of university? He changed his mind and decided to become a chef.

### Self-Evaluation

Now I can...

- talk about different personality types.
- talk about different professions.
- use the gerund or infinitive verb patterns.

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

# Glossary

## A-E

**accountant:** n. someone who maintains financial records and does financial audits. *An accountant works with numbers.*

**administrator:** n. one who is in charge of managing something. (syn. manager, director)



**career:** n. profession; occupation.

**computer programmer:** n. someone who writes computer software. *A computer programmer designs software.*

**degree:** n. academic title received after completing a program of studies at a university or college. *Paul studied a science degree.*

**dentist:** n. a doctor who takes care of teeth. *The dentist cleaned my teeth.*



**doctor:** n. person who is licensed to practice medicine. *I go to the doctor when I am sick.*



**engineer:** n. person who designs and plans machinery and roads etc. *A mechanical engineer designed the latest Toyota car.*

## F-J

**faculty:** n. department; teaching and administrative force of a university. (syn. division)

**job:** n. work, employment, occupation; a task within your profession. (syn. work, position, duty)

## K-P

**lawyer:** n. someone who represents people in a court of law or advises them on legal matters. (syn. attorney)

**lecture:** n. dialog or speech given before an audience, normally educational. (syn. speech, discourse, lesson)



**major:** n. main subject of study chosen by a college or university student. *He majored in neurology.*

**police officer:** n. person devoted to maintaining law and order. (syn. constable, officer, cop)

**profession:** n. skilled occupation. (syn. career, occupation)

**psychologist:** n. someone who treats mental illnesses, or studies mental processes. *She sees a psychologist for her depression.*

## Q-U

**secretary:** n. someone who performs administrative work in an office. (syn. assistant, office clerk)

**specialization:** n. a course of study or major at an academic institution; the field that a specialist practices in. *She took a specialization in forensics.*

## V-Z

**veterinarian (vet):** n. expert in the medical treatment of animals; animal doctor. *I took my dog to the vet when he was sick.*



**waiter/waitress:** n. someone who serves tables at a restaurant or bar. *The waiter brought me extra water.*



## Colloquial Expressions

**Cut out for:** to have natural ability for something.

**Deal with:** to take care of, manage.

**Drop out:** to quit school, leave.

**Fall behind:** not to move as quickly, not to be as advanced as others.

**Pass with flying colors:** do very well (on an exam).

**Suit (someone/something):** be suitable for, fit, match, please.

**Take advantage of:** utilize, exploit, use to one's benefit.



## Unit 2




## Glossary Activities

1. Use each suffix from the box to form words related to occupations.

-er -ist -ian -or -ant -ary

- a. accountant \_\_\_\_\_ c. secretary \_\_\_\_\_ e. engineer \_\_\_\_\_  
 b. psychologist \_\_\_\_\_ d. administrator \_\_\_\_\_ f. veterinarian \_\_\_\_\_

2. Use the words above to complete the text.

Sally is a  psychologist (a). She has many patients who come to talk to her. One of her patients is an  accountant (b) who doesn't like his job because he spends all day at a desk working with numbers. On the other hand, another patient, Paul, is an  administrator (c) who really loves his job. He manages two different restaurants downtown.

Sally believes that different people are suited for different jobs. For example, people who are good at science and like animals might enjoy being  veterinarians (d), while people who are good at math and like designing things should think about becoming  engineers (e).

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

- a. My biology professor gives some of the most amazing **lectures**.  
s p e e c h e s  
 b. My company's **lawyer** looks over all my legal documents before I sign them.  
a t t o r n e y  
 c. Her **job** includes answering the phone.  
d u t y  
 d. The university is famous for its Law **Faculty**.  
d i v i s i o n  
 e. My Dad is a **police officer**. He helps maintain law and order in our city.  
c o p  
 f. The new **administrator** has arrived.  
m a n a g e r

4. Complete the sentences with the correct colloquial expressions.

- a. When I was sick, I fell behind at school.  
 b. Paul is really happy because he did well on his exams. In fact, he passed with flying colors.  
 c. Ingrid has a lot of financial problems. I am afraid she has to stop studying and drop out of university.  
 d. As a lawyer, I have to deal with some very complicated cases.  
 e. My sister is good with people and she is really interested in human health problems. I think she is cut out for studying medicine.  
 f. My dad is an expert at computers. I often take advantage of his knowledge of computers when I have information technology homework.

# Test Training A

This test assesses students' achievements at level B1 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 24

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

Tell students to read through the multiple choice questions before you play the audio in order to know exactly what information to listen for.

**Strategy:** *Looking at questions before listening to know what information to listen for*

## Speaking

**Remind the students to use the information provided.**

First, Candidate B uses Card 2 to ask Candidate A questions. Candidate A has to respond using the information provided on Card 1. Given Candidate A's responses, Candidate B now has to use the pictures on Card 3 to suggest a possible career for his/her partner.

Then, they swap roles. Now, Candidate A uses Card 2 to ask Candidate B questions and Candidate B uses Card 1 to answer his/her partner's questions. Given Candidate B's responses, Candidate A now has to use the pictures on Card 3 to suggest a possible career for his/her partner.

**Strategy:** *Read through the information provided and look at the pictures before speaking in order to have a clear idea of what the conversation will be about*



Test Training A

Listening

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

1. Ben Affleck met his friend Matt Damon
- A. while he was taking classes at Harvard.
  - B. after he took drawing classes.
  - C. before he took drawing classes.

Answers	1	2	3	4	5
A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Ben Affleck's characters in his first acting roles were

- A. terrifying.
- B. sad and serious.
- C. humorous.

3. The first movie directed by Ben Affleck was

- A. The team.
- B. Good Will Hunting.
- C. Chasing Amy.

4. Ben Affleck was allowed to choose his role in the movie, 'Good Will Hunting' because

- A. he was a famous actor.
- B. he was a close friend of the producers.
- C. he wrote the script for the movie.



4. Ben Affleck named Jennifer

- A. Gavel in 2001.
- B. 2009.
- C. 2005.

5. The first time Ben Affleck appeared with his wife in

- A. a movie was in 2001.
- B. 'Poor People'.
- C. 'The Team'.

Speaking Candidate A

1. Use card 1 to answer your partner's questions about your likes and dislikes. He/She will then suggest a suitable career for you.

2. Use card 2 to ask your partner questions and card 3 to suggest a possible career depending on his/her answers.

Card no. 1

Likes

- investigating and analyzing things
- solving mystery
- law

Dislikes

- building things
- using computers

Card no. 2

- What are you interested in?  
 • curious about?  
 • good at?  
 • familiar with?

Card no. 3







### • Reading

Read the following text. For questions 6-15, choose the correct option. Mark the correct letter (A, B, C, or D) in the answer box.

Advise students that they have to complete the text with one of the options available. Invite them to preview the passage and read it completely before choosing the options. This will allow them to attain a general idea of what the text is about. Now, direct students' attention to reading the example and have them notice how they should mark their answers on the answer grid.

**Strategy:** *Using context to predict verb tense and topic*

### • Writing

**Write a review of your favorite movie.**

Encourage students to center their writing on the purpose of the text: a 30- to 45- word movie review. Guide their attention to the information required: name of movie, name of director and actors, description of the plot, personal opinion of the movie.

**Strategy:** *Using verb tenses and time expressions correctly to help readers follow the sequence of events*


**Skills**
**CEF Standards**
**Indicators**
**Listening  
Comprehension**

Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.

- Listens to and extracts information about environmental issues from passages.
- Understands factual passages on green products.

**Reading  
Comprehension**

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

- Reads and understands factual texts on environmental issues and green products.

**Oral  
Interaction**

Can take part in routine formal discussions of familiar subjects which are conducted in clearly articulated speech in the standard dialect and which involve the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.

- Asks for and gives information about environmental issues and green products.
- Uses idioms to sound more natural when interacting.

**Oral  
Expression**

Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of straightforward follow-up questions.

- Talks about green products and environmental issues.
- Uses relative pronouns to give additional information about something without starting another sentence.

**Written  
Expression**

Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.

- Writes a short descriptive article about an environmentally friendly product.
- Organizes the article's paragraphs into logical and coherent order.

**UNIT**
**3**
**Environmentally Friendly!**
**► General Objective**

You will be able to talk about environmental issues such as global warming and renewable sources of energy.

**► Communication Goals**

You will learn how to

- describe the effects of global warming.
- describe different green products and talk about their advantages and disadvantages.
- talk about the impact that green and non-green products on the environment.

**► CLIL**

- Environmental Issues
- Green Products

**Vocabulary**

- Words related to environmental issues such as global warming and ways of confronting these issues

**Grammar**

- Passive Voice
- Prefixes, suffixes and roots
- Relative clauses

**► Idioms and Colloquial Expressions**

- *Day in and day out*
- *In the long run*
- *Not believe one's eyes*
- *Pay through the nose*
- *Run out*
- *To handle*
- *Tune up*

**► Project**

A Seminar

You will hold a seminar about renewable energy at a science fair.

**Discuss:**

- What are some of the main environmental issues we are facing today?
- What are the main causes of these environmental problems?
- What is your local government doing to confront these issues?
- What do you do to help confront these environmental issues?

**Green Energy**




Lesson 1

# Renewable Energy



1. Listen to a radio commercial about environmental issues and match the words below to make new concepts.



- 1 a. greenhouse
- 2 b. global
- 3 c. sustainable
- 4 d. renewable
- 5 e. endangered

- 1. development
- 2. energy
- 3. species
- 4. gases
- 5. warming

### Vocabulary Strategy

Collocations are pairs (or groups) of words that always appear together.



2. Complete each definition by using one of the concepts above. Listen to correct.

- a. Global warming is the gradual increase of the average temperature of our planet.
- b. Sustainable development is the method of planning city and economic growth in order to avoid the depletion of natural resources.
- c. Greenhouse gases are substances in the Earth's atmosphere that prevent the release of heat into space, therefore maintaining heat retention in the atmosphere of the planet.
- d. Endangered species are plants and animals that are at risk of becoming extinct.
- e. Renewable energy is power which comes from natural sources such as sunlight, wind or water.

3. Look back at exercises 1 and 2. Add a prefix and/or suffix to each root word to make a new word.

PREFIX	WORD ROOT	SUFFIX	NEW WORD
en-	danger	-ed	endangered
-	globe	-al	global
-	warm	-ing	warming
-	develop	-ment	development
-	sustain	-able	sustainable
re-	new	-able	renewable
-	grow	-th	growth
-	nature	-al	natural

### Vocabulary Strategy

#### Making New Words from Roots

**Prefix** - a word part that can be added to the beginning of a word to make a new word.

**Suffix** - a word part that can be added to the end of a word to make a new word.

**Root** - the word that is left over when prefixes and suffixes have been removed. (Remember: when a root finishes in "-e", drop the "-e" and add the suffix.)



## Lesson 1

## Renewable Energy

## Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to talk about renewable energy sources and different environmental issues.	<ul style="list-style-type: none"> <li>Talks about different environmental issues.</li> <li>Uses Passive Voice to talk about renewable energy.</li> </ul>	<p><b>Vocabulary</b> consumption, conversion, force, irrigation, rays, resources, solar panels, windmills, endangered species, global warming, greenhouse gases, renewable energy, sustainable development</p> <p><b>Structures</b> Collocations Prefixes and suffixes Passive Voice in Simple Present, Present Progressive and Simple Past</p>	<ul style="list-style-type: none"> <li>Remembering collocations</li> <li>Using prefixes and suffixes to make new words from root words</li> <li>Using Passive Voice when emphasizing actions</li> </ul>

## WARM UP (books closed)

Tell students that in this unit they will learn how to talk about environmental problems and different forms of renewable energy.

Start by asking students if they can name some of the major problems that we face today. *Some of the possible answers students may give include: pollution, contamination, global warming, habitat loss, endangered species, etc.* Now, ask students if they know of ways which we can combat these problems. *Some possible answers include: recycling, captive breeding programs, saving water, renewable energy, sustainable development, etc.*

And to finish up touch the topic of renewable energy by asking if they know of the different forms of renewable energy: *solar power, wind power, hydro power, geothermal power, etc.*

## PRESENTATION 1

**1. Listen to a radio commercial about environmental issues and match the words below to make new concepts.**

Start by directing students' attention to the Vocabulary Strategy box and remind them that collocations are groups of individual words that often appear together to make a new concept. Before listening to the audio, discuss the meaning of the words in the first column (a-e) with students. Ask volunteers to offer definitions and try to elicit ideas about the words' use.

Now, encourage students to draw on their background knowledge and try to match the words from the first column with those in the second column. Allow enough time for them to complete the exercise and then play the audio for

them to listen to and correct their answers. Finally socialize answers as a class.

## PRACTICE

**2. Complete each definition by using one of the concepts above. Listen to correct.**

Invite students to read through the definitions provided in the exercise, underlining any word or phrase that they are unsure of. Go through these words and phrases as a class. Before giving students the meaning, encourage other students to try and give the definition.

Now tell students to use the concepts from exercise 1 to complete the definitions. Play the audio for students to listen to and correct their work.

**3. Look back at exercises 1 and 2. Add a prefix and/or suffix to each root word to make a new word.**


Draw students' attention to the Vocabulary Strategy box on the right. Call on 3 volunteers to read the box out to the class. Emphasize that a root word's meaning is changed when a suffix and/or a prefix is added. Use the examples in the exercise to demonstrate this.

Tell students that the new words which they can make from the root words given can all be found in the texts from exercises 1 and 2, thus they should search through their books if they cannot make new words by themselves.

To make the exercise a little more exciting, tell students that they have to complete the chart individually and that the first student to finish completing the table has to shout out *Finished*. At this point, all other students must stop working and then the teacher corrects the first student's work. If

all his/her answers are correct, he/she is the winner, but if there are mistakes, instruct the other students to continue working and when they finish, the first students must shout out "Finished" again. This continues until one student correctly completes all the answers.


### PRESENTATION 2

4. Listen and complete the following explanation about different forms of renewable energy. Use the Word Bank. Then, complete the Reflect on Grammar chart. 

Let students know that they are going to listen to some information about different forms of renewable energy. Play the audio twice to allow students enough time to listen for the answers. Once they have finished, call on different volunteers in the class to read out their responses and correct as a class. Take advantage of the time to clear up any doubts students may have regarding word or phrase meaning in the texts.

Now draw students' attention to the Reflect on Grammar box and ask them to complete the missing information using the previous exercise. It is important to explain the difference between active and Passive Voice clearly. This can be a difficult subject for many students. You could say something like: *Active Voice places emphasis on the subject*, whereas *Passive Voice emphasizes the action and the person doing the action is not important or is unknown*. Use the first example in present simple tense to explain what you mean. Point out that the Passive Voice is formed by: *subject + auxiliary verb (be) + main verb (past participle) in the corresponding tense*.

### PRACTICE

5. Complete the sentences with Passive Voice, or change them from Active Voice to Passive Voice. 

Warn students that there are two types of questions in the exercise. One where they have to put the verb in parentheses into Passive Voice using the tense indicated and another where students have to change the sentence from active voice into Passive Voice. Allow students sufficient time to complete the exercise and go through the answers as a class.

### EXTRA IDEAS

Encourage students to reflect upon the different types of renewable energy available in their society and what it is used for. Instruct them to make four Passive Voice sentences which illustrate these ideas.

*E.g. In my city many homes are heated by solar power.* Now tell students to get into groups of 5 and to socialize their ideas with their group members, using the Passive Voice. Walk around the class, offering assistance with sentences and pronunciation.

### Project Stage 1

Explain to students that in groups they are going to investigate different types of renewable energy and then prepare and give a presentation about one of the forms at a science fair.



4. Listen and complete the following explanation about different forms of renewable energy. Use the Word Bank. Then, complete the Reflect on Grammar chart.

Our planet's natural resources are being depleted by human consumption (a.). We can help protect our natural resources by using the following sources of renewable energy:



**Wind Power** is the conversion (b.) of the wind's forces into a useful form of energy. Mechanical power is made by windmills (c.) and electricity is made by wind turbines.



**Solar Power** is the conversion of sunlight into electricity. The sun's rays (d.) are captured by solar panels (e.) and converted into electricity.



**Hydropower** is the energy derived from the force (f.) of moving water. Before electricity, hydropower was used for land irrigation (g.) and to operate machines.

**Word Bank**

- consumption
- rays
- conversion
- resources
- force
- solar panels
- irrigation
- windmills

**Reflect on Grammar**

Tense	Voice	Subject	Verb	Object
Simple Present	Active	Solar panels	capture	the sun's rays.
Present Progressive	Passive	The sun's rays	<b>are captured</b>	by solar panels.
Present Progressive	Active	Human consumption	is depleting	our planet's natural resources.
Present Progressive	Passive	Our planet's natural resources	<b>are being depleted</b>	by human consumption.
Simple Past	Active	They	used	hydropower for land irrigation and to operate machines.
	Passive	Hydropower	<b>was used</b>	for land irrigation and to operate machines.

To form the Passive Voice, use: subject + auxiliary verb (be) + main verb (past participle) in the corresponding tense.

5. Complete the sentences with Passive Voice, or change them from Active Voice to Passive Voice.

- a. The Earth's atmosphere is heated (heat / simple present) by greenhouse gases.
- b. Windmills convert the wind's force into energy. The wind's force is converted into energy by windmills.
- c. Global warming is caused (cause / simple present) by an increase in greenhouse gases.
- d. Many years ago, renewable energy was considered (consider / simple past) very expensive.
- e. Habitat loss causes endangered species. Endangered species are caused by habitat loss.
- f. The ice at the poles is being melted (melt / present progressive) by the warming of the Earth.

**Grammar Strategy**

Use Passive Voice when the focus is on the action. It is not important or not known who or what is performing the action.

**Project Stage 1**

- In groups of 3 or 4, investigate the different forms of renewable energy available and choose one form to investigate more about.  
E.g. Wind power, solar energy, hydropower, biofuel, geothermal energy, biomass.



## Lesson 2

# Conserving the Environment

## 1. Use the Word Bank to solve the crossword puzzle.

### Across

- a. chemical mixture used to kill pests and insects  
 b. contamination of water, air or soil with harmful substances  
 c. surroundings; conditions in which someone or something lives  
 d. process of replanting trees; reestablishment of a forest  
 e. mixture of smoke and fog

### Down

- f. the process of dying out or having no living members in existence  
 g. preservation, protection from decay and destruction  
 h. decayed organic material used as a fertilizer for growing plants  
 i. reprocessing of waste to recover reusable material  
 j. unusable or unwanted material

### Word Bank

- compost • conservation • environment • extinction • waste  
 • pesticide • pollution • recycling • reforestation • smog



### Vocabulary Strategy

Use a dictionary to look up the meaning of new vocabulary.

## 2. Listen to some facts about environmental issues and mark true or false. Correct the false statements. Then, complete the Reflect on Grammar chart.

True / False	F	The use of many environmental groups has been approved by organic pesticides. <i>The use of organic pesticides has been approved by many environmental groups.</i>
	F	Many Australian farmers had been killed by Tasmanian Tigers before they became extinct. <i>Many Tasmanian tigers had been killed by Australian farmers before they became extinct.</i>
	T	Recycling has been used by many countries to lower human waste.
	F	Hopefully new laws and legislations will be protected by endangered species. <i>Endangered animals will hopefully be protected by new laws and legislations.</i>
	F	Reforestation has been conserved through many animals' natural habitats. <i>Many animals' natural habitats have been conserved through reforestation.</i>
	T	Sea levels will be increased by global warming.

### Reflect on Grammar

Tense	Voice	Subject	Verb	Object
Future	Active	Global warming	will increase	sea levels.
	Passive	Sea levels	<i>will be increased</i>	by global warming.
Present Perfect	Active	Many countries	have used	recycling.
	Passive	Recycling	<i>has been used</i>	by many countries.
Past Perfect	Active	Australian farmers	had killed	many Tasmanian Tigers.
	Passive	Many Tasmanian tigers	<i>had been killed</i>	by Australian farmers.

To form the Passive Voice, use: subject + auxiliary verb (be) + main verb (past participle) in the corresponding tense.





## Lesson 2

# Conserving the Environment

## Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to talk about different environmental issues and ways of conserving the environment.	<ul style="list-style-type: none"> <li>■ Uses Passive Voice to talk about environmental issues and how to conserve the environment.</li> <li>■ Uses relative clauses to connect sentences.</li> </ul>	<p><b>Vocabulary</b> compost, conservation, environment, extinction, pesticide, pollution, recycling, reforestation, smog, waste</p> <p><b>Structures</b> Passive Voice in Future, Present Perfect and Past Perfect tenses Relative Clauses</p>	<ul style="list-style-type: none"> <li>■ Using a dictionary to look up the meaning of new vocabulary</li> </ul>

### WARM UP

Divide the class into groups of 2 or 3 depending on the number of students in the class. Using the environmental terms from the first lesson (*endangered species, global warming, greenhouse gases, renewable energy, sustainable development*) give the students a quick quiz to see if they remember each term's meaning. Read out the definitions of the terms which are on page 36 and ask students if they remember which term corresponds to which definition. You can also ask students to make a sentence to show that they understand not only the meaning, but also how the term is used.

### PRESENTATION 1

#### 1. Use the Word Bank to solve the crossword puzzle.

This exercise is straightforward. Let students know that the words in the Word Bank all correspond to definitions given in the crossword's clues. If they are not sure which definition corresponds to which word, tell them that they have two options: 1. Use a dictionary to look the meaning up, or 2. Use rational deduction. Students can count the number of spaces provided in the crossword to eliminate obvious words which are too long or too short. They can also eliminate words previously used or words which they are sure don't match a certain definition. Allow enough time for students to complete the exercise and then correct answers as a class, calling on volunteers to say their answers.

#### 2. Listen to some facts about environmental issues and mark true or false. Correct the false statements. Then complete the Reflect on Grammar chart. Track 28

Let students know that they are going to listen to a person giving some environmental facts in active voice and that the sentences written in the book are in Passive Voice. Explain that some of the passive sentences are correct while others are false and that depending on what they hear, they have to correct the Passive Voice sentences to make them both grammatically and textually correct. Play the audio two or three times as needed. Allow enough time for students to complete the exercise and then correct answers as a class.

After solving the exercise ask students to complete the Reflect on Grammar box. Let them know that the rules applying to changing active voice into Passive Voice are the same as in the first lesson and that the structure learned is also the same. The major difference is the verb tense. Once students have completed the spaces, ask if they have any doubts or questions.

### PRACTICE

#### 3. Complete the text with the Passive Voice.

Explain to students that they have to complete the sentences in Passive Voice by placing the verb in parentheses into the tense indicated. Tell them to use the Reflect on Grammar box as a guide when structuring the sentences. Before socializing answers as a class, instruct students to cross-check their answers with the person sitting on their right.

#### 4. Use the words to make Passive Voice sentences in the tense indicated.

Tell students that using the words and the verb tense given, they have to create sentences in the Passive Voice. Draw their attention to the Reflect on Grammar box, pointing out that the appropriate structures, depending on the verb tense, are explained. Tell them to follow the examples as a guideline. Allow enough time for students to complete the exercise and then correct answers as a class. If you have time, you can also ask students to verbally say the sentence in active voice in order to allow them to practice sentence transformation.

### PRESENTATION 2

#### 5. Complete the following sentences with the correct relative pronoun.

Direct students' attention to the section titled, *Remember*, directly under the pictures in the middle of the page. Call on a volunteer to read the information out to the class. Emphasize the fact that *who* is always for people and *which* is always for animals or things, whereas *that* can be for either people, animals or things. *Whose* expresses possession and can be used for people, animals and things.

Don't forget to explain that using relative pronouns helps you sound more natural given that in English we tend to try and join shorter sentences.

Now, ask students to solve the exercise. Once they have finished, call on volunteers to read their answer to the class.

### PRACTICE

#### 6. Re-write the sentences using a relative pronoun so they have the same meaning as the original ones.

Tell students that they have to join the two short sentences given with a relative pronoun to make a longer one. Allow enough time for students to answer the questions, and then ask them to discuss their answers in groups of 4 or 5. Finally, socialize answers as a class.

### EXTRA IDEAS

Pair students with a partner and instruct them to each write three Active Voice sentences and three Passive Voice sentences. Remind them to keep the topic of conserving the environment.

The idea is that Student 1 reads his Passive and Active Voice sentences one at a time to Student 2, who in turn has to verbally transform the sentences into Active and Passive Voice respectively.

Next, students swap roles and Student 2 reads out his/her Passive and Active voice sentences which Student 1 has to verbally transform into Active and Passive Voice, respectively.

It is important that the teacher walk around, correcting the written sentences as well as listening and offering grammar and pronunciation advice when students are speaking.

### Project Stage 2

In the same groups from lesson 1, students need to investigate the selected form or renewable energy in depth. They should look for information pertaining to the advantages and disadvantages of the type of renewable energy as well as where it comes from, how it is made or captured and what it is used for, etc.

**3. Complete the text with the Passive Voice.**

- a. Organic food has been grown (grow / present perfect) by many farmers.
- b. Hopefully endangered animals will be saved (save / future) by conservation activists.
- c. A lot of smog has been produced (produce / present perfect) by cars since their invention.
- d. By the year 2000, pesticides had been used (use / past perfect) for decades.

**4. Use the words to make Passive Voice sentences in the tense indicated.**

- a. (present perfect) car / cause / pollution  
Pollution has been caused by cars.
- b. (future) reduce / waste material / recycling  
Waste material will be reduced by recycling.
- c. (past perfect) the Earth / dinosaurs / inhabit / for ages / by the time a big meteorite hit it  
The Earth had been inhabited by dinosaurs for ages by the time a big meteorite hit it.
- d. (future) our planet / conservation activists / help  
Our planet will be helped by conservation activists.



**Remember: Relative Clauses** give additional information about something without starting another sentence. Your texts will become more fluent and you can avoid repeating words if you use relative clauses.

Relative Pronoun	Use	Example
who / that	subject or object pronoun for people	Jason is a person <i>who/that</i> recycles.
which / that	subject or object pronoun for animals and things	Compost is a fertilizer <i>which/that</i> is organic.
whose	possession for people, animals and things	This is the lady <i>whose</i> house has solar panels.

**5. Complete the following sentences with the correct relative pronoun.**

- a. This is the paper which (which / who / whose) is to be recycled.
- b. My brother is the person who (which / who / whose) does all the recycling in our house.
- c. This is the man that (which / that / whose) only uses organic pesticides.
- d. She is the person whose (which / that / whose) car is electric.

**6. Re-write the sentences using a relative pronoun so they have the same meaning as the original ones.**

- a. Sally is a teacher. Her car creates a lot of pollution.  
Sally is a teacher whose car creates a lot of pollution.
- b. There are a lot of health problems due to pesticides. They aren't organic.  
There are a lot of health problems with pesticides which aren't organic.
- c. Ingrid is a girl. She always recycles.  
Ingrid is a girl who always recycles.
- d. Tim is an environmental scientist. His specialty is conservation.  
Tim is an environmental scientist whose specialty is conservation.

**Project Stage 2**

- Investigate more about your group's selected form of renewable energy. Look for information about how it is made, what it is used for and what advantages and disadvantages it has.  
E.g. *Solar Energy: The Sun's rays are captured and converted into electricity by solar panels. That energy is used for heating, lighting, etc.*

Lesson 3

# Green Products



1. Discuss as a class and check ✓.

Answers may vary.

- |   |   |  |   |
|---|---|--|---|
| a. Today, most cars are powered by...         | <input type="checkbox"/> 1. electricity     | <input type="checkbox"/> 2. gasoline         | <input type="checkbox"/> 3. I don't know. |
| b. Electric cars are...                       | <input type="checkbox"/> 1. a new invention | <input type="checkbox"/> 2. an old invention | <input type="checkbox"/> 3. I don't know. |
| c. It's better for the environment to have... | <input type="checkbox"/> 1. gasoline cars   | <input type="checkbox"/> 2. electric cars    | <input type="checkbox"/> 3. I don't know. |

## The Electric Car

A thing of the future or a thing of the past?



2. Read the text quickly and match the following topic sentences with their corresponding paragraphs.

- Electric cars are mechanically simpler compared to gasoline cars.
- In recent years there has been a lot of discussion about the future of cars which use oil products as a means of energy.
- One of the main problems with electric cars is that they cannot go very far before they need to be recharged; something which currently takes between three to six hours.
- Electric cars are vehicles that are powered by an electric motor.
- Now it might appear that electric cars are the answer to all our environmental problems but that is far from the truth.



### Reading Strategy

The most important sentence in a paragraph is the topic sentence. It clearly states the main idea of the paragraph and gives an overview of the sentences to follow. Usually, it is placed at the beginning of a paragraph.

In recent years there has been a lot of discussion about the future of cars which use oil products as a means of energy.

The discussion includes global warming, pollution and the dependency on non-renewable oil. The global car industry has already begun to show where the future of cars is going and right now it looks like the electric car is the answer.

Electric cars are vehicles that are powered by an electric motor.

They use electrical energy stored in batteries or another storage device. Although it might seem like science fiction, the electric car is already here. In fact, electric cars were popular in the late 19<sup>th</sup> century and early 20<sup>th</sup> century, until advances in technology led to the mass production of cheaper gasoline cars, hence the decline in the use of electric cars.

Electric cars are mechanically simpler compared to gasoline cars.

You don't have to worry about oil or air filter changes, transmission problems, tune ups or emission tests. As for the environmental advantages of electric cars, these include increased health for both people and nature. It has been proven that the use of oil products releases more pollution into the air than nature can handle, hence, increasing risks of both cancer and lung disease. The pollution which is produced by cars is one of the main causes of global warming. There are some people who say that by using electric cars we are not only helping nature, but we are also doing ourselves a favor.

### Key Expressions

**Tune up:** adjustment of the motor to make sure it is working properly  
**Handle:** to deal with, manage



## Lesson 3

# Green Products

### Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to identify topic sentences in a reading and understand written texts about green products.	<ul style="list-style-type: none"> <li>Identifies the topic sentence in a paragraph.</li> <li>Writes an informative text using a topic sentence, supporting sentences and a conclusion.</li> </ul>	<p><b>Vocabulary</b> Words related to environmental issues</p> <p><b>Expressions</b> <i>To tune up</i> <i>To handle</i></p>	<ul style="list-style-type: none"> <li>Identifying the topic sentence in a paragraph</li> <li>Using topic sentences, supporting ideas and conclusions appropriately to write a cohesive paragraph</li> </ul>

### WARM UP (books closed)

Start by explaining what *Green Products* are. Tell students that they are products which are considered to be *environmentally friendly*; hence, reducing the negative effects they have on our environment. Ask students to try and name some green products they are familiar with. They might come up with ideas like *biodegradable detergents*, *reusable bags*, *recycled toilet paper*, and so forth. Basically, a green product is any product which minimizes the effect it has on our environment. They are also called Eco friendly products.

### Pre-Reading

#### 1. Discuss as a class and check.

Tell students they are going to read an article about electric cars. Ask if anyone has ever seen an electric car and elicit any information they might know about the product.

Give students two minutes to answer the three questions, and then discuss their responses as a class.

### While Reading

#### 2. Read the text quickly and match the following topic sentences with their corresponding paragraphs. Track 29

Explain to students that a well-written paragraph should include a topic sentence, supporting sentences and finally a conclusion. Draw their attention to the Reading Strategy box and ask a volunteer to read it out to the class. Emphasize the fact that a topic sentence should clearly state the main idea of the paragraph as well as give an overview of the sentences to follow.

Now tell students to read the 5 topic sentences labeled a - e in order to be aware of what information to look for in the paragraphs in the following text. Students should complete this exercise individually. Tell each student to read through the text provided and try to associate a topic sentence with each paragraph. In order to do this, students should consider the information provided in the supporting sentences and conclusion of each paragraph. Use the first paragraph as a guide for the students. Explain that in this paragraph, the supporting sentences talk about a discussion of environmental issues as well as the future of the car. We have to look for a topic sentence which clearly raises the issues presented in the paragraph. Hence, option *b* is the most appropriate. Students should follow this procedure to help them decide which topic sentence corresponds to which paragraph.

While students are reading the article and choosing topic sentences, walk around the class offering assistance to any student in need. Also help students individually find the clues or supporting information detailed in the supporting sentences if they are having difficulties. Allow about 15 minutes for this exercise and once all students are ready, call on volunteers to read the article out to the class with their answers. Clear up any queries students may have regarding the text.

## Post-Reading

### 3. Answer the following questions based on the text.

Based on the text students have just read, ask them to solve the exercise. Allow students enough time to complete their answers and then correct as a class. While correcting, ask students to justify their answers by quoting the corresponding parts of the text.

If you have time, you can ask a few more comprehension questions like: *What are the problems with the electric car? or If electric cars have been around for a long time, why haven't they been more popular?*

## Writing

### 4. Write a short descriptive article about an environmentally friendly product.

Direct students' attention to the Writing Strategy box on the right hand side. Call on volunteers to read out each of the 4 points listed and discuss as a class. 1. Topic sentence: remind students that a good topic sentence is one which clearly states the main idea of the paragraph and provides an overview of the information which is to follow. 2. Supporting sentences: these sentences develop the main idea by giving details and examples. 3. Organization: be sure ideas are consistent and organized in a relevant order. 4. Conclusion: this paragraph should give a brief summary of the main points of the article without any examples.

If students have already decided on an environmentally friendly product to write about, tell them to follow the template given on page 41. Allow sufficient time for students to write their article. Walk around the class helping students individually as they write their article. If there is enough time in the class, you can ask each student to read their article to the class, encouraging other students to listen and correct the mistakes and promote discussions.

### Project Stage 3

By this stage of the project, students will already have decided on a renewable form of energy and they should also have finished their investigations about this energy source. Now in the same groups, students need to coherently organize all the information gathered and prepare a seminar to be presented at a Science Fair.

In case students are unaware of what a seminar entails, direct them to turn to the Share your Project section on page 43. Direct their attention to the first paragraph of the reading titled, *Holding a Seminar*. Call on a volunteer to read only the first paragraph to the class and ask if anyone has any queries or doubts regarding the definition of a seminar.

Remind them to use visual aids, etc., to make their presentation more interesting.

*One of the main problems with electric cars is that they cannot go very far before...*

At the moment, the electric car simply can't give the driver the same sense of freedom that a standard car can.

*Now it might appear that electric cars are the answer to all our environmental problems, but that is far from the truth.*

Electric cars can be great for the environment and people's

health, but unfortunately most of the electricity needed to recharge electric cars is produced by coal plants which actually create more pollution than the average gasoline car. Another problem is that factories spend more energy to produce electric cars than regular cars and although this is a problem that will most likely be solved in the future, it is not a positive thing for today. So, although electric cars will probably be the vehicle of the future, they are not the vehicle of today.

**3. Answer the following questions based on the text.**

- a. The electric car is...  
 1. a new invention.  
 2. an old invention.  
 3. still being designed.



- c. The production of electricity used by electric cars causes...  
 1. more pollution than the average gasoline car.  
 2. less pollution than the average gasoline car.  
 3. the same pollution as the average gasoline car.

- b. Electric cars depend on \_\_\_\_\_ to run well.  
 1. oil products  
 2. gasoline  
 3. coal plants

- d. Electric cars can travel further than gasoline cars without being charged.  
 1. True  
 2. False  
 3. Not mentioned

**4. Write a short descriptive article about an environmentally friendly product.**

Paragraph 1 (introduction of product)

*Answers may vary.*

Paragraph 2 (specific features of product: e.g. runs on electricity, not gasoline or oil products; recharges at home, mechanically simple, etc.)

Paragraph 3 (conclusion highlighting advantages & disadvantages of product: e.g. advantages = lower fuel costs, less contamination, no tune-ups; disadvantages = production uses a lot of electricity, lower traveling distances, etc.)

**Writing Strategy**

To write a good paragraph include:

1. a topic sentence stating the main point of the paragraph.
2. supporting sentences with details and specific examples.
3. logical, coherent thoughts that are developed in order.
4. a concluding idea that summarizes the main point of the paragraph.

**Project Stage 3**

- In your group, use the information found to prepare a seminar for a science fair about the form of renewable energy chosen by your group.

E.g. *Solar energy is the conversion of the sun's rays, which are captured by solar panels, into electricity. It can be used for lighting, heating, horticulture, etc. The advantages are... and the disadvantages are...*





Lesson 4

# In the Long Run

## Word Bank

- day in and day out
- in the long run
- not believe one's eyes
- ~~pay through the nose~~
- run out

1. Listen to the following conversation between friends and fill in the gaps with an expression in the Word Bank.

- A: Did you hear that Peter bought a new electric car?  
 B: Really? I heard that they are really expensive. He must have paid through the nose for it.  
 A: Yeah, it was very expensive, but he says that in the long run (a.) it will be cheaper.  
 B: I guess it is cheaper in the end because you don't have to spend money on gasoline or general maintenance.  
 A: And let's not forget the environmental benefits of an electric car. Every day there are traffic jams all over the city, that is, rows of gasoline cars puffing smoke into the air we breathe.  
 B: I know. Day in and day out (b.) there are traffic jams. It's horrible. I could not believe my eyes (c.) when I saw all the smog and pollution over our city.  
 A: Society really needs to change or one day we will run out (d.) of non-renewable natural resources like oil. There will be none left for us to depend on.  
 B: Then everyone will be driving electric cars!



2. Read the dialog again and match each expression with its meaning.

Expression

- a. pay through the nose
- b. day in and day out
- c. in the long run
- d. not believe one's eyes
- e. run out

Definition

- c 1. eventually, in the end, ultimately
- d 2. to think that what one sees is not real
- e 3. use up the supply; have no more left
- a 4. to pay a lot for something
- b 5. every day, daily, day after day

3. Complete with your own information, and then use it to make a dialog with a partner.

- a. I paid through the nose for \_\_\_\_\_.
- b. Day in and day out I \_\_\_\_\_.
- c. In the long run \_\_\_\_\_.
- d. I couldn't believe my eyes when \_\_\_\_\_.
- e. We will run out of \_\_\_\_\_ if \_\_\_\_\_.

Answers may vary.

I paid through the nose for these solar panels.

You're right, but I couldn't believe my eyes when I saw the price.

Yes, but in the long run they will be cheaper because...

And besides that, if we don't start to use renewable energy, we will run out of our non-renewable sources.

### Reflect on Values

- I am aware of our society's environmental issues.
- I use green products as often as possible.
- I recycle and compost as much as possible.

Always	Sometimes	Never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Gap Activity

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





## Lesson 4

## In the Long Run

## Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to communicate using idioms related to environmental issues and green products.	<ul style="list-style-type: none"> <li>Uses idioms to talk about environmental issues and green products.</li> <li>Associates context with idiom meaning.</li> </ul>	<b>Vocabulary</b> <i>Day in and day out</i> <i>In the long run</i> <i>Not believe one's eyes</i> <i>Pay through the nose</i> <i>Run out</i>	<ul style="list-style-type: none"> <li>Using idioms to make a conversation sound more natural</li> </ul>

## WARM UP (books closed)

Before students see the idioms they are going to learn in the lesson, write the phrases below on the board, but jumble the words up. Also include an explanation about when we would use the idiom.

*E.g. in / and / out / day / day – when we do something every day.*  
*run / the / run / in – when we talk about future consequences of something.*

*believe / not / eyes / one's – when you are amazed at what you see.*  
*through / nose / pay / the – when something costs you a lot of money.*

*out / run – when there is no more of a product.*

Encourage students to try and rearrange the word order to create the idiomatic expressions. Walk around the class looking at students' sentences and offer some clues when needed.

Now tell students to open their books and look at the Word Bank to see how close their sentences were to the real idiom.

## PRESENTATION

**1. Listen to the following conversation between friends and fill in the gaps with an expression in the Word Bank.**

Invite students to read through the conversation individually and tell them to underline any words or phrases that are not clear for them. Once all vocabulary doubts have been cleared up, instruct students to use the definitions you provided in the Warm Up exercise to try and fill in the gaps with the appropriate idiom. Once students have made an effort, play the audio twice for them to correct their answers and listen to the pronunciation.

**2. Read the dialog again and match each expression with its meaning.**

Before students move on to this exercise, be sure to erase your definitions from the Warm Up exercise on the board. Tell students to read the text once again and use the context clues to match each idiom with its definition.

## PRACTICE - APPLICATION

**3. Complete with your own information, and then use it to make a dialog with a partner.**


This exercise is designed to give students practice at forming sentences with the idioms just learned as well as applying them in a conversation.

Call on two volunteers to read the conversation examples below and instruct students to complete the sentences with their own personal information and then use them to have a conversation with a partner. Walk around the class to read students' sentences and check pronunciation.

## Reflect on Values

**I am aware of our society's environmental issues.** Ask students to name some of the most important environmental issues they believe are affecting our planet.

**I use green products as often as possible.** Encourage students to think about the different environmental products that they use at home and in their daily routines. Would they rate themselves as a frequent user of green products or should they try to change their supermarket list?

**I recycle and compost as much as possible.** Students need to think about their rubbish disposal system at home. Invite them to think of ways they can become more environmentally friendly at home.

**Gap Activity**

Divide students into pairs and tell them to decide who is Candidate A and who is Candidate B. Remind students to read through the questions and information given before starting the conversation in order to familiarize themselves not only with the topics discussed, but also to practice the pronunciation and intonation.

# Share Your Project

## 1. Discuss your experience.

**Check what you learned while working on the project.**

**To respect nature and our planet.** Ask students to reflect on the information they learned while working on the project. Do they consider themselves to be more environmentally conscientious after completing the project than before?

**To use green products.** Ask students if the project has made them more aware of the importance of being environmentally friendly and using green products. Ask them to think about any product like soap, aerosol cans, and the like that they use frequently at home which they could change for a greener product.

**Working in groups is better when people have similar ideas or working in groups is better when people have different ideas.** First ask if the people in the groups had similar or different ideas. Ask students which they think is better: to work with people with similar or different ideas. If students in their group had similar ideas, tell them to draw on past experiences of working in groups with others who had different ideas and vice versa.

## 2. Read the following article on how to present a seminar. Then answer the questions.

 Track 31

Ask students if any of them have ever attended a seminar before, and if so, what was the seminar on?

Call on different volunteers to read a paragraph each to the class. Clear up any vocabulary doubts. Once students have read the article as a class, instruct them to individually complete questions A and B.

## 3. Give your Presentation.

Talk to students about the art of giving a presentation in front of a group of people. Tell them to try to be as relaxed as possible and that it is normal to feel nervous when talking in front of an audience. Remind them of the importance of knowing the information they are going to present and suggest they practice their lines within their groups before the actual presentation.

Ask for a volunteer to read out the Give your Presentation box and then draw students' attention to the Useful Expressions. Get them aware that there is a correspondence between these two boxes. Read through the expressions with the students offering advice on pronunciation and intonation, and so forth.

Remind them to be quiet and respectful during the presentations so that everyone can benefit from the information presented.

# Share Your Project



## 1. Discuss your experience.

Check  what you learned while working on the project.

To respect nature and our planet.

To use green products.

Answers may vary.

Working in groups is better when people have similar ideas.

Working in groups is better when people have different ideas.

## 2. Read the following article on how to present a seminar. Then, answer the questions.

### Holding a Seminar

A seminar is a lecture or presentation delivered to an audience on a particular topic that is educational in nature. There are generally activities and discussions running throughout the session which encourage interaction between the students and lecturer. It is usually held for groups of 10-50 individuals.

Some helpful hints when preparing and presenting your seminar include:

#### 1. Effective public speaking:

- speak loudly and clearly, but don't shout
- make eye contact with your audience
- be animated about your work and the topic

#### 2. Structure of a seminar: A lecture must have a clear structure as follows

- introduction
- a question / hypothesis
- methods / strategies
- results
- summary / discussion

#### 3. Slide presentation:

- choose an appropriate font and point size
- choose an appropriate text color
- don't put too much information on one slide

One of the most important things to remember is to rehearse your presentation many times before holding the seminar. Make sure you know about the topic you are discussing and know exactly what you want your audience to take away from the seminar. But be careful not to memorize the presentation word for word. This will be very boring for your audience!

Finally, it is important to know that there are many different styles of how to hold a seminar. What works for some people might not work for others. With practice, you will eventually develop your own style.

#### A. When practicing your presentation you shouldn't:

- 1. memorize it word for word
- 2. practice it many times and rephrase what you forget
- 3. make sure you know about the topic

#### B. During a seminar:

- 1. only the presenter speaks
- 2. there are open discussions between the presenter and audience
- 3. a video is played and nobody speaks

### Give your Presentation

- Introduce the name of the renewable energy source your group chose and mention why you selected this particular type of product.
- Talk about how it is made, what it is used for and what the advantages and disadvantages of this form of energy are.
- Use visual aids in your presentation.
- Conclude by stating whether you think people should use this energy form or not.

### Useful Expressions

#### Introduction

- Good morning/afternoon, today we are going to talk about a form of renewable energy called...

#### Description of the renewable energy

- [ ] [ ] it can be used for [ ]

#### Product advantages and disadvantages

- The advantages of this form of renewable energy are [ ] However, there are some disadvantages too. These include [ ]

#### Conclusion

- People should use renewable energy because [ ]





Comic

# Endangered Species



Read and listen.

Golden Lion Tamarins are an endangered species. There are only 50 left.

Yes, you have to help reestablish your species population.

You guys have a hard job to do.

A few months later...

Wow, you guys have a lot of babies.

Hopefully we will be able to release you soon.

A year later...

And with conservation we can make sure you have a good future.

Thanks to reforestation, you guys now have a new habitat to live in.

5 years later...

I know. We may have to find them some more land so they can all survive!

Wow! There are so many that they might run out of natural habitat.

10 years later...

LIVE

The once endangered Golden Lion Tamarin's population has grown to such a size that they no longer have enough natural habitat and are roaming city streets in packs, terrorizing the people.

The time for a change has come.

Golden Lion Tamarin (on TV)

LIVE

Attention all humans. We, the Golden Lion Tamarins are taking over. You are now under our control. You are now our slaves...

The Golden Lion Tamarins have taken over the world!

How can such cute little animals be so evil!

They tricked us with their cute little faces!



Comic

# Endangered Species

**Read and listen.**   **Pre-Reading**

Before reading the comic, ask students if they have ever heard of Golden Lion Tamarins? Elicit information from any student who can offer it. Explain that Golden Lion Tamarins are considered to be endangered species and that they are native to the coastal forests of Brazil. Threats to their population include illegal deforestation, hunting, mining, urbanization and introduced predators.

**While Reading**  Track 32

Get students to read the comic individually. Once all the students have finished, organize them into groups of 5 and assign a character to each student. The idea is that, in their groups, they role play the comic. The teacher should divide his/her time among the groups, offering advice where needed.

**Post-Reading**

Ask questions to check for comprehension. E.g. *Why do the Golden Lion Tamarins have to repopulate their species? Was the repopulation process successful? What problems were encountered in the process? How did the story end?*

Once you are satisfied that the students have successfully understood the comic and its content, ask them to reflect on the endangered species in their country. Elicit names of animal species which are considered endangered (it pays to investigate the different endangered species before class in order to help students). Create a class discussion by asking students if they know why the animals mentioned are considered endangered. Encourage them to bring up topics like habitat destruction, global warming, introduced predators, and so forth. Also discuss what scientists and local authorities are doing in order to conserve the species and save them from extinction.

# Quiz Time

## Before the test

This test will help you evaluate the different objectives proposed by the unit: to be able to talk about environmental issues such as global warming and renewable sources of energy.

Students are challenged by the tests to make and use collocations, convert sentences from active to Passive Voice, use relative pronouns and listen to and understand vocabulary and information about environmental issues.

### 1. Complete the following sentences with an appropriate collocation.

This exercise will help you assess students' use and memory of collocations. It might be useful to remind students that collocations are pairs of words that are commonly used together to make one definition.

### 2. Convert these sentences from the Active Voice into the Passive Voice.

This exercise will challenge students' understanding of the difference between the active and Passive Voice structures and assess their ability to convert sentences between the two forms. Remind students that the object of the active sentence becomes the subject when the sentence is transformed into Passive Voice.

### 3. Listen to the following passage and mark true or false for the following sentences. **Track 33**

Students will listen to a short passage about environmental issues. By marking true or false for the sentences, you will be able to assess students' listening ability in terms of vocabulary and comprehension. Encourage students to read the sentences in the table before listening. This way, they will know what specific information to pay attention for.

### 4. Re-write the sentences using *whose*, *who* or *which* so they have the same meaning as the original ones.

Students have to connect sentences using a relative pronoun. You will be able to assess students' ability to not only use relative pronouns to connect two sentences, but also their understanding of the subject in a sentence. Quickly go over the uses of *whose*, *who* or *which* before they complete the exercise.

## Self-Evaluation

Have students read the Self-Evaluation chart individually and invite them to recognize how well they accomplished each objective of the unit by selecting *very well*, *OK* or *a little*.

Encourage them to reflect on their mistakes and their attitude towards the unit. Explain that by reflecting on mistakes, we have the opportunity to learn from them and improve.

Refer students to the corresponding grammar charts to help them better understand the grammar rules applied throughout the unit.

# Glossary

Play a game to go over the vocabulary listed in the Glossary. Divide the class into groups of 3. Say clues like: *Who can find the noun that means no longer existing? or Which word starting with "O" means a film or layer of oil floating on an expanse of water?* You might want to change the pace a little and be more creative by trying to draw some clues on the board. The team that correctly guesses the most words wins.

If you want, you can also ask that the group not only give the word, but also present it in the form of a sentence. For example, if the answer is "extinct," the students could present the answer as, "Tasmanian Tigers are an extinct species."

Don't forget to invite students to do the corresponding Glossary Activities on page 95. Bear in mind that this page corresponds to page 46 in the Teacher's Guide.

# Quiz Time

## 1. Complete the following sentences with an appropriate collocation.

- a. Our planet's surface temperature has been increasing, which is called global warming.
- b. Solar, wind and hydro power are forms of renewable energy.
- c. When a species is in danger of becoming extinct it is considered to be an endangered species.
- d. My city is growing very quickly. Sustainable development is a method to prevent the depletion of our natural resources.

## 2. Convert these sentences from the Active Voice into the Passive Voice.

- a. Solar panels turn the sun's rays into thermal energy.  
The sun's rays are converted into thermal energy by solar panels.
- b. Habitat loss endangers many species.  
Many species are endangered by habitat loss.
- c. Many countries have used reforestation to combat habitat loss.  
Reforestation has been used by many countries to combat habitat loss.
- d. The oil slick in the Gulf of Mexico killed many animals.  
Many animals were killed by the oil slick in the gulf of Mexico.



## 3. Listen to the following passage and mark (T) true or (F) false for the following sentences.

True / False	
F	Human consumption is being depleted by our natural resources.
T	Renewable energy has been produced by windmills in many countries.
T	Many people believe our environment will be conserved for the future by green products.
F	Greenhouse gases are being produced by too much smog.

## 4. Re-write the sentences using *whose*, *who* or *which* so they have the same meaning as the original ones.

- a. Brittany is a girl. She doesn't recycle.  
Brittany is a girl who doesn't recycle.
- b. Moscow is a city. It is one of the most polluted cities in the world.  
Moscow is a city which is one of the most polluted in the world.
- c. Peter is a veterinarian. His goal is to protect endangered species.  
Peter is a veterinarian whose goal is to protect endangered species.

## Self-Evaluation

### Now I can...

- talk about environmental problems.
- understand and use compound nouns.
- use the Passive Voice.
- use relative pronouns.

Very Well





OK





A Little






# Glossary

## A-F

**acid rain:** n. polluted rain that contains harmful chemicals which cause air pollution. *Acid rain has damaged many buildings in my city.*

**carbon footprint:** n. a measure of the effect that human activities have on the environment.

**climate:** n. weather conditions. *Cartagena has a tropical wet and dry climate.*

**compost:** n. decayed organic matter or dung used for fertilizing land.



**conservation:** n. protection from decay and destruction. (syn. preservation, protection)

**deforestation:** n. process of clearing forests of trees. *Many Brazilian forests have been affected by deforestation.*



**environment:** n. surroundings; conditions in which someone or something lives. *We live in a healthy environment.*

**extinct:** n. no longer existing; vanished. *Dinosaurs are extinct.*

**fertilizer:** n. organic or chemical substance added to soil to enrich it. *Fertilizers give the soil nutrients.*

## G-P

**global warming:** n. the gradual increase of the average global temperature. *Global warming is a major problem in the 21st century.*

**nuclear energy:** n. energy produced by the process of nuclear reaction inside a nuclear reactor. *The use of nuclear energy is very controversial.*



**oil slick:** n. layer of oil floating on an area of water. *Oil slicks destroy our oceans.*



**organic:** adj. something which is developed naturally; produced without the use of chemicals. *We only buy organic fruits and vegetables.*

**pesticide:** n. chemical mixture used to kill pests and insects, often on trees or food crops.

**pollution:** n. the contamination of water, air or soil with harmful substances.

## Q-Z

**recycle:** v. to reprocess waste to recover reusable material. *We recycle anything made of paper, glass or metal.*

**reforestation:** n. process of replanting trees, reestablishment of a forest.



**renewable resources:** n. materials that are replaced naturally at a faster rate than humans use them. *Wind, sunlight and rain are renewable resources.*

## Colloquial Expressions

**Day in and day out:** every day, daily.

**In the long run:** eventually, in the end, ultimately.

**Not believe one's eyes:** to think that what one sees is not real.

**Run out:** use up a supply; have no more left.

**To pay through the nose:** to pay a lot of money for something.

**To handle:** deal with, manage, take care of.

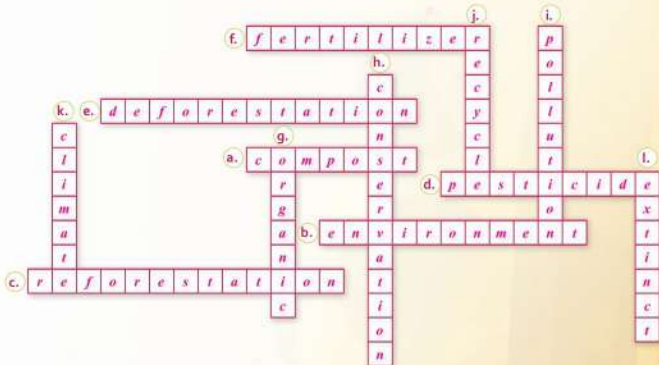
**Tune up:** adjustment of a motor to make sure it is working properly.





# Glossary Activities

1. Answer the crossword puzzle.



Across:

- a. decayed organic matter or dung used for fertilizing land
- b. conditions in which someone or something lives
- c. process of replanting trees; reestablishment of a forest
- d. chemical mixture used to kill pests and insects
- e. process of clearing forests of trees
- f. organic or chemical substance added to soil to enrich it

Down:

- g. something which is developed naturally without any chemicals
- h. protection from decay and destruction
- i. the contamination of water, air or soil with harmful substances
- j. to reprocess waste to recover reusable material
- k. weather conditions
- l. no longer existing

2. Use the words in the Word Bank to make different concepts.

- a. oil       slick
- b. carbon       footprint
- c. global       warming
- d. nuclear       energy
- e. acid       rain
- f. renewable       resource

**Word Bank**

- energy
- rain
- slick
- resource
- warming
- footprint

3. Use the concepts from exercise 2 and complete the sentences.

- a. Wind, sunlight and rain are all       renewable resources      .
- b.       Carbon footprinting       is a way of measuring the effect that human activities have on the climate.
- c.       Global warming       is a major problem in the 21st century.
- d. Our oceans are destroyed by       oil slicks      .
- e.       Acid rain       is polluted rain which damages many buildings and can be harmful to our health.
- f.       Nuclear energy       is a very controversial energy source.


**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.

- Listens to and understands information which describes imaginary situations.
- Expresses wishes.

**Reading  
Comprehension**

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

- Understands factual texts on how to break bad habits.
- Identifies the purpose of a text: informative or persuasive.
- Identifies if an argument is fact or opinion.
- Identifies a text's audience.

**Oral  
Interaction**

Can express his/her thoughts about abstract or cultural topics such as music or films.

- Asks and answers questions about imaginary situations using the second conditional.
- Talks about his/her wishes, desires and problems.

**Oral  
Expression**

Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points and can describe events, real or imagined.

- Talks about hypothetical situations using the second conditional.
- Expresses his/her wishes and desires.

**Written  
Expression**

Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.

- Identifies a text's audience.
- Decides if a text is persuasive or informative.
- Organizes the text into introduction, supporting paragraphs and conclusion.
- Gives arguments, stating facts and opinions.

UNIT

4

Imagine That!



► General Objective

You will be able to talk about bad habits, imaginary situations and wishes.

► Communication Goals

- describe imaginary situations.
- express wishes.

► CLIL

- Imaginary Situations
- Expressing Wishes
- Breaking Bad Habits

Vocabulary

- Words associated with imaginary situations

Grammar

- Second conditional

► Idioms and Colloquial Expressions

- Cold turkey
- Fed up
- Fidgeting
- For the time being
- Kick the habit
- Light at the end of the tunnel
- Do the trick

► Project

A Survey

You will conduct a survey to find out what you would do in several imaginary situations.



Discuss:

- Do you like to dream while awake?
- Do you often imagine you are somewhere else?
- Is there anything you want to change about yourself?
- Do you have any bad habits?





## Lesson 1

## Daydreaming



1. Listen and number [1-5] each picture according to the order you hear. Then, complete the sentences below using the Word Bank.

a. [ ]

## Word Bank

- distracting
- daydreaming
- dreaming
- fantasizing
- procrastinating

- a. Paul is daydreaming about swimming in the ocean.  
 b. Sam is distracting Matthew.  
 c. Tim is asleep and dreaming about playing football.  
 d. Sally is procrastinating about eating as much chocolate as she can.  
 e. Linda is fantasizing because she doesn't like writing reports.

2. Based on the previous exercise, circle the best option that completes each sentence.

- a. If you delay or postpone doing something until later you daydream / imagine / procrastinate.  
 b. To have thoughts and visions while sleeping is to distract / dream / daydream.  
 c. If you prevent someone from concentrating, you fantasize / distract / procrastinate him/her.  
 d. To think about something pleasant while awake is to procrastinate / distract / daydream.  
 e. If you imagine something that is not likely to happen for real is to fantasize / distract / daydream.



3. Complete the text using words from the previous exercise. Then, listen and check.

I have an extremely lively imagination. This morning in math class I didn't hear a word my teacher was saying. Instead I was daydreaming (a) about what I would do if money didn't exist. Can you imagine if everything was free? I decided that if money didn't exist, I would travel the world and stay in five star hotels. If the hotels were full, I would buy a house for the night. I didn't let rational thoughts like it wouldn't be possible to buy a house if money didn't exist distract (b) me from my fantasy. Actually, as my daydream continued I also started to fantasize (c) about having no physical limits. If I were able to fly, I wouldn't need to take planes, trains or cars. If I were able to live without sleeping, I could do and learn so much more. Daydreaming can be a lot of fun. The only bad thing about being a daydreamer is that I am easily distracted, which makes me procrastinate (d) when I should be studying.



## Lesson 1

# Daydreaming

### Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to talk about bad habits and imaginary situations.	<ul style="list-style-type: none"> <li>Uses the Second Conditional to describe about imaginary situations.</li> <li>Uses appropriate words to talk about bad habits.</li> </ul>	<b>Vocabulary</b> daydreaming, distracting, dreaming, fantasizing, procrastinating  <b>Structures</b> Second Conditional	<ul style="list-style-type: none"> <li>Learning words by association to remember them</li> <li>Relating words to pictures</li> </ul>

### WARM UP (books closed)

Encourage students to think about when they sit down to do their homework after school or on weekends. Ask: *Do you sit down and stay concentrated on your work until you have finished?* You may find that initially most students will say, yes. If this is the case, ask: *Do any of you like to watch TV or talk to other people while doing your homework? Or: do you get up to eat something or go to the toilet while doing your homework?* You will probably find that more students will begin to say they do these things. Try to begin a class discussion about the different behaviors your students have while doing their homework. Ask them what they do to "avoid" doing their homework. Encourage conversation by asking if they do things like play with their pet, talk on the phone, listen to music, or dream about being somewhere else and so forth. Now guide the conversation towards the recognition that such behaviors are not positive. Ask them directly: *Are these behaviors positive or negative?* Bring the discussion to an end by extracting ideas from students about how they can avoid doing such things while studying. Support ideas like; having a snack or going to the toilet before they start working, or studying in a quiet place where there are no distractions like the television or other people to talk to etc.

### PRESENTATION 1

- Listen and number (1-5) each picture according to the order you hear. Then, complete the sentences below using the Word Bank.



Draw students' attention first to the pictures. Ask what the students think is happening in each picture. Now go through the words in the Word Bank, reading each one individually in order for students to listen to the pronunciation. Ask them to repeat after you in order to mimic the stress and pronunciation of each word. Next, explain that each picture corresponds to a sentence (a-e) below and that depending

on what they hear, they must complete the sentences and number the pictures. Before listening, call on a volunteer to read the example answer to the class and highlight the connection between what is written and the picture. Play the audio twice and allow enough time for students to complete the exercise. Divide the class into groups of five to correct and discuss their answers. Walk around to offer assistance where needed.


- Based on the previous exercise, circle the best option that completes each sentence.



Remind students that when trying to work out the meaning of vocabulary, they often need to infer meaning from context. Make them aware that in this case they need to use the pictures and information given in the previous exercise to infer the meaning of each word given. Use the example answer to highlight how to do this. Ask a volunteer to read it to the class and then guide them to look at picture b and sentence c from above. Encourage them to realize that since Linda doesn't like writing reports (as written in the sentence), she is doing something else (as can be seen in the picture). Hence we can assume that to procrastinate is to delay or postpone doing something.

Now, allow sufficient time for students to complete the exercise and tell them to check their answers with a partner. Then, call on four volunteers to read the answers to the class.

### PRACTICE

- Complete the text using words from the previous exercise. Then, listen and check. 

First, ask students to go through the text and underline any words or phrases that they don't understand or that they can't infer the meaning off from the context. Emphasize Second Conditional sentence structures like: *If money didn't exist, I would travel the world and stay in five star hotels.* Ask if students think that these ideas are realistically possible

or just dreams. Ask questions like: *Is it realistic to think that one day everything will be free? Is it realistic to believe that one day human beings won't have any physical limits?* Clear up any misunderstandings students may have. Now tell students to read it again, but this time they need to use four out of the five words from the Word Bank to complete the text. Finally, play the audio in order for students to correct their own work and listen to the pronunciation.

## PRESENTATION 2

### 4. Go back to the previous exercise and complete the grammar chart.

Ask a volunteer to read the instruction to the class. Remind them that the information required from the previous exercise has been highlighted in italics so they don't have to waste time looking for the corresponding information. It is a good idea to complete this chart as a class, going through and clearly explaining each point. When explaining the idea that clause order can be changed, remind students that a comma is not used if the result clause comes first.


Once you have gone through the Grammar Chart, write the following two sentences on the board: *If John has the money, he will buy a Ferrari* and *If John had the money, he would buy a Ferrari*. Ask students if they know what the difference is between the two sentences. Explain the first sentence is in First Conditional and we are saying: *I know John doesn't have much money, but he loves Ferraris. He would like to own a Ferrari (in his dreams). But I think it is very unlikely that he will have the money to buy one in the near future.* The second sentence is in Second Conditional and we are saying: *I know John earns a lot of money and that he loves Ferraris. So I think it is very probable that sooner or later he will have the money to buy a Ferrari.* These two examples and explanations will allow students to grasp when to use the Second Conditional instead of the First Conditional.

## PRACTICE

### 5. Use the correct form of the verbs in parentheses to complete the dialogs.

Remind students that all the sentences have to be in the Second Conditional, not the first. This exercise gives students the opportunity to practice the rules learned in the Grammar Chart. Remind them that, in the *if* clause, the verb is in simple past tense and that in the *result* clause they should use *would/could/might* etc. Call on volunteers to read their answers out to the class and then instruct students to practice the conversation with a partner. Walk around the classroom, offering advice on pronunciation and syllable stress.

## 6. Unscramble the questions and answer them.

Use the correct form of the verbs. 

Write the following questions on the board: *If you ate too much chocolate, would you get sick? If you were a millionaire, what would you buy?* Point out that in both questions we have the two clauses (the *if* clause and the *result* clause) and that the *if* clause structure is the same as the structure seen in the Grammar Chart for statements, but the *result* clause structure is changed to indicate a question. Highlight that the *pronoun* and *would* word order is reversed and that in the second example the question word *what* is included, but not necessary, as seen in the first example. Encourage students to use these two structures written on the board to complete the questions in the exercise and then answer them with their own information. Once all students are ready, correct the questions as a class and then tell students to get into groups of three or four to verbally ask and answer the questions.

## APPLICATION

### 7. In pairs ask and answer questions using the second conditional.

Call on two volunteers to read the dialog example to the class. Suggest students spend a couple of minutes writing some questions in Second Conditional on a piece of paper before organizing students into pairs. Once students have written some questions and are in pairs, encourage them to make a conversation with their partners by asking and answering questions in the Second Conditional. Walk around the class, helping students with their questions and answers and offering pronunciation advice when needed.

## Project Stage 1

Organize students into pairs or groups of three, making sure that the more advanced students are paired with less advanced students. This way, the more advanced students can help clear up any doubts that their partners may have. Explain to students that in this project, they are going to conduct a survey about imaginary situations and then present the results in a graph.

In this stage, students have to create five imaginary or hypothetical situations and write questions for each one. Remind them that when doing group work, it is important that all members contribute equally and that everyone is allowed to voice their opinions. Explain that disagreements are normal and that the idea is to respect differing ideas.

4. Go back to the previous exercise and complete the grammar chart.

### Reflect on Grammar

#### Second Conditional

The combination *if... + would...* is used to talk about unreal conditions or fantasies.

**Sentence Structure:** the "if" clause takes the verb in Simple Past tense + the "would" clause takes the verb in present form.

If money *didn't exist*, I *would travel* the world.

**Clause Order:** clauses can be interchanged.

It *wouldn't be* possible to buy a house if money *didn't exist*.

**Verb "to be":** Use *were* for all the pronouns.

If I *were* able to fly, I *wouldn't need* to take planes, trains or cars.

**Would** can be changed for other modal verbs such as *could* and *might*.

If I *were able* to live without sleeping, I *could* do and learn so much more.

### Pronunciation

Listen and repeat.

- Would /wəʊd/
- What would you do?
- I would buy a house.
- I would travel a lot.
- I'd /aɪd/
- I'd buy a house.
- I'd travel a lot.



5. Use the correct form of the verbs in parentheses to complete the dialogs.

a. Sam: If you won (win) a million dollars, what would you buy (a. buy)?

Tom: Oh, that's easy! I 'd buy (b. buy) a big house next to the ocean.

b. Ian: What would you do (c. do) if you had (d. have) super powers?

Len: If I had (e. have) super powers, I 'd protect (f. protect) people from thieves.

c. Ann: If every day had (g. have) 25 hours, what would you do (h. do) in the extra hour?

Bob: If every day had (i. have) 25 hours, I 'd spend (j. spend) an extra hour playing basketball.



6. Unscramble the questions and answer them. Use the correct form of the verbs.

a. Q: What would... you do if you found a diamond ring?  
if / find / a diamond ring / would / do / you / you / what / ?

A: If I found a diamond ring...

b. Q: What would you do if your teacher gave you an "A" by mistake?  
would / if / give / you / do / what / your teacher / an "A" by mistake / you / ?

A: \_\_\_\_\_

c. Q: Where would you go if you won a trip around the world?  
would / a trip around the world / go / you / where / if / win / you / ?

A: \_\_\_\_\_



7. In pairs ask and answer questions using the second conditional.

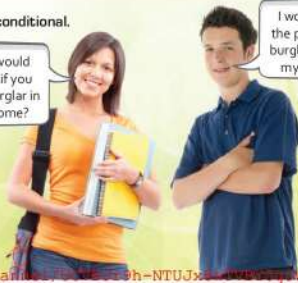
### Project Stage 3

- In pairs create 5 imaginary situations and, using the second conditional, write questions about the situations.

E.g. What would you do if you were lost in the forest at night with no food or shelter?

What would you do if you saw a burglar in your home?

I would call the police if a burglar was in my home.





Lesson 2

# I Wish...



1. Read and find a synonym for each underlined word in the passage.

In general, people wish they could change many things about themselves and the world around them. Some people want to change their physical appearance or look to become more attractive, while others would like to change their personality or character to become funnier or more interesting. Many people believe that to have success or prosperity, one has to have wealth or a lot of money, but the truth is that often people with a lot of money suffer from greed or avarice and always want more. However, some wealthy people don't always have better health or fitness.

- a. look appearance      c. fitness health      e. prosperity success  
 b. avarice greed      d. character personality      f. lot of money wealth

### Vocabulary Strategy

Pay attention to the conjunction **or** to identify synonymous words.

2. Match the words with their definitions and with an appropriate wish. Then, complete the grammar chart.

Definition	Word	Wish
a. the character or disposition of a person	<input type="checkbox"/> c wealth	<input type="checkbox"/> d 1. He wishes he had all the money in the world.
b. the accomplishment of an aim or a goal	<input type="checkbox"/> d greed	<input type="checkbox"/> a 2. Sally wishes her boyfriend were more interesting.
c. an abundance of something desirable like money or information	<input type="checkbox"/> a personality	<input type="checkbox"/> b 3. She wishes she could achieve her goal this year.
d. an intense and selfish desire for money, power or food	<input type="checkbox"/> b success	<input type="checkbox"/> c 4. The teacher wishes her students knew more about politics.

### Reflect on Grammar

To talk about situations in the present that we are not happy about but cannot change, use the verb *wish* followed by a verb in the past tense.

E.g. *Situation*: I don't have any money.  
*Wish*: I wish I had some money.

We Use *could* to refer to ability.  
 E.g. *Situation*: She can't achieve her goal this year.  
*Wish*: She wishes she could achieve her goal this year.

When expressing a wish with the verb *to be*, use *were* for all personal pronouns.  
 E.g. He wishes he were the richest man in the world.

3. Match the two columns. Then, match each wish with a picture.

Situation	Wish
a. I am really tired.	<input type="checkbox"/> c 1. I wish I had more time.
b. It's cold.	<input type="checkbox"/> d 2. I wish I were older.
c. I am always late.	<input type="checkbox"/> a 3. I wish I could sleep more.
d. I am too young to see that movie.	<input type="checkbox"/> b 4. I wish the weather were warmer.







## Lesson 2

## I Wish...

## Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to express wishes and talk about things they want to change.	<ul style="list-style-type: none"> <li>Uses the verb <i>wish</i> to talk about situations in the present that he/she is not happy about but cannot change.</li> <li>Talks about bad habits he/she wants to change.</li> </ul>	<b>Vocabulary</b> appearance, greed, health, personality, success, wealth  <b>Structures</b> Expressions with <i>Wish</i>	<ul style="list-style-type: none"> <li>Paying attention to conjunctions to identify synonymous words</li> <li>Using <i>wish</i> to talk about things you want to change but cannot</li> </ul>

### WARM UP (books closed)

Tell students three or four things you would like to change about yourself. Be careful to say each desire or wish in a different way. For example: *I want to be taller, I would like to be funnier, I wish I could run faster*, and so forth. Write each of your desires on the board so they can analyze what you have said. Point out that you are aware that each thing you have mentioned is difficult or impossible to change, but they are desires or wishes you have.

Now ask students to consider these structures and think about things they would like to change. Use this information to begin a class discussion. Go around asking some of the students to say what they want to change. Listen and write their wishes on the board. Be sure to vary the structures. *E.g. I would like...; I wish...; I want to... etc.* Now pick two of these wishes and write them in the three different ways shown above, being careful to keep the wish identical for each sentence. *E.g. Sally wants to be taller. Sally would like to be taller. Sally wishes she were taller.* Point out that all three sentences are saying the exact same thing, and that they are all expressing something Sally wants to change.

Finally, explain that the verb *wish* is used to express a desire we have but cannot change very easily.

### PRESENTATION

#### 1. Read and find a synonym for each underlined word in the passage.

Call on one or two volunteers to read the text to the class. Remind students about how to infer meaning of unknown words from context. Make them aware that within the text itself they will be able to find the synonymous word. Tell them to review unit 1 if necessary. Give the students sufficient time to complete the exercise and then correct the answers as a class. Point out that in this case, all the answers were provided as synonymous words in the text.

#### 2. Match the words with their definitions and with an appropriate wish. Then, complete the grammar chart.

Draw students' attention back to the sentences you wrote on the board for the Warm Up exercise.

Remind them that we use the verb *wish* to talk about a desire we have but cannot change very easily. Using their classmates' wishes from the Warm Up activity, encourage them to consider the type of things their peers want to change. *Do they want to change their personality, their wealth, success etc.?*

Explain that they have to connect each word to its definition and then to a *wish* or desire someone might have. Remind them that the *wish* structure is the same that they saw in the Warm Up exercise. Allow enough time to complete the exercise and correct as a class. While correcting, if you have time, solicit other *wish* sentences using the words learned. *E.g. Personality – She wishes her mom had a more humorous personality.*

Now encourage students to use the *wish* examples provided to complete the Reflect on Grammar box. Draw students' attention to the 'unreal' past tense used to talk about situations in the present that we are not happy about but cannot change. Also make sure that students are clear about the use of *could* to express ability.

### PRACTICE

#### 3. Match the two columns. Then, match each wish with a picture.

This exercise is self-explanatory. Once students have matched the corresponding wishes with the situations and then with a photo, correct answers as a class. Once again, you might ask students to offer more wishes for each situation if time permits.

#### 4. Find someone who...

This exercise requires students to move around the class and interact with other students. For larger groups, it might pay to divide the class into groups of about 10 students to facilitate the exercise. Start by asking for some suggestions about how to make questions from the information given in order to find out who would like to do the things listed. *E.g. Would you like to be successful at sports? Do you want to travel to China? etc.* Now tell students to mingle within their groups and ask each other the appropriate questions in order to find at least one person who wants to do one of the things listed. Allow 5 or 10 minutes for students to gather the information required and then get all the students to take their seats and as a class discuss what students from each group found.

#### 5. Use the information in exercise 4 and write your partners' wishes.

Here students get to practice making sentences using the "wish" structure and the information collected in exercise 4. Draw their attention to the Reflect on Grammar box and the rules explained such as using the verb in an 'unreal' past tense, using *were* instead of *was* and using *could* to express ability. Students' answers may vary depending on the people they spoke with, but in the general structure should be similar. *E.g. Paul/Any/Tim wishes he/she could be successful at sports.*

### APPLICATION

#### 6. Read the list of common complaints and rewrite each sentence using *wish*.

First, ask students if anyone can explain what a "complaint" is (an expression of dissatisfaction).

Tell them to look at the complaints listed and ask if any of them have a complaint they would like to voice about their school or parents etc. You can offer them an example like: *I think too many people throw litter on the ground. I wish people wouldn't throw litter on the ground.*

Draw their attention to the example answer and tell students to follow this example when completing the exercise. Again highlight the importance of putting the verb into an unreal past tense and using *could* to express ability when using the word *wish*. Once students have finished, call on volunteers to read their answers to the class and discuss any differences they may have. Answers may differ as follows: *Elderly people want to become healthier. They wish they were healthier. They wish they could be healthier.* Emphasize that the second answer implies that it is impossible for them to become healthier, while the first answer implies that they are unfit, but if they exercise, they can become healthier.

#### EXTRA IDEAS

Encourage students to think about things they would like to change about themselves and to make a *wish list*. Tell them that their wish list can include anything from their physical characteristics to their personality or abilities etc.

In groups of three they each have to swap their wish list so every member has someone else's list. The idea is that they tell each other what the other person wants to change. *E.g. Paul wishes he were stronger. Maria wishes she could play the guitar. Etc.* Walk around the class, offering advice where needed.

#### 7. Write two things you wish you could change to make the world a better place. Then, discuss with a partner.

Call on two volunteers to read the dialog example to the class. Point out that they are talking about changing the world for the better. Instruct students to use this dialog to think of two things they would like to change about the world and to write them in the spaces provided. Once students are ready, place them into pairs so they can follow the model and start a conversation with their partner. Walk around the room, correcting students' sentence structure and pronunciation as necessary. As a follow-up activity, students could prepare simple posters which give information about what people can do to make the world a better place to live. Remind them to use the grammatical structures learned in class and the ideas presented in this exercise.

### Project Stage 2

Put students into the same groups that they had in the first project stage. They now have to use the imaginary or hypothetical situations and the five questions they wrote for each one to conduct a survey of their classmates. It might be easier to put two groups together. *E.g. group 2 answers group 1's questions and vice versa, while group 3 answers group 4's questions and vice versa.* This way there will still be order in the classroom and we can make sure that all students and groups get equal practice at asking and answering questions.

4. Find someone who...

- a. would like to be successful in sports.
- b. wants to travel to China.
- c. would like to improve their personality.
- d. wants to have wealth to share with people.
- e. would like to improve a bad health condition.
- f. wants to learn Chinese.
- g. would like to be a politician to help people.

Name

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Answers may vary.



5. Use the information in exercise 4 and write your partners' wishes.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_

Answers may vary.



6. Read the list of common complaints and rewrite each sentence using *wish*.

- a. Elderly people want to become healthier.  
*They wish they were healthier.*
- b. Paul thinks there is too much greed in the world.  
*He wishes there were less greed in the world.*
- c. Anna would like to live in another place.  
*She wishes she lived in another place.*
- d. We think wealth isn't evenly distributed in our society.  
*We wish wealth were evenly distributed.*
- e. Some people would like to change their appearance.  
*They wish they looked different.*
- f. That rock star feels he is not successful.  
*He wishes he were successful.*

7. Write two things you wish you could change to make the world a better place. Then, discuss with a partner.

- a. \_\_\_\_\_
- b. \_\_\_\_\_

Answers may vary.

Is there anything you wish you could change in the world?

Yeah, I wish rich countries were more generous. There is too much poverty in the world. What about you?

Well, I wish I could be a volunteer for the International Red Cross. I could help a lot of people.



Project Stage 2

- In your groups, use the imaginary situations to conduct a survey with the students from other groups.



## Lesson 3

## Breaking Bad Habits

1. Conduct a survey of your classmates to find out how many people have the following bad habits.

Bad Habit	biting your fingernails	spending more money than you should	procrastinating	having any other bad habit you want to change
Number of Classmates				

*Answers may vary.*



2. Read and determine if the *italicized* sentences are facts [F] or opinions [O]. Then, answer the questions.



How many times have you said or heard someone say, "I wish I could stop biting my nails", or "I wish I didn't procrastinate so much"? Bad habits are extremely common and people all around the world wish they could break their bad habits. So, what exactly is a habit? A *habit is something you do consistently, over and over again* [F]. It generally doesn't require thinking. A bad habit is simply a behavior pattern which is considered negative. Common examples include: procrastination, fidgeting, overspending, nail-biting, and so forth. According to some psychologists, *breaking bad habits should be one of your top priorities in life* [O]. At first, it may be challenging to break a bad habit. You will need a lot of self-discipline, but it will get easier. Here are 5 easy steps for changing bad habits:

## Reading Strategy

## Identifying text purpose

Is the text trying to inform or persuade you? The text type will help determine its purpose and content.

**Informative texts** try to provide as much factual information as possible and support its arguments.

**Persuasive texts** provide some information, but also try to convince the audience of something by stating opinions.

## Identifying the audience

Determine who the text is written for. This influences how the content is expressed.

**Awareness:** You must become aware of your habits [F].

What is this habit exactly? How is this bad habit affecting you? How is it affecting others? For example, overspending might also have negative effects on your family.

**Wanting to Change:** You must decide that breaking the bad habit is a worthy goal. You must be convinced that a change is worth the effort involved.

**Commitment:** You must be determined to do whatever it takes to break the bad habit so that you can be in better control of your life. You have to make a decision that "no matter what" you will do what is required to change the habit.

## Key Expressions

**Cold turkey:** the sudden and complete cessation of a bad habit

**Fidgeting:** small movements through nervousness or impatience

**Do the trick:** bring the desired results



## Lesson 3

# Breaking Bad Habits

### Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to read and write about how to break bad habits as well as identify whether an argument is fact or opinion.	<ul style="list-style-type: none"> <li>Identifies facts and opinions in an argumentative text.</li> <li>Reads and writes about bad habits.</li> </ul>	<b>Expressions</b> Fidgeting Cold turkey	<ul style="list-style-type: none"> <li>Identifying text purpose and audience</li> <li>Ordering texts logically</li> <li>Giving arguments to support your ideas</li> </ul>

### WARM UP (books closed)

Encourage students to mention any bad habits that they might have and wish to change. For example, they might procrastinate or spend a lot of time day-dreaming. As students respond with bad habits that they have or that a friend might have, ask the class: *What can he/she do in order to stop doing this bad habit or break the bad habit?* Ask if anyone has successfully broken a bad habit or if they know anyone who has broken a bad habit like drinking too much pop or having irregular sleeping habits. Find out how they managed to break the bad habit. Did the person need help, was it easy or hard? etc.

### Pre-Reading

#### 1. Conduct a survey of your classmates to find out how many people have the following bad habits.



This exercise is best done as a class. First make sure students understand what each bad habit is and then ask them to raise their hand if they have the bad habit as you read each one out. Keep a tally of the number of students which have each bad habit. The last column requires that students state if they have any other bad habit which wasn't mentioned that they want to break. If students responded positively to this question, find out what the bad habit is and ask them to consider why they think they have this bad habit. *Have they learned the bad habit from another person, like a family member or a friend?* Also try to extract information about whether they have ever tried to break this bad habit and if so, how?

### While Reading

#### 2. Read and determine if the italicized sentences are facts (F) or opinions (O). Then answer the questions. Track 38

First, tell students to read the article individually trying to infer the meaning of unknown words or phrases through the context. If they still have doubts, offer definitions to help.

Before reading a second time, make sure that students understand that they have to decide if each argument written in italics is factual or opinionative. They have to write F for fact or O for opinion in the boxes provided.

Invite students to offer differences between the meaning of a fact and an opinion. Guide them to understand that a fact is something which has actually happened or that is objectively true and can be supported by evidence. However, an opinion is a belief; it is normally subjective, and can vary based on a person's perspective, emotions, or individual understanding of something.

When the students are faced with an argument and they are not sure if it is a fact or an opinion, tell them to consider whether they think the writer is trying to inform them without bias or trying to persuade them to agree with him/her.

Now, allow 10-15 minutes for students to read through the text a second time and decide if the arguments are facts or opinions. Once they have finished reading individually, read the article again, but this time as a class.

Try to divide the text into enough sections so that all students have an opportunity to practice reading out loud. When students say if the argument is a fact or an opinion, ask them to explain why in order to create class discussion. After this, direct students to the three true or false comprehension questions at the end of the article and instruct them to answer them. Correct as a class.

## Post-Reading

### 3. Go over the reading strategy and answer the questions below.

Encourage students to state the characteristics of an informative and a persuasive text based on what they just read and write them on the board. Then, draw students' attention to the Reading Strategy box and go through it with them. Clarify that an informative text does not try to convince or persuade the reader in any direction, instead the arguments that are stated are proven and factual; whereas when an article is persuasive, it is more inclined to have arguments which are considered opinions or the writer's personal beliefs rather than true facts. Mention that it is also important to identify who the text was written for. Information will be given in different forms depending on the planned audience.

Invite students to consider the information given in the text along with their previous answers when answering the two questions presented in this exercise. Instruct them to keep in mind the Reading Strategy and what you have just discussed with them. Allow 3 or 4 minutes and then correct as a class. Go around asking if anyone had different answers or different reasons why and discuss as a class.

## Writing

### 4. Think of a bad habit that you have and write a short text on how to break it.

Direct students' attention to the Writing Strategy box and call on a volunteer to read it to the class. Remind students of the importance of having an intended audience and deciding whether they are writing a persuasive or informative article before they start writing. Also highlight that the text should be ordered logically into an introductory paragraph, supporting paragraphs and a conclusion while giving arguments and stating facts and opinions to support their ideas.

Now tell students to think about any bad habit they have that they want to break. Some students may try to say that they don't have any bad habits, even though most people have at least one bad habit. Don't force students to come up with one, instead tell them to think of a friend or family member and write about his/her bad habit.

While students are writing, walk around the class, offering help and advice where needed. Pay careful attention to students' organization of their text as well as the arguments which they provide. Are they factual or opinions? Is the text persuasive in manner or informative? Etc.

Make sure you divide your time equally between all the students and read all their texts.

### EXTRA IDEAS

As an extra speaking activity, you could mention different types of bad habits that people may have and ask students to verbally offer advice on how to break the habit. *E.g. My brother always turns the television on when he arrives home from school, but never actually watches it. He just likes hearing the noise in the background. How can I help my brother break this bad habit?* Or another bad habit might be: *In the morning when my alarm clock sounds, I often turn it off and go back to sleep. This is bad because it makes me late for school. How can I break this bad habit?*

You can use this exercise to help students verbally practice not only vocabulary and the grammatical structure of *wish* but also to practice giving advice. The advice that students give can then be turned into a class discussion as you will find that students won't all agree with each other on the best way to break a bad habit.

### Project Stage 3

Direct students to organize themselves into the same groups from the first two stages of the project. Tell them to analyze the information they gathered from the survey on imaginative or hypothetical situations and then collectively decide on an appropriate type of graph in order to present their results. There are many styles of graphs which would be appropriate for this information: pie charts, column charts, line charts, bar charts, etc.

Tell them that not only do they have to represent this information in graph format, but that they also need to organize the final presentation into PowerPoint form.

**Consistent Action:** It is important to focus on changing just one habit at a time. Take consistent daily actions to break the bad habit. *Try doing the process one step at a time rather than trying to do it all at once [O].* However, it is important to note that *everyone is different and some people are able to change a habit by going cold turkey while others prefer a gradual change [F].*

**Perseverance:** Breaking bad habits is not easy. *There might be times when you question whether it is worth it [F].* You may say to yourself that breaking the bad habit is too difficult. You need to regularly visualize the rewards for

following through and the costs of not following through on breaking bad habits. Get support from others who also want to make changes in their lives and read about people who have been successful in breaking bad habits.

Now, you are armed with a 5-step process for breaking bad habits or other conditions that require changing. If you have an addiction to something such as video games, these steps alone may not be enough. You may require additional professional help or a support group, but for most cases this 5-step process will do the trick!

a. You need self-discipline to break a bad habit.

- true  
 false  
 doesn't mention

b. Bad habits are not very common.

- true  
 false  
 doesn't mention

c. Bad habits are more common than good habits.

- true  
 false  
 doesn't mention

**3. Go over the reading strategy and answer the questions below.**

a. What type of text is this? Give reasons for your answer.

- an informative text     a persuasive text     both

Why? *Because it has factual information and it tries to convince the audience.*

b. Who is the text written for? Give reasons for your answer.

- general public     educators     scientists

Why? *It's written in a non-complicated way and easy for anyone to understand.*

**4. Think of a bad habit that you have and write a short text on how to break it.**

**Introduction**

(What is the bad habit?) \_\_\_\_\_

**Supporting paragraph 1**

(Negative influences) \_\_\_\_\_

**Supporting paragraph 2**

(How to break the habit) \_\_\_\_\_

**Conclusion**

(Your commitment to breaking the bad habit) \_\_\_\_\_

*Answers may vary.*

**Writing Strategy**

Who is the text written for? Will it be persuasive or informative?

Order your text into an introductory paragraph, supporting paragraphs and a conclusion.

Remember to give arguments, stating facts and opinions to support your ideas.

**Project Stage 3**

Analyze the answers collected in the survey, and represent them on a graph showing percentages. Organize the results for a PowerPoint presentation.

E.g. *65% of the people interviewed said they would build a shelter using trees and build a fire for warmth.*





Lesson 4

# Kicking the Habit



1. Listen and replace the underlined words with an expression you hear from the Word Bank. Then, match each situation with a picture.

### Word Bank

- kick the habit
- fed up with
- for the time being
- light at the end of the tunnel

- a. I have been trying to stop eating chocolate for 6 months now, but I can't stop completely. I guess for now I am happy that I have reduced my consumption to only 3 pieces a day.  
for the time being
- b. I am really tired of having so many bad habits. I should try to break them.  
fed up with
- c. I was always hyperactive because I couldn't stop drinking so much soda. But now I only drink one can a day. Finally I can see a sign of hope.  
light at the end of the tunnel
- d. My best friend used to be a compulsive shopper. But finally she has stopped the bad habit.  
kicked the habit



2. Read the definitions and write the corresponding expression from the previous exercise.

- a. Not able to tolerate, irritated at: fed up with
- b. The belief that a difficult situation will end soon: light at the end of the tunnel
- c. Temporarily, for the moment: for the time being
- d. Stop a bad habit: kick the habit

3. Complete using your own information and discuss with a partner.

- a. For the time being \_\_\_\_\_
- b. I am fed up with \_\_\_\_\_
- c. To kick the habit I need \_\_\_\_\_
- d. \_\_\_\_\_ so there is light at the end of the tunnel.

Answers may vary.

I know what you mean. But don't worry. There is light at the end of the tunnel. In fact, my brother finally kicked the same habit last year.

I am really fed up with my sister drinking so much soda. She's always hyperactive.

### Reflect on Values

	Always	Sometimes	Never
■ I respect people's personal wishes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I respect people's differing opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I understand bad habits can be difficult to break.	<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

## Kicking the Habit

## Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to use idioms when communicating their wishes or talking about hypothetical situations.	<ul style="list-style-type: none"> <li>Uses idioms to talk about bad habits.</li> <li>Infers meaning of idioms from context and pictures.</li> </ul>	<b>Vocabulary</b> <i>Kick the habit</i> <i>For the time being</i> <i>Fed up with</i> <i>Light at the end of the tunnel</i>	<ul style="list-style-type: none"> <li>Inferring idiom meaning through context.</li> <li>Associating pictures with idioms</li> <li>Using idioms to sound more natural</li> </ul>

### WARM UP (books closed)

Write the four idioms from this lesson on the board and ask students to get into groups of five and try and guess what they think each expression might mean. First, start by clearing up any doubts about individual word meaning. Words like *fed* might be new to many students. Tell students to try and write a sentence for each expression in order to show their comprehension of the idiom. Go around the class asking groups to read their sentences; the only response the teacher should give to each sentence are the words *correct* or *incorrect*. Students will see their mistakes once they complete exercise 1.


### PRESENTATION

1. Listen and replace the underlined words with an expression you hear from the Word Bank. Then, match each situation with a picture.



Tell students that they are going to listen to 4 people talking and that they have to pay attention to the idiom used instead of the bold words which are underlined. Play the audio twice. Now ask four different volunteers to read the sentences to the class, but with the expressions heard in the audio. Draw their attention to the pictures on the right-hand side. Ask students to match each picture with its corresponding idiom. Correct as a class.

### PRACTICE

2. Read the definitions and write the corresponding expression from the previous exercise. 

Remind students of the inferring meaning from context and pictures strategies learned in previous units (specifically unit 1) and invite them to apply these strategies to answer this exercise. Allow students sufficient time to complete the exercise and then correct as a class.

### APPLICATION

3. Complete using your own information and discuss with a partner.   

First, call on two students to read the dialog to the class. Depending on how comfortable your students have been in the earlier lessons when using idioms, you can present this exercise in two ways. For a more advanced class, you might like to simply give a spoken example for each expression. However if the class as a whole have had problems using the previous expressions correctly, you may want to write an example answer for each expression on the board, in order to help them with the sentence structures. In this case, tell students that they have to write a different answer to the one you supply. As students are writing their answers, walk around the class, checking what they have written. Once each pair has finished writing, instruct them to use their sentences to make a dialog with their partner. Continue to walk around the class checking their sentences and correcting pronunciation.

### Reflect on Values

**I respect people's personal wishes.**

Ask students to think back to lesson 2 and the different wishes that their class members had. Do the students feel they respect the varying wishes of different students?

**I respect people's differing opinions.**

Throughout this lesson students have had to express their wishes and what they would do in hypothetical situations.

**I understand bad habits can be difficult to break.**

Refer students to lesson 3. Ask them to consider what they took away from the article.

### Gap Activity

Tell students to get pairs and assign roles for each one. Explain to students that each person has part of the information. They have to share it by asking the corresponding questions.

# Share Your Project

## 1. Discuss your experience.

**Check what you learned while working on the project.**

*Different people would react distinctly in different situations.*

Invite students to think back to the hypothetical situations in their surveys and the answers given by their fellow classmates. Ask if, in general, most students would react differently to each situation or similarly?

*Different people have distinct wishes or desires.*

Through the answers given, ask students to consider if the survey takers have similar or different wishes and desires.

*Working in groups is a good experience or working in groups is not a good experience.*

Tell students to think about the experience of working in a group as a whole and decide if, in general, the experience was pleasurable or not. If they didn't have a good experience, find out why.

## 2. Read and answer the questions a - b.

### Pre-Reading

Ask students if they have ever had to conduct a survey before and elicit information from them about what the surveys were for. Create a class discussion by asking questions like: *What questions were on the survey? What types of people were represented in the survey? What was the goal of the survey? How were the survey's results shown? Etc.*

Now, tell students to close their books and let them know that they are going to listen to an article about how to conduct a survey. Write the following questions on the board so students know what information to pay attention for: *What type of questions and topics can a survey answer? (Any topic), Do surveys gather factual information, about people or collect people's opinions? (Both are possible).*

Play the audio twice for students to listen to and try to answer the questions. Discuss their answers as a class, but don't tell them if they are correct or not until after they have read the article.

## While Reading

Now, tell students to open their book to page 55 and instruct them to read the text which they have just heard and underline any unfamiliar words or phrases that they can't infer meaning from context. Instead of simply giving them definitions, create a class discussion and encourage other students to offer meanings. Calling on volunteers, read the article again as a class and tell them to, first, check their answers to the Pre-Reading questions you previously wrote on the board and, second, answer questions a and b which follow the article. Discuss answers as a class.

### Post-Reading

Encourage students to reflect on the steps given in the article about how to conduct a successful survey. Create a discussion about whether or not these steps were included in the surveys they conducted throughout the project stage. Ask them to consider what their groups' surveys were missing, and if they would make any changes if given the opportunity to redo the activity.

## 3. Give your Presentation.

Call on a volunteer to read the Give your Presentation box to the class. It is a good idea for the teacher to read out the Useful Expressions box, offering examples for each space provided in order to assist students a little more with the structures. Remind students that all group members should participate equally in the presentation and that it doesn't matter if some members have a lower level of English than others. The important thing is for the audience to be quiet and respectful during the presentation. Suggest that each group can divide the presentation between their three members as follows: Student 1 gives the introduction, Student 2 presents the results of the survey and Student 3 offers a conclusion. Everyone in the audience should be seated facing the group giving the presentation. Once a group has finished presenting their results and conclusion, encourage students from the audience to ask questions relevant to what they have just heard.

# Share Your Project

## 1. Discuss your experience.

Check what you learned while working on the project.

- Different people will react distinctly in different situations.
- Different people have distinct wishes or desires.
- Working in groups is a good experience.
- Working in groups is not a good experience.

Answers may vary.

## 2. Read and answer the questions a - b.

### How to Conduct a Survey

A survey is a data collection tool used to gather information. A survey may focus on factual information about individuals, or it might aim at collecting the opinions of the survey takers.

Gathering information is an important way to help people make decisions about topics of interest. Surveys can help people decide what needs to be changed, where money should be spent, what products to purchase, what problems to confront. The best thing about surveys is that they can be used to answer any question about any topic.

Here are four steps to carry out a successful survey:

1. Create the questions – what questions do you want to ask?
2. Ask the questions – if it's a small group, you can ask everyone. If it's a large one, ask only a sample of the group (but be sure to choose the sample people randomly).
3. Tally the results – add up the results and analyze them.

4. Present the results – you can present your results in a table or a graph.

Remember to communicate your survey results effectively to your audience and organize your survey findings with background information, detailed data and results, conclusions and recommendations.

- a. A survey is...
  - a way of socializing and making friends.
  - a way of selling a product.
  - a way of gathering information and data.
- b. If the survey group is large you should...
  - interview everyone.
  - interview only a sample group.
  - not interview anyone.

### Give your Presentation

- Introduce the members of your group and the 5 different imaginary situations you created.
  - Talk about the results of your survey and express the answers in percentage form.
    - Use visual aids in your presentation.
    - Conclude by stating which responses were the most practical and which were not.

### Useful Expressions

#### • Introduction

Good morning/afternoon, this is \_\_\_\_\_  
(names of group members)  
and the 5 different imaginary situations we created were \_\_\_\_\_.

#### • Results of survey

Our survey included the following 5 questions; \_\_\_\_\_  
\_\_\_\_\_. For our first  
imaginary situation, \_\_\_\_\_  
(percentage of the people who said they would)  
however \_\_\_\_\_ etc.  
(percentage of the people who said they would)

#### • Conclusion

We believe that the responses to the first imaginary situation were practical because \_\_\_\_\_  
however \_\_\_\_\_ wasn't practical  
because \_\_\_\_\_.



Game

# The Daydreamer's Game!

Follow the instructions in each square. Use a dice and a marker to move around. If you answer a question correctly, stay on that square until your next turn. If you answer incorrectly, move back one square and wait until your next turn. The winner is the first person to make it to "Cloud 9" (the feeling of floating in extreme happiness), a daydreamer's paradise.



Cloud 9

21

Tell your opponents what you like to daydream about.

20

You were caught daydreaming in class. Go back 3 spaces.

19

Create a question for this answer:  
*If I could live anywhere in the world, I would live in the Bahamas.*

17

Create an imaginary situation and ask an opponent what he/she would do if faced with the situation.

18

Use the word **wish** to express something you want to change about your personality.

12

Your exam results were successful. Go ahead 1 space.

14

What does the word **procrastinate** mean?

15

You can see the light at the end of the tunnel. Go ahead 2 spaces.

15

The expression \_\_\_\_\_ means **for now or temporarily**.

13

Use the word **wish** to express something you want to change about your parents.

11

The expression \_\_\_\_\_ means to be **annoyed at or unable to tolerate someone or something**.

8

You were easily distracted during your math exam. Go back 1 space.

7

Create an imaginary situation and ask an opponent what he/she would do if faced with the situation.

6

You have become greedy. Go back 3 spaces.

10

Tell your opponents about 1 bad habit you have.

1

What would you do if you won a million dollars?

2

Your health is too poor. Go back to Start.

3

Finish the question:  
What would you do if \_\_\_\_\_?

4

You didn't procrastinate while doing your homework. Go ahead 3 spaces.

5


Use the word **wish** to express something you want to change about your school.

START



Game

# The Daydreamer's Game!

Follow the instructions in each square. Use a dice and a marker to move around. If you answer a question correctly, stay on that square until your next turn. If you answer incorrectly, move back one square and wait until your next turn. The winner is the first person to make it to "Cloud 9" (the feeling of floating in extreme happiness), a daydreamer's paradise. 

The objective of the game is for students to put the Grammar topics (Second Conditional and the expression *wish*) and vocabulary learned throughout the lessons in the unit into practice. Depending on the size of the class and their progress, you can have students play in teams of two or three, or individually.

Before playing explain to students that the expression, *cloud 9*, is used when someone is extremely happy and they feel like they are floating in air. It is also a good idea to read through each of the 21 questions or clouds, clearing up any doubts students may have before starting. To do so, call on volunteers to read a question each out loud, confirming

whether or not students have any doubts. Make sure to remind them to be careful not to give away answers to the questions as they read them out.

Given that the questions require a lot of talking and dialog, it is important that you, as the teacher, pay close attention to the students' or groups' answers in order to be sure if they are correct or incorrect.

## Instructions

All students or groups place their markers on the Start cloud.

- Each team takes turns to roll the die and move the respective number of clouds.
- Students have to answer the question or complete the sentence depending on the cloud they land on.
- If they land on a dark blue cloud, they must follow the instruction given. They must answer the corresponding question.

The winning team or student is the one which lands on *Cloud 9* first.

# Quiz Time

## Before the test

This test will help you evaluate the objectives proposed by the unit: *to be able to talk about bad habits, imaginary situations and wishes.*

Students are challenged by the test to use the Second Conditional, the expressions with *wish*, and the idioms learned throughout the unit. They are also given the opportunity to put the different learning strategies learned throughout the unit into use.

### 1. Complete the dialogs with the correct form of the verbs in parentheses using the second conditional.

This exercise will help you assess the students' ability to use the second conditional form correctly, in particular the verb conjugations. Remind students of the Second conditional structure by referring them back to the Reflect on Grammar box on page 49.

### 2. Write an appropriate question for the following answers.

This exercise will evaluate students' ability to understand sentences and construct questions using the Second Conditional. Remind them that when constructing conditional questions the clause which should indicate the question is the *result* clause.

### 3. For each of the following situations, write an appropriate wish.

Here, students' ability to construct sentences with the information given and the expressions with *wish* is evaluated.

Tell students to recall the verb tense and sentence structure used when expressing a wish. Remind them that even though it is a current wish, we use the verb in an *unreal past tense*.

### 4. Listen and write each person's wishes.

   Track 41

This exercise will allow you to assess students' listening skills and their understanding of expressions with *wish*. The recording should be played twice to allow students time to choose the corresponding photos.

### 5. Circle the best option.

This exercise will allow you to assess students' use of the idiomatic expressions learned in lesson four to talk about bad habits. Advise students to use the process of rational deduction when answering difficult multiple choice questions. This means they should eliminate answers which they are sure are incorrect. Given that there are only three options per question, students should be able to make an "educated guess" after having eliminated at least one of the possible answers.

## Self-Evaluation

Have students read the Self-Evaluation chart individually and invite them to recognize how well they accomplished each objective of the unit (*to talk about imaginary situations, bad habits and express wishes*) by selecting *very well, OK or a little*.

Encourage them to reflect on their mistakes and their attitude towards the unit. Explain that by reflecting on mistakes, we have the opportunity to learn from them and improve. Ask students to think about their strengths and weaknesses and invite them to try and come up with ideas on how to improve their learning techniques. Ask the more advanced students to offer some advice about learning techniques which they use.

Finally, refer students to the corresponding Grammar Charts to help them better understand the grammar rules applied throughout the unit. Finally, congratulate students for their effort.

# Glossary

Go over the vocabulary in the Glossary, page 58. This is a good opportunity to emphasize pronunciation and to give some examples of how the words are used correctly in sentences. Clear up any doubts that students may have; then, divide them into groups of 3 or 4. Tell students you are going to give each group a word from the Glossary and they have 2 or 3 minutes to invent a sentence in the second conditional or using an expression with *wish* to show they understand the meaning. Once all the groups have finished their sentence, ask them to read it out. Each correct sentence

gets 2 points; 1 point for showing an understanding of the grammatical structure used and another point for using the word in the correct context. Continue until most of the words or colloquial expressions have been used. The winner is the group with the most points.

Clarify any possible doubts about the words. Then, encourage students to solve the Glossary Activities on page 96. Please bear in mind that this page corresponds to page 58 in the Teacher's Guide.

# Quiz Time

1. Complete the dialogs with the correct form of the verbs in parentheses using the second conditional.

- a. Ben: What would you do (do) if you lost (lose) your cell phone?  
 Will: I 'd buy (buy) a new one if I lost (lose) my cell phone.
- b. Amy: If you saw (see) an alien, what would you do (do)?  
 Tom: If I saw (see) an alien, I think I 'd invite (invite) it for coffee.
- c. Zack: What would you buy (buy) if you had (have) the money, a PlayStation or a Wii?  
 Jim: I would probably buy a PlayStation if I had the money.

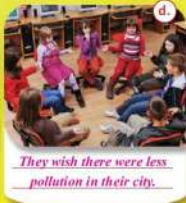
2. Write an appropriate question for the following answers.

- a. What would you do if you won a trip to anywhere in the world?  
 If I won a trip to anywhere in the world, I would travel to Mongolia.
- b. What would you do if your friend broke up with her boyfriend?  
 I would offer support to my friend if she broke up with her boyfriend.
- c. What would he do if he didn't like his birthday gift?  
 If he didn't like his birthday gift from his friend, he wouldn't say anything.

3. For each of the following situations, write an appropriate wish.

- a. My mother doesn't let me go to parties. I wish she would let me go to parties.
- b. I can't stay up late at night. I wish I could stay up late at night.
- c. I don't have enough time to finish my homework. I wish I had more time.
- d. Rebecca lives in a very small house. She wishes she lived in a bigger place.

4. Listen and write each person's wishes.



5. Circle the best option.

- a. Timmy finally kicked the habit / fed up / for the time being of biting his nails when he is anxious.
- b. I think all my problems will be over soon. I can finally see fed up / light at the end of the tunnel / for the time being.
- c. Jason is really kick the habit / for the time being / fed up with his girlfriend. She lies to him all the time.

### Self-Evaluation

Now I can...

- talk about imaginary situations.
- talk about bad habits.
- express wishes.

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

# Glossary

## A-E

**appearance:** *n.* the way someone or something looks. *She wishes she could change her appearance.*

**daydream:** *v.* to have a series of pleasant thoughts that distract one's attention from the present. *I often daydream when I am bored.*

**desire:** *n.* a strong feeling of wanting to have something or wishing for something to happen. (*syn.* wish, aspiration)

**distract:** *v.* to divert one's attention; disturb. *Paul is easily distracted when we are talking about something he doesn't like.*



**dream:** *v.* to have thoughts and visions while sleeping; *n.* series of thoughts and visions which occur during sleep.

**emotional:** *adj.* full of feeling, passionate, sentimental. *She is so emotional that she cries all the time.*

## F-J

**fantasy:** *n.* product of the imagination; illusion. *That isn't real. It's just a fantasy.*



**feelings:** *n.* emotional responses; strong emotion. *I have a bad feeling about this.*

**goal:** *n.* an aim or desired result. (*syn.* objective, intention)

**happiness:** *n.* a state of well-being and contentment. (*syn.* joy, pleasure, gladness)

**health:** *n.* good physical and mental well-being; freedom from disease. *The doctor told me I am in good health.*

**imagination:** *n.* ability of the mind to create mental images which do not literally exist. *You have a vivid imagination.*

## K-P

**nail-biting:** *v.* to chew one's fingernails.



**overspend:** *v.* spend more time, energy or money than is available or practical. *I always overspend when I feel anxious.*

**peace:** *n.* freedom from disturbance; state of not being at war. (*syn.* tranquility, calm, quiet)



**personality:** *n.* the combination of characteristics or qualities that form an individual's distinctive character. *She has a creative personality.*

**procrastinate:** *v.* to postpone something you have to do. Put off until a later. *Procrastinating is one of my bad habits.*

## Q-U

**successful:** *adj.* accomplishing an aim or purpose. *He is a successful actor.*

**thought:** *n.* an idea or opinion in the mind. *Do you have any thoughts on the matter?*

## V-Z

**wealth:** *n.* an abundance of something desirable. *He had a wealth of knowledge on the subject.*



## Colloquial Expressions

**Cold turkey:** the sudden and complete cessation of a bad habit.

**Fed up:** not able to tolerate; irritated or annoyed at.

**Fidgeting:** small movements through nervousness or impatience.

**For the time being:** temporarily; for the moment; for now.

**Kick the habit:** stop a bad habit.

**Light at the end of the tunnel:** the belief that a difficult situation will end soon; a sign of hope.







# Glossary Activities

## 1. Match column A with column B to complete the sentences.

## A

- We use our *imagination* when...
- People's *feelings* can be hurt when...
- I *procrastinate* when...
- We *dream* when...
- People are *successful* when...
- I *distract* my friends when...

## B

- they have accomplished a goal.
- I have work to do, but I do something else.
- I talk in class.
- we invent a story.
- we are asleep in bed.
- someone says mean things.

## 2. Unscramble the words. Then, use them to complete the conversation.

- |                |                                      |
|----------------|--------------------------------------|
| a. uohts ght   | <u>          </u> <i>thoughts</i>    |
| b. spspeinah   | <u>          </u> <i>happiness</i>   |
| c. yepsnoilrta | <u>          </u> <i>personality</i> |
| d. ahehtl      | <u>          </u> <i>health</i>      |
| e. epepanraac  | <u>          </u> <i>appearance</i>  |
| f. hwatle      | <u>          </u> <i>wealth</i>      |
| g. iersde      | <u>          </u> <i>desire</i>      |
| h. sfnaayt     | <u>          </u> <i>fantasy</i>     |

**Sally:** When I meet someone for the first time, I like to get to know their character. A person's            *personality* (1) is more important than their physical            *appearance* (2).

**Adam:** I agree. But there are some people who only            *desire* (3) to meet people with lots of money. They think that            *wealth* (4) is the most important thing when they meet someone new.

**Sally:** Well, they are confused or living in a            *fantasy* (5) world because wealth and beauty don't bring you            *happiness* (6). Actually, there are many rich and beautiful people who are aren't happy with their lives.

**Adam:** I guess everyone has different            *thoughts* (7) on this subject. Personally, I think the key to a happy life is to stay in good            *health* (8).

**Sally:** Yeah, as always, you are right.

## 3. Match the colloquial expressions with their meanings.



a. It's OK for now!



b. There is hope!



c. I'm really nervous!



d. I've quit chocolate!



e. I'm tired of that!

- |                            |                                    |
|----------------------------|------------------------------------|
| <u>          </u> <i>e</i> | 1. Fed up                          |
| <u>          </u> <i>a</i> | 2. For the time being              |
| <u>          </u> <i>d</i> | 3. Kick the habit                  |
| <u>          </u> <i>b</i> | 4. Light at the end of the tunnel. |
| <u>          </u> <i>c</i> | 5. Fidgeting                       |

# Test Training B

Tell students that this test assesses their achievements at level B1 of the Common European Framework of Reference for Languages. It covers the topics presented in units 3 and 4 including exercises to evaluate all competences (listening, reading, speaking and writing). At the same time it provides them the opportunity to practice test-taking strategies.

## Reading

The texts in the left column are blog entries about common teenage problems. In the right column there are eight titles. Decide which title would be most suitable for each blog entry. For questions 1-5, check ✓ the correct answer in the box. Note that 3 titles are not used.

Let students know that the idea is to match the titles on the right with their blog entries on the left. Tell them to start by reading all the blog entries and then reading each title. Draw their attention to the example answer and have them notice how they should mark their answers in the answer grid.

**Strategy:** Identifying text content in order to assign an appropriate title

## Speaking Candidate A

1. Tell candidate B that he/she is responsible for promoting the use of renewable energy in his/her community. Ask your partner what he/she can do to promote the use of it.

2. Now Candidate B is going to tell you about a problem in your community. Use the following illustrations to answer your partner's questions.

Organize students into pairs and tell them to decide who candidate A is and who Candidate B is. Given that this is a test, try and group students according to their English level. This means pairing the more advanced students together and the less advanced students together. In this way, the students who are more advanced won't be held back by trying to hold a conversation with a student who doesn't have a similar speaking ability, and it will also prevent the feeling of inadequacy in the less-advanced students. Remind the students to use the information provided.

First, Candidate A must ask Candidate B how he/she can promote renewable energy in his/her community. Let Candidate B know that he/she must use the pictures provided in order to come up with ideas for promoting renewable energy.

Next, the roles change. Now Candidate B has to ask Candidate A how he/she can promote recycling in his/her community. This time Candidate A needs to use the pictures provided in order to come up with ideas for promoting recycling.

**Strategy:** Answering questions verbally by inferring information from pictures provided

**Test Training B**  
(Units 3-4)

**Reading**

The texts in the left column are **blog entries** about common teenage problems. In the right column there are **eight titles**. Decide which title would be most suitable for each blog entry. For questions 1-5, check ✓ the correct answer in the box. Note that 3 titles are not used.

Answers	A	B	C	D	E	F	G	H	I
1									
2									
3									
4									
5									

4. Why do today what I can do tomorrow? That was how I used to think, but I have realized that if I want to be successful, I must stop leaving my work until the last minute. Like many other students, I wish I weren't so easily distracted, that way I could finish all my work on time and improve my grades.  
Posted by *Wilson* on 14/12/2017

A. All Work and No Play!

5. I really wish I could stop repeating my bad habit! Just last year I became conscious of them when I started to get a lot of pains in my stomach due to overeating when I am anxious about school exams. My doctor told me that if I didn't stop eating so much, it could lead to serious health problems.  
Posted by *Wally* on 14/12/2017

B. No Uniform Equals Better Grades

C. Breaking Bad Habits – A Hard Thing to Do!

3. I am in my last year of high school and our teachers give us way too much homework. Sometimes I am still studying it in the morning, but I don't do my homework, I won't pass my final year! I wish that our teachers wouldn't give us so much homework. That way we would have more time to relax.  
Posted by *Sully* on 14/12/2017

E. procrastination – A Common Problem for Students

D. Greed – Helping Students Back

3. I like to be friends with students who are victims of bullying. I had one friend who was harassed every day for years. If I hadn't helped him, his school life would have continued to be miserable. I wish that bullies would have more empathy.  
Posted by *Paul* on 16/11/2017

K. Student Anger at Cost of Education

4. My dad always tells me, "Donk, wake up! Stop daydreaming and pay attention to what's happening around you." Actually, if I didn't live in a daydream, I wouldn't have missed so many important dates like birthdays or special events, etc. I wish I could pay more attention to what is happening around me, but I don't seem to be able to.  
Posted by *Deed* on 14/12/2017

G. Teaching Empathy Helps Combat Bullying

H. The Wrong Place at the Wrong Time!

I. Wake Me Up From My Daydream!

5. My class is way too hot! Just last week I got into trouble because I wasn't wearing the correct uniform. I wish we didn't have to wear uniforms. I like to be comfortable. I wish I could wear clothes that we like and feel comfortable in, we would be happier and do better at school.  
Posted by *Wendy* on 14/12/2017

**Speakers** Candidate A

- Tell candidate B that he/she is responsible for promoting the use of renewable energy in his/her community. Ask your partner what he/she can do to promote the use of it.
- Now Candidate B is going to tell you about a problem in your community. Use the following illustrations to answer your partner's questions.



Classifying waste



Involving authorities



Informing

### Listening

Listen to an ecology lecture at a university.

Decide if sentences B-10 are True or False.

If it is correct, put a check ✓ in the box A for True. If it is not correct, put a check ✗ in the box B for False.

You will listen to this recording twice.

Answers	A	B	A	B	A	B	A	B	A	B
---------	---	---	---	---	---	---	---	---	---	---

- Marine turtle numbers have been affected by humans, climate change and predators.
- Turtle meat and eggs are being consumed by humans, therefore having a negative impact on turtle numbers.
- The destruction of the turtles' natural habitat is caused by predators such as fires, orcas and birds.
- Female turtle numbers are being reduced by the unusually warm sea waters.
- The amount of food available to the marine turtles has been reduced by larger predators such as foves and marine animals.
- Female turtles usually lay hundreds of eggs, but generally only a few babies survive.

### Speaking Candidate B

- Think about how you can promote the use of renewable energy in your community. Use the pictures below to get some ideas. Answer Candidate A's questions.



Solar light



Wind



Informing



Involving authorities

### Writing

Here are some sentences about conserving the environment. For each question, complete the second sentence so that it means the same as the first.

- Hydropower energy is created by the force of moving water.  
The force of moving water creates hydropower energy.
- Reference programs will hopefully be implemented by many governments around the world.  
Many governments \_\_\_\_\_
- Some farmers have used compost to fertilize the ground for many years.  
Compost has \_\_\_\_\_
- The recycling of human waste is helping with the conservation of our environment.  
The conservation of our environment \_\_\_\_\_
- If we had more laws obligating sustainable development, global warming wouldn't be so frustrating.  
Environmentalists wish \_\_\_\_\_
- Scientists say there would be less pollution if society used more renewable energy.  
Scientists wish \_\_\_\_\_
- Many people wish farmers would use only organic pesticides because our food has too many toxic chemicals.  
If only organic pesticides \_\_\_\_\_
- Native communities wish there were more natural habitats and less endangered species.  
If there were more natural habitats \_\_\_\_\_

**Listening**  *Track 42*

Listen to an ecology lecture at a university. Decide if sentences 6-10 are true or false. If it is correct, put a check ✓ in the box A for True. If it is not correct, put a check ✓ in the box B for False. You will listen to the recording twice.

Instruct students to read through the written sentences before playing the audio so they know what information to pay attention for. Suggest they pay special attention to the wording of the sentences since the errors may be small.

**Strategy:** *Paying attention to the wording of a sentence in order to detect if the sentence is true or false*

**Writing**

Here are some sentences about conserving the environment. For each question, complete the second sentence so that it means the same as the first.

Remind students how using active and passive voice offers the possibility to give the same information in different ways.

**Strategy:** *Using active and passive voice to give the same information with different emphasis*


**Skills**
**CEF Standards**
**Indicators**
**Listening  
Comprehension**

Can understand the main points of radio news bulletins and simple recorded material about familiar subjects delivered relatively slowly and clearly.

- Listens to and understands short news programs and pieces of news.
- Understands news presented in the form of reported speech.

**Reading  
Comprehension**

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

- Understands articles found in the different sections of a newspaper.
- Predicts meaning of unfamiliar words and sentences by using context clues.

**Oral  
Interaction**

Can take part in a 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, receiving instructions or the discussion of solutions to practical problems.

- Asks for and talks about what was stated in news reports or news articles.
- Uses reported speech to give information about what was requested.
- Uses idioms to sound more natural.

**Oral  
Expression**

Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.

- Uses reported speech to talk about what was stated in the news.
- Uses reported speech to talk about what was requested.

**Written  
Expression**

Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.

- Writes a newspaper article about an event or situation of interest.
- Provides context clues in order for the reader to predict or infer meaning of unfamiliar words or phrases.

**UNIT**
**In the News 5**
**▶ General Objective**

You will be able to report what was stated in newspapers, on the radio or television.

**▶ Communication Goals**

You will learn how to

- report what was stated.
- report what was requested.
- understand meaning from context.

**▶ CLIL**

- Written News
- Spoken News

**Vocabulary**

- Words related to world news, local news, business, sports, weather

**Grammar**

- Reported speech - statements and requests
- Making predictions

**▶ Idioms and Colloquial Expressions**

- *Barely scratch the surface*
- *Go to great lengths*
- *Bottom line*
- *Turn a blind eye*
- *To fire*

**▶ Project**

A News Report

You will investigate a current event or situation from around the world and develop a news report which you will present as a television news program to your classmates.

**Discuss:**

- How do you keep up-to-date with recent news from around the world?
- Do you prefer reading the news on the Internet or in paper form?
- Do you read newspapers / listen to the news on the radio / watch news on TV?
- How do your parents keep up-to-date with recent news from around the world?





Lesson 1

# The Forecast

## Word Bank 1

• beating • issued • predicted • rocked

## Word Bank 2

• earthquake • official statement  
• forecast • recession

1. Listen and complete the extracts from a newspaper with words in the Word Banks. Then, write the section each extract belongs to.

Sections • Local News • Sports • Weather • Financial

### Financial



"The USA has issued a warning of a possible recession (a) in Europe if the Euro doesn't stabilize."

### Weather



"According to the forecast (b), temperatures should be rising to a high of 84°F next week. The forecast predicted (c) that it will be a very hot summer."

### Sports



"The L.A. Lakers issued an official statement (d) to the media about their captain's back problems after beating (e) Denver last night 88-84. It was a great game!"

### Local News



"In the early hours of the morning, the Chilean coast was rocked (f) by an earthquake (g) measuring 8.8 on the Richter scale."

2. Replace the *italicized* words with a synonymous word or phrase from the above Word Banks.

- |  |  |
|--|--|
| a. The car manufacturer, Ford, has given a <i>formal declaration</i> , confirming the closure of one of its factories. <u>official statement</u> | e. The weather <i>prediction</i> shows heavy rain developing this afternoon. <u>forecast</u>                     |
| b. Greece has entered a period of economic <i>decline</i> . <u>recession</u>   | f. Spain <i>defeated</i> the Netherlands to win the World Cup. <u>beat</u>                                       |
| c. The police <i>said in advance</i> that the thief was a woman. <u>predicted</u>  | g. Local residents said they felt the <i>earth tremor</i> in the afternoon. <u>earthquake</u>                    |
| d. The local residents have been <i>shaken</i> by the number of cars stolen in town this week. <u>rocked</u>                                     | h. The government has <i>announced</i> that it will give free textbooks to all students this year. <u>issued</u> |

### Vocabulary Strategy

Look at the text around new words to predict their meaning.

3. Listen to news presenters reading the early morning news. Match each logo with the news mentioned. Then, complete the grammar box on the next page.



a. **the guardian**

c. **The New York Times**  
NYTIMES.COM

d. **THE AGE**

- d** 1. ...said that the forecast predicted low temperatures and heavy rain the next day.
- c** 2. ...stated that Libya's new government would have a big job stabilizing the country.
- b** 3. ...said that firemen had rescued two tourists after they drove their car into a lake.
- a** 4. ...mentioned that an earthquake had rocked the northwest of China.





## Lesson 1

## The Forecast


## Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to report what was stated on the radio, television or in newspapers.	<ul style="list-style-type: none"> <li>■ Listens to a radio program and reports what was stated.</li> <li>■ Reads newspaper headlines and articles and reports what was stated.</li> <li>■ Interviews a partner and reports what he/she stated.</li> </ul>	<b>Vocabulary</b> beat, earthquake, forecast, issue, official statement, predict, recession, rock  <b>Structures</b> Reported Speech in statements	<ul style="list-style-type: none"> <li>■ Looking at the text around new words to predict meaning</li> <li>■ Modifying time expressions in Reported Speech</li> </ul>

### WARM UP (books closed)


Start by asking the students how they keep informed about what is going on in the world. Direct their attention to the box labeled, "Discuss", on the cover page. Call on volunteers to read each question and then discuss as a class. Find out if they prefer to watch the news on television, listen to it on the radio or read it in newspapers. If they say newspapers, ask if they prefer to read the printed form or if they read it on the internet. Bring a couple of different newspapers to class, or if you have access to the Internet, direct students to the home pages of different international newspapers (preferably the ones listed in exercise 3 of this lesson). Instruct students to look at the newspapers and ask them if they know the names of the different sections. Some of the sections include: *Local News, International News, Business, Sports, Classifieds, Financial, Weather, and Arts & Entertainment*. Now ask if they know what kind of information they might find in each section. Explain that in this lesson they are going to look at ways in which they can state what was reported in the news.

### PRESENTATION 1

1. Listen and complete the extracts from a newspaper with words in the Word Banks. Then, write the section each extract belongs to. 




Make sure students understand that they are going to listen to the audio files and that they have to listen for the missing words. Direct their attention to the two Word Banks and ask students if they know what types of words are in Word Bank 1 (verbs) and what type of words are in Word Bank 2 (nouns). Let them know that each box below requires one verb and one noun in order to complete the sentences. Play the audio two or three times, depending on the progress of your students. Once they have all completed the gaps, tell them to read the extracts and decide if they are from the Local News, Sports, Business or the Weather section. Call on four, different volunteers to read their answers to the class.

### PRACTICE

2. Replace the *italicized* words with a synonymous word or phrase from the above Word Banks. 

Remind students that when we are not sure of the meaning of a word or phrase, we look at the surrounding text and try to infer the meaning. Direct students back to the first unit of the book if necessary. Tell them that in order to successfully answer this exercise, they will have to look back at the extracts from exercise 1 in order to see how the words are used and infer their meaning. Between the context of the extracts in exercise 1 and the information provided in the sentences pertaining to exercise 2, students should have enough information to match the words with their synonyms. Once all the students have completed the exercise, call on eight different students to read out their answers in order to correct as a class.

### PRESENTATION 2

3. Listen to news presenters reading the early morning news. Match each logo with the news mentioned. Then, complete the grammar box on the next page.   

Inform students that they are going to listen to radio news presenters talking about news articles from different newspapers. Point out the four different International newspaper logos and ask students if they have ever heard of or read any of these papers. If you had access to the Internet in the Warm Up activity, encourage students to recall the newspaper websites that you directed them to. The idea is that they listen and then match the newspaper logos with the information provided in each one. Before listening, call on four volunteers to read each reported speech sentence on the right to the class. Clear up any misunderstandings students may have. Now play the audio twice in order for students to complete the exercise. Once ready, correct the answers as a class.

The second part of this exercise is to complete the Reflect on Grammar box. Tell students to use the information in the first part of the exercise to complete the box. Once students are ready, go through the information with them. In particular, draw students' attention to the changes in verb tenses between original and reported speech. Also draw their attention to the synonymous words for *said* in order for them to have variety in their sentences.

Finally, refer students to the grammar charts on page 103 for additional information about Reported Speech.

## ● PRACTICE

### 4. Rewrite the following comments in reported speech.

This exercise gives students the opportunity to put the Reported Speech rules they have learned into practice. Remind students of the rules they just learned in the Reflect on Grammar box, in particular those related to verb tense changes. Also point out the Grammar Strategy box which highlights how to make the appropriate changes to the time expressions when using reported speech. Don't forget to suggest that they try to change the word *said* for other words, like those mentioned or stated, in order to give variety to their sentences. Allow enough time and then correct as a class, calling on volunteers to read their answers. Pay special attention, not only to the Reported Speech verb changes, but also to the changes made to the time expressions in questions b and d. Discuss any problems or doubts your students may have.

## ● APPLICATION

### 5. Interview a partner and write his/her answers in reported speech.

Tell students to get into pairs and ask and answer the questions provided in the exercise. Suggest that they have a separate piece of paper where they can jot down their partner's answers in original speech. Once both students have finished asking and answering the questions, tell them to use their notes in order to write their partner's answers in Reported Speech in the spaces provided.

Some groups might finish the exercise before others. Invite these groups to write another two questions each to ask their partner and then write his/her answers in Reported Speech in order to get more practice using the rules learned.

## ● EXTRA IDEAS

Encourage students to think back to a conversation that they have had recently with a friend or a family member. It might have taken place in person, on the phone or through an internet chat program. Urge students to write five things (in Reported Speech) that the other person said. For example: *Paul told me that he had been to Cancun in Mexico for vacation earlier in the year.*

Once students are ready, tell them to find a new partner to report the information to. Walk around the class, checking students' Reported Speech sentences and offering pronunciation advice.

## Project Stage 1

Explain that for this project, students are going to be organized into small groups and that they have to investigate a current event or situation from around the world. They will then develop a news report which they will present to their classmates.

In this first stage of the project, organize students into groups of four. Make sure that they are evenly distributed depending on their English abilities. You don't want the most advanced students in the same group. Tell them that as a group they need to agree on one or two sections of the news they would like to read about (e.g. World News, Local News, Sports, Business, Weather etc.) and then each student needs to investigate a recent event, situation or headline that is taking place around the world. E.g. *Entertainment section. New movie, Hunger Games makes more than \$300 million USD in the first 3 weeks.*

### Reflect on Grammar

#### Reported Speech - Statements

When we quote what someone said in the past, we use **reported speech**.

#### Tense changes

Simple Present to Simple Past

Simple Past to Past Perfect

Present Perfect to Past Perfect

Future (will) to would

#### Original statement

"The forecast **predicts** low temperatures and heavy rain tomorrow."

"Firemen **rescued** two tourists after they drove their car into a lake."

"An earthquake **has rocked** the northwest of China."

"Libya's new government **will have** a big job stabilizing the country."

#### Reported statement

The Age **said that** the forecast **predicted** low temperatures and heavy rain the next day.

The Guardian **said that** firemen **had rescued** two tourists after they drove their car into a lake.

USA Today **said that** an earthquake **had hit** the northwest of China.

The New York Times **said that** Libya's new government **would have** a big job stabilizing the country.

- Note how the main verb tense changes from the original statement to the reported statement.
- With reported speech, the word **that** is optional after **said, mentioned, stated** or **told**.

#### 4. Rewrite the following comments in reported speech.

- Police officer:** "We have caught the thief."  
*The police officer said that they had caught the thief.*
- President:** "My office will issue an official statement tomorrow."  
*The president said that his office would issue an official statement tomorrow.*
- Sports presenter:** "Djokovic beat Nadal in an amazing final to the Australian Tennis Open."  
*The Sports presenter said that Djokovic had beaten Nadal in an amazing final to the Australian Tennis Open.*
- Witness:** "People are scared after the earthquake this morning."  
*The witness said that the people were scared after the earthquake this morning.*
- NASA:** "The spaceship will return to earth at 2 PM."  
*The NASA said the spaceship would return to earth at 2 PM.*

#### 5. Interview a partner and write his/her answers in reported speech.

- Do you prefer to read the newspaper or watch the news on TV?  
*He said that he preferred to...*
- When did you last read or watch the news?
- What is something interesting you have heard in the news recently?
- Which section of the news do you prefer to read?

Answers may vary.

#### Grammar Strategy

Modify time expressions in reported speech.

Direct Speech	Reported Speech
now	then
tomorrow	the next day
yesterday	the day before
this (week)	that (week)
last (year)	the (year) before

I prefer to watch the news on TV.

#### Project Stage 1

- In groups, agree on 1 or 2 sections of the television news (world news, local news, sports, business, weather).
- Investigate a recent event or situation that is taking

place around the world or a piece of news that has made the headlines.  
E.g. *Entertainment. New movie, Hunger Games made more than \$300 million USD in the first 3 weeks.*



Lesson 2

# Making Headlines

## Word Bank

- Clone
- Rescues
- Crashes
- Sentences
- Arrest
- Threatens

1. Listen and complete the newspaper headlines using the Word Bank. Then, match each headline with a picture.

**Police Dog**  
Rescues Boy

a

d.

d.

**Climate Change**  
Threatens Honey Bees' Survival

b

b.

f

**Police** Arrests Speeding Car Driver

**Airplane** Crashes into River

f

e



**Judge** Sentences Thief to 3 Years

d

a.

e

**Scientists** Clone Sheep

2. Circle the most appropriate word to complete the sentences.

- a. The lawyer asked the judge to sentence / clone / threaten the man to 10 years in jail.
- b. The Iranian army rescued / arrested / sentenced pirates along their coasts.
- c. Many scientists have warned against crashing / cloning / arresting animals.
- d. Bad floods continue to clone / sentence / threaten people in Thailand.
- e. There are many organizations which arrest / rescue / crash animals in danger.
- f. My brother warned me not to crash / clone / threaten his car.

## Vocabulary Strategy

Use pictures to help predict the meaning of unfamiliar words.

3. Read and complete the text with some verbs in the Word Bank from exercise 1.



### Key Expressions

To fire: dismiss a person from a job

It was my boss, Mr. Kent, who forced me to participate in the bank robbery. He threatened to fire me if I didn't follow his instructions. First, he told me to supervise the front of the bank while he entered through the back entrance. He ordered me to threaten (a) the security guard if he didn't give me the keys. Once I had the keys, he asked me to clone (b) all the computer programs and information used by the bank. He was really nervous. As the police were getting closer, he warned me not to let them rescue (c) the hostages and reminded me that he would fire me if I didn't follow his orders. As we were leaving the bank, Mr. Kent ordered me to crash (d) one of the cars into the patrol cars so they couldn't follow us. And that's when the police arrested (e) me. I hurt my leg when I crashed the car so I wasn't able to run away!



## Lesson 2

## Making Headlines

## Planning






Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to report what people have requested.	<ul style="list-style-type: none"> <li>■ Uses Reported Speech to say what was requested in written material.</li> <li>■ Uses reported speech in conversations.</li> </ul>	<b>Vocabulary</b> animal activist, arrest, clone, crash, lawyer, lifeguard, parents, police officer, rescue, sentence, threaten  <b>Expressions</b> <i>To fire</i>  <b>Structures</b> Reported Speech in Requests	<ul style="list-style-type: none"> <li>■ Using pictures to help predict the meaning of unfamiliar words</li> <li>■ Using Reported Speech to say what was requested</li> </ul>

### WARM UP (books closed)

Bring in to class various English newspapers and pass them around. Tell students to pay attention to the headlines and ask them to read a couple of them out so you can write them on the board. Ask them what they all have in common. (Generally headlines capture the main idea of the article.) Ask them to think what the articles will be about, given their headlines.

If you have time, you might also ask students to read a short article each and then ask them to use the Reported Speech structures learned in lesson 1 to relate the information they read to the class.

### PRESENTATION 1

1. Listen and complete the newspaper headlines using the Word Bank. Then, match each headline with a picture.     



Before playing the audio, instruct students to try and use the words from the Word Bank to make "educated guesses" about the newspaper headlines. Remind them that an "educated guess" involves things like eliminating words which are obviously incorrect or using the pictures to understand a story etc. Tell them to look at the pictures to help them select the appropriate verbs and then match each picture with its corresponding headline. Once all students are ready, play the audio twice for them to see if their guesses were correct.

Ask students to say, in their own words, what they think each article will be about. E.g. "Police Dog Rescues Boy" - Maybe the boy fell into a river and couldn't get out etc. "Climate Change Threatens Honey Bee's Survival" - Global warming might be making the climate too hostile for bees to survive etc.

2. Circle the most appropriate word to complete the sentences.  

Go through the words in the Word Bank to make sure that students understand their meaning. Ask them to say what they think the definition of each word is, e.g. *clone* - to create an identical copy of something; *rescue* - to save from harm, *crash* - to smash into, *sentence* - to impose a punishment, *arrest* - to take into custody, *threaten* - to intimidate. Now tell students to choose the correct verb to complete each sentence. Allow a couple of minutes to complete the exercise and then tell students to swap their books with the classmate to their left. The idea is that their classmate has to correct his/her work. Finally, go through answers as a class.

### PRACTICE

3. Read and complete the text with some verbs in the Word Bank from exercise 1.  

Start by asking students what the expression *bank robbery* means (*bank robbery* - the act of stealing from a bank by using force or violence, or the threat of violence). Also draw their attention to the Key Expressions box. Now tell the students to read through the text, trying to fill in the gaps by using the verbs in the correct tense. Tell them to ask the meaning of any words they are unsure of. Once all the students are ready, play the audio in order for the students to correct their own work.

## PRESENTATION 2

### 4. Complete the Reflect on Grammar chart based on the previous exercise.

Direct students to fill in the grammar chart by using the information from exercise 3. Once students are ready, ask them to look at the main verb of each sentence. *E.g. rescue, supervise, threaten, clone and crash.* Ask them what all the verbs have in common. They should answer that all the main verbs are in their infinitive form (with to). *E.g. to supervise, to threaten, to clone, to crash etc.*

Now draw their attention to the other examples of Reported Speech and tell them to note that when using the structures *he suggested I had to/should...; he requested that I...; he asked that I... we put the main verb in its base or imperative form (without to).* *E.g. He requested that I supervise the front of the bank.*

Refer students to the grammar charts on page 103 for additional information about Reported Speech.

## PRACTICE

### 5. Decide who might have said the requests below and rewrite them in reported speech. Use the verbs in parentheses and the Word Bank.



Begin by reading through the words in the Word Bank. Make sure that students are familiar with each person or occupation listed.

Now, instruct students to read through the requests and decide which person from the Word Bank might have made each request. Next, they have to write the request in Reported Speech. Draw their attention to the example answer in order for students to get a clear idea of what is expected from them. Encourage them to pay attention to the verb tense changes.

Draw special attention to request c, given that it is a request with a statement in the same sentence. Therefore students need to combine the Reported Speech structures for requests and statements. *E.g. The police officer ordered me to stop or he would shoot.* Call on volunteers to read their answers to the class.

## APPLICATION

### 6. Write a piece of advice, a warning, and a request for a partner using the topics in parentheses. Then, exchange your sentences with your partner and write his/her requests in reported speech.



Start by calling on a volunteer to read the instruction to the class. Ask if anyone can explain the difference between a piece of advice, a warning and a request. (Advice - an opinion suggesting a wise or proper course of action; warning - a caution about danger; request - something that is asked for)

Instruct students to use the topics listed to write pieces of advice, warnings or requests on a separate piece of paper for a friend. Students are to swap their sentences with a partner and write their partner's original request, warning or advice in the spaces provided in their books. Next they have to write them in Reported Speech.

Now tell students to swap partners and have a conversation, reporting what their first partner advised, warned or requested.

Walk around the class, correcting students work and offering pronunciation advice etc.

## EXTRA IDEAS

Organize students into groups of three. Student 1 verbally offers some advice to Student 2. Student 2 verbally makes a request to Student 3 and finally, Student 3 verbally issues a warning to Student 1.

The idea is that, using Reported Speech, Student 1 now tells Student 2 what Student 3 warned him, Student 2 tells Student 3 what Student 1 advised him and Student 3 tells Student 1 what Student 2 requested and so on. Students can continue in this same manner, but alternating between requests, warnings and pieces of advice as well as changing who each student talks to.

Walk around the class, listening and offering assistance where needed.

## Project Stage 2

Students are to get into their groups which were decided in lesson 1. Each student has to share with their group the piece of news they researched. Remind students to apply the Reported Speech structures learned throughout the first two lessons when sharing their piece of news with their group.

As a group, students must decide on one or two pieces of news which they are going to present to the rest of the class. Advise them to choose either one long piece of news or two short pieces.

The next step in the project is for the groups to assign each member with a role that they are going to play in the news program which will be presented to the class. Some examples of different roles include the news presenter, the correspondent/reporter, weather presenter, executive producer, etc. Their homework is to research what their role entails.

4. Complete the Reflect on Grammar chart based on the previous exercise.

Reflect on Grammar

Reported Speech - Requests

Original request

Reported request

"Supervise the front of the bank!"	... <b>he told me</b> to supervise the front of the bank...
"Threaten the security guard!"	... <b>he ordered me</b> to threaten the security guard...
"Clone the computer programs!"	... <b>he asked me</b> to clone all the computer programs...
"Don't let them rescue the hostages!"	... <b>he warned me</b> not to let them rescue the hostages...
"Crash into the patrol cars!"	Mr. Kent <b>ordered me</b> to crash one of the cars into the patrol cars...

Remember

Other examples of forms of reported speech include:

he advised me...; he reminded me...; he encouraged me...; he suggested I had to / should...; he requested that I...; he asked that I...

5. Decide who might have said the requests below and rewrite them in reported speech. Use the verbs in parentheses and the Word Bank.

- "Don't clone animals!" *The animal activists requested that we not clone animals.*  
(request)
- "Sentence him to 5 years." *The lawyer asked to sentence him to 5 years.*  
(ask)
- "Stop or I will arrest you!" *The police officer ordered me to stop or he would arrest me!*  
(order)
- "Rescue anyone in trouble in the water." *The lifeguard encouraged us to rescue anyone in trouble in the water.*  
(encourage)
- "Don't crash my car!" *My parents asked me not to crash his car.*  
(ask)

Word Bank

- parents
- animal-activist
- lawyer
- police officer
- lifeguard

6. Write a piece of advice, a warning, and a request for a partner using the topics in parentheses. Then, exchange your sentences with your partner and write his/her requests in reported speech.

- (homework)
- (Internet use)
- (improve grades)
- (sports class)

Answers may vary.

Paul told me to talk louder because sometimes he can't hear me.

He also suggested that I study for next week's math exam.

Sergio advised me to be careful when typing my e-mail password in cybercafés.

And then he encouraged me not to vote for Stacy in the school elections.

Project Stage 2

- Share with your group the piece of news you investigated. The group decides on 1 or 2 pieces of news to present.
- Each student is assigned a role (news presenter, correspondent, weather person, etc.) which s/he will play in the news program.


**Lesson 3**

# Finding Your Voice

1. Answer the following questions.

*Answers may vary.*

- a. What do you think it would be like to live with no money, food or shelter?
- b. Use the photo below as a clue to predict what you think the word **ragpicker** means in the article's headline.
- c. After identifying the meaning of **ragpicker**, predict what you think the article might be about.



2. Read the newspaper article and check your predictions.



### Reading Strategy 1

**Predictions** are not wild guesses. They are based on context clues within the text such as pictures, synonymous and antonymous words, and the plot or context of the surrounding sentences and words. Context clues can also come from readers' prior knowledge about the content.

## India's Ragpickers Find Their Voice

Adapted from The New York Times (1/10/07)

**A**fter a hard day at work, Manorama Begum has problems not getting sick due to the horrible smell that sticks to her clothes.

Ms. Begum is one of 300,000 trash collectors in India's capital who perform the important role of **rifling** through the city's trash. While they search the trash, they recycle what they can and **dispose** of the rest.

More than 95 per cent of New Delhi has no formal system of house-to-house trash collection, so the city's ragpickers, one of India's poorest groups, provide this basic service.

They are not paid by the state, so they have to depend on donations from local people and on **meager** profits from the sale of discarded items. However, these profits are so small that it is almost impossible to survive on them. Now, finally, after centuries of submissive silence, the trash collectors are demanding respect.

Mr. Arora, a representative from the Delhi state government, says that the government has agreed to make a small but significant concession. It will supply about 6000 ragpickers with protective gloves and boots. According to Mr. Arora, this is an important step because it is the first time the government has recognized this group of essential workers.

But the waste collectors are not happy with the government's donation. Ms. Begum says that they don't want gloves. They want wages, pensions, healthcare, education, houses to live in and uniforms that they hope will stop police **harassment** (ragpickers are frequently bothered and beaten by the police).

**Ragpicker:** trash collector; term used to talk about the lower levels of Indian society, who literally "pick rags" from the community's trash.







## Lesson 3

# Finding Your Voice

### Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to read newspaper articles and predict the meaning of unfamiliar words or phrases using context clues. It will also allow students to write a news article, providing context clues necessary for the reader's comprehension.	<ul style="list-style-type: none"> <li>Understands newspaper articles, using context clues to infer meaning of unfamiliar words or phrases.</li> <li>Reports what is stated in articles using reported speech.</li> <li>Writes a news article providing context clues for the reader to predict meaning of unknown words or difficult phrases.</li> </ul>	<b>Vocabulary</b> dispose, meager, harassment, poverty, rifling, ragpicker	<ul style="list-style-type: none"> <li>Using context clues to make predictions about a text's content before reading</li> <li>Using context clues to predict the meaning of a word or sentence in a text while reading</li> <li>Including context clues when writing to help readers understand difficult words and complex sentences</li> </ul>

#### WARM UP (books closed)

Ask students if they know anything about India's society and its class or caste system. Explain that India's social and economic structure was divided into different groups, known as castes, and that a person's caste depends on his/her family name. Officially the caste system no longer exists, but unofficially, people are still categorized into their different classes. The lowest caste, known as *untouchables*, are basically excluded from society and banished to work in unpleasant and badly-paid jobs such as street cleaners or rubbish collectors etc.

Ask students if the society in which they live has a class system or if everyone is considered equal. Now ask: *Are people who are born into poverty destined to be poor all their lives or is it possible for people from the lower classes to move up through society's levels?*

#### Pre-Reading

##### 1. Answer the following questions.

Direct students attention to the three pre-reading questions. The first question requires personal reflection in order for students to give an accurate answer as to what they think it would be like to live in absolute poverty. Invite students to think about a homeless person they have seen around their neighborhood and ask them to think about what it would be like to live on the streets in the middle of winter etc.

The second question requires students to use the context clues provided in the photo in order for them to predict what the word *ragpicker* means. Additional information or clues may be necessary, in which case, breaking the word down into two parts will help students make a prediction. E.g. Rag

and Picker. A rag is a piece of old cloth or scrap fabric, while a picker is one who gathers or collects things.

Once students have made ample guesses at the meaning of the word, direct their attention to the box in the bottom right-hand corner of the page and ask a volunteer to read the definition to the class.

Finally, using the meaning of *ragpicker*, students have to predict what they think the article will be about.

#### While Reading

##### 2. Read the newspaper article and check your predictions. Track 47

Call on nine different volunteers to each read a paragraph of the article out loud to the rest of the class. Make students aware of the five words in red and tell them that they need to use the context clues provided in the text to figure out their meanings.

As the volunteers read the article to the class, the other students should be following along in their books, underlining any words or phrases that they don't understand (except for the words highlighted in red). Once the article is read, ask students if their prediction about the meaning of *ragpicker* was correct. Now draw students' attention to the Reading Strategy I box and tell them to re-read the article individually, looking for context clues to help work out the meaning of the words or phrases that they underlined during the initial reading. Once all students are ready, as a class, go through the meaning of the words and phrases that students underlined. Ask students to not only provide the meanings, but to also indicate what the context clue was which allowed them to draw their conclusions.

3. Go back to the text and find the words in red. Predict their meaning using context clues.




Draw students' attention to the Reading Strategy II box and then guide them to make their own predictions for the words in red. The words should be easy enough for students to find, but if they have difficulties, tell them that, *rifling* and *dispose* are in paragraph 2, *meager* is in paragraph 4, *harassment* in paragraph 6, and *poverty* is in paragraph 7.

Go through the example question with them, highlighting the text where the context clue is given and explain how the prediction was made. Walk around the class, helping individual students when needed. Organize students into groups of five or six and tell them to discuss their predictions and the context clues used to arrive at their answer.


Finally, draw on different volunteers from each group to read their answers to the class. Be aware that context clues may vary slightly among students.

### Post-Reading

4. Answer the following questions using reported speech. 

These questions are designed to check students' comprehension of the article. Depending on your students' level and how well they grasped the Reported Speech structures, it might pay to quickly go over how to report what was stated by using the example answer. Remind students to vary the reporting verb, e.g. *said*, *mentioned*, *stated*, *asked*, etc. Walk around the class, providing personalized assistance when necessary. Allow enough time for students to complete the five questions and then discuss the answers as a class.

### Writing

5. Write a news article about an event or situation of interest. 

Tell students to think of an interesting piece of news that they have heard recently to write about. Once they have decided on a topic, direct their attention to the Writing Strategy box. Remind them that they should include context clues in their writing to help the readers understand difficult words or sentences. Also draw their attention to the description of each paragraph: introduction, body and conclusion.

Instruct students to start by jotting down ideas which they want to include in their writing. Once they have their ideas noted down, the next step is to write a rough draft. The concept behind a draft is for students to organize their ideas into chronological order as learned in previous units. Doing this in draft format allows students to make changes before they write their final copy.

Walk around the class, offering personalized help and advice to each student. Once all the students have completed their writing, gather them all together and then hand them out again, making sure that everyone gets a different article to the one they wrote. Tell students to read their classmates article, looking for errors and offering advice on how to improve the writing.

Finally, ask each student to read his/her article to the class or collect each article to correct after class.

### Project Stage 3

In this stage of the project, students have to write the scripts that each person will be responsible for in the news program. In lesson 2, each group member was allocated a role and the piece or pieces of news to be presented were decided upon. Suggest that in order to correct their scripts, all members of the group should individually read through each script and offer advice or suggestions about ways of improving them. If students feel it is necessary, they can ask the teacher to quickly look over a script they are unsure of. Remind students that the news presenter is the person who is in the studio, presents each story and that they often pass live to the correspondent or reporter in the field. The producer is the person responsible for the overall production etc.

Reading and Writing

India's waste disposal system is informal, but very organized. Its capacity to recycle is more efficient than most recycling programs in the West. In a society where millions live in poverty with no food, housing or education, everything has a value.

Ms. Begum, now 35, has been working as a ragpicker for 14 years. She says that the donations she receives from the local communities are not enough to support her family.

That's why she also collects the food she finds in the trash to give to farmers who feed it to their cows in exchange for milk to help fill her children's stomachs.

In her home made from recycled trash, Ms. Begum expresses anger about her life and the government's donation. "It is the poverty that makes us do this work. If I had an alternative, I wouldn't be doing it. They are providing us with gloves and boots just so we don't get sick and stop working."

3. Go back to the text and find the words in red. Predict their meaning using context clues.

- a. Rifling: context clue: *rifling through the city's trash. While they search the trash...*  
Prediction: *rifling means to search or look through something*
- b. Dispose: context clue: *they recycle what they can and dispose of the rest.*  
Prediction: *Dispose means to throw away.*
- c. Meager: context clue: *people and on meager profits from the sale of discarded items.*  
Prediction: *small amount.*
- d. Harassment: context clue: *police harassment (ragpickers are frequently bothered...)*  
Prediction: *when someone is persecuted by others*
- e. Poverty: context clue: *millions live in poverty with no food, housing or education.*  
Prediction: *lack of the means*

Reading Strategy II

Use context clues in a text to make predictions about a sentence or unknown word before and during reading. Use information provided in the text and make logical conclusions to figure out the meaning of the word.

4. Answer the following questions using reported speech.

- a. According to Mr. Arora, what will the government give the state's ragpickers?  
*Mr. Arora mentioned that the state would supply 6000 ragpickers with protective gloves and boots.*
- b. Why did Mr. Arora consider the government's concession an important step?  
*Mr. Arora said that this was an important step because it is the first time the government has recognized this group of essential workers.*
- c. What did Ms. Begum say that the ragpickers wanted?  
*Ms. Begum said that they wanted wages, pensions, healthcare, education.*
- d. What did Ms. Begum say about the donations she receives from local communities?  
*She said that the donations she received from the local communities weren't enough to support her family.*
- e. According to Ms. Begum, what makes her work as a trash collector?  
*She said that it was poverty that makes her work as a trash collector.*

5. Write a news article about an event or situation of interest.

Paragraph 1:

\_\_\_\_\_

\_\_\_\_\_

Summary of event or situation

Paragraphs 2&3:

\_\_\_\_\_

\_\_\_\_\_

Detailed description of event or situation

Paragraph 4:

\_\_\_\_\_

\_\_\_\_\_

Conclusion – comments and action taken

Answers may vary.

Writing Strategy

Use context clues to help readers understand difficult words and complex sentences while reading.

Project Stage 3

- Write the scripts that each person will be responsible for.  
E.g. News Presenter: "And now we are going to pass to our Reuters' correspondent, Shelly Rowe, live in Syria."





## Lesson 4

# The Bottom Line



1. Listen to the following excerpts from different newspapers and fill in the gaps with expressions from the Word Bank.

- a. In the end **the bottom line** is that we need more public education. Anyone who is interested in our children's future understands this.
- b. Some police officers seem to **turn a blind eye** to the pirates working off the coast of Somalia. Last week a group of six suspected pirates were released without a trial.
- c. Many people **go to great lengths** to see the Dalai Lama when he speaks. One man traveled from Argentina to Japan and camped outside the auditorium for a week, just to get a seat in the front row.
- d. Investigations into crimes against humanity committed in Syria have **barely scratched the surface**. "It is very difficult to conduct a comprehensive investigation when the government closes its doors to foreign monitors", said a spokesperson for the United Nations.

### Word Bank

- barely scratch the surface
- the bottom line
- go to great lengths
- turn a blind eye

2. Read the excerpts again. Then, match the expressions with their corresponding meaning.

Expression	Meaning
a. go to great lengths	<b>d</b> 1. to only begin to explore or understand something
b. turn a blind eye	<b>c</b> 2. the main point or the conclusion
c. the bottom line	<b>b</b> 3. to consciously ignore something illegal or wrong without saying anything
d. barely scratch the surface	<b>a</b> 4. to do a lot to achieve a certain goal

3. Use your own information to write sentences with the expressions in the Word Bank. Then, share with a partner.

- a. barely scratch the surface: \_\_\_\_\_
- b. bottom line: \_\_\_\_\_
- c. go to great lengths: \_\_\_\_\_
- d. turn a blind eye: \_\_\_\_\_

*Answers may vary.*

The police investigations into the theft of the paintings have barely scratched the surface.

I know. Apparently the thieves went to great lengths not to leave any evidence.

### Reflect on Values

- I often read or listen to the news.
- I like to be informed about what's going on in the world.
- I keep up-to-date with world news.

Always	Sometimes	Never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Gap Activity

Student **A** goes to page **90**.  
Student **B** goes to page **92**.



## Lesson 4

# The Bottom Line

### Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to communicate using idioms related to the news and everyday occurrences.	<ul style="list-style-type: none"> <li>Uses idioms to talk about what was stated in the newspapers.</li> <li>Uses context to help understand colloquial expressions.</li> </ul>	<b>Vocabulary</b> <i>Barely scratch the surface</i> <i>Go to great lengths</i> <i>The bottom line</i> <i>Turn a blind eye</i>	<ul style="list-style-type: none"> <li>Inferring meaning of idioms through context</li> <li>Using idioms to make a conversation sound natural</li> </ul>

#### WARM UP

Tell students to look at the four expressions in the Word Bank and ask them to point out any individual words they are unfamiliar with. Words like *barely*, *scratch*, *surface*, *blind* and *lengths* might be some of the words that cause students problems. Create a quick class discussion about the new words by asking students to try and guess their meanings. It is always preferable that other students offer vocabulary meaning instead of the teacher.

#### PRESENTATION

- Listen to the following excerpts from different newspapers and fill in the gaps with expressions from the Word Bank.

Once all vocabulary doubts have been cleared up, play the audio for students to listen to and fill in the gaps with the expression that they hear.

Now, without giving the exact definition of the expressions away, call on a volunteer to read out each excerpt and discuss as a class what students think they are about and what the meaning of each expression is. At this stage of the lesson, don't tell the students if their prediction about the expression is right or wrong. Exercise 2 will clear up any doubts students may have.

- Read the excerpts again. Then, match the expressions with their corresponding meaning.

Now, based on the excerpts from exercise 1 and how each colloquial expression was used, tell students to choose the correct definition for each expression. Allow sufficient time and then call on four volunteers to offer their answers.

#### APPLICATION

- Use your own information to write sentences with the expressions in the Word Bank. Then, share with a partner.

Ask for two volunteers to read out the dialog to the class. Now instruct students to draw on their own information and knowledge to write four sentences, one with each idiom. Once students have finished writing the sentences, tell them to get into pairs and to make a conversation using the sentences they wrote. Walk around the class, correcting each student's written sentences and offering advice on pronunciation and sentence structure.

#### Reflect on Values

I often read or listen to the news. Ask students to reflect on how they become aware of the news or events that happen around them or in other countries. Do they listen to the news on the radio, watch it on television, read newspapers or read the news on the Internet?

I like to be informed about what's going on in the world. Tell students to consider their level of interest in world events and news. When they read the news, do they only look at certain sections of the newspaper, like the sports or entertainment section or do they only read the local news etc.

I keep up-to-date with world news. Here students should evaluate how often they read, watch or listen to the world news.

#### Gap Activity

This Gap Activity is designed to allow students to apply the Reported Speech structures they learned throughout the unit.

Tell students to get into pairs and decide who will be Candidate A and who will be Candidate B. As students are carrying out the activity, walk around the class to offer assistance and advice where necessary.

# Share Your Project

## 1. Discuss your experience.

**Check what you learned while working on the project.**

Many people are involved in collecting and presenting the news.

Tell students to think about the involvement of the different people connected to the collecting and presenting of the news. Obviously in their groups, only 3 or 4 people were involved. Ask them if this is normal or if they think that more people are involved in a real news presentation. Solicit the names of some of the positions, different to the ones fulfilled by their group members, of the people involved in the presentation of the news.

News reports should be informative and unbiased.

First, ask students if they understand the word *unbiased*. Encourage students to help with the definition of the word if they think they know it. If not, explain that it means to be impartial, with no prejudice. Also explain that its antonym is *biased*.

Next, students should reflect on the news articles they have read over the years as well as the news they are going to present in their group. Are good news articles full of the reporter's personal opinions or should they include only factual and unbiased information?

Being a news presenter would be interesting or being a news presenter would be frightening.

Start by making sure students understand the word *frightening*. Again, encourage students to come up with the definition, but in the case that none of them offer an exact definition, mention that it is an adjective which means scary or terrifying.

The answer to this question depends on the individual. People who don't like being in front of a camera or talking in front of large audiences will probably answer "frightening", whereas more extroverted people who have an interest in local and world affairs might answer "interesting". Tell students to reflect on their own personal experiences, likes and dislikes in order to answer this question.

## 2. Read and answer the questions below.

First of all, draw students' attention to the two questions at the end of the reading. Read through them with the students and clear up any doubts they have about vocabulary: *fictional* – an imaginative piece of writing, *factual* – based on facts and evidence, *biased* – prejudice and partial, *brief overview* – a short summary.

Remind them that reading the questions first helps them know what information to pay attention for when reading the article.

Now, draw students' attention to the title of the text, "Qualities of a Good News Report". Start by asking them what they think some of the qualities are of a good news report. They are likely to answer with words like *informative*, *unbiased*, *clear* etc.

Before reading, tell students to close their books and play the audio for them to listen to the text. Remind them to pay attention for the answers to the two questions which you have just discussed. Play the audio twice and then ask students to try and answer the questions based on what they heard. Do not correct answers at this point.

Now, divide the class into groups of five and tell them to each read a point or quality out to their group. Instruct students to underline words or phrases whose meanings they are uncertain of. Once their group has finished reading, tell them to discuss any vocabulary doubts they may have regarding its content. As the teacher, you should be ready to offer extra definitions to each group if needed.

Finally instruct the students to check their predicted answers to the questions which follow the article and discuss as a class.

## 3. Give your Presentation.

Call on two or three volunteers to read out the Give your Presentation box and then the teacher should read out the Useful Expressions box, giving examples for each space provided in order to assist students a little more with the suggested structures.

Remind students of the text they have just read regarding the qualities of a good news report and tell them to take the five qualities listed into account when presenting their news program. Finally, remind students to be quiet and respectful during the presentations so that everyone can benefit from the information presented.

# Share Your Project

## 1. Discuss your experience.

Check  what you learned while working on the project.

- Many people are involved in collecting and presenting the news.  Being a news presenter would be interesting.
- News reports should be informative and unbiased.  Being a news presenter would be frightening.

Answers may vary.



## 2. Read and answer the questions below.

## Qualities of a Good News Report

**Accuracy:** The overall article must give an accurate portrayal of an event or situation; a poor selection or improper emphasis of details can distort the truth.

To ensure accuracy, check and double check every detail and question sources carefully. Remember, some sources may intentionally misinform, so reporters often need to check with more than one source.

**Balance:** Balance, closely related to accuracy, is the selection of significant details. Balance involves giving facts proper emphasis and linking to other facts. A balanced story is also a complete story where both sides of an issue are presented, particularly if it is controversial.

**Objectivity:** News is a factual report of an event, not a report as seen by a biased person or reporter. The reporter should be as impartial and honest as possible. In fact, if a reporter does have a prejudice, he or she should decline to cover the story, or try his or her best to make sure both sides are covered equally.

**Clarity:** The most important information should come first. Begin with an introduction that gives a brief overview of the whole story and helps the reporter to present the information in an easy-to-understand manner. Writing simply allows the average reader to understand, even if he or she has no background or previous knowledge of the subject.

**Recent:** Timeliness is very important in news coverage. Other factors being equal, an editor will choose one story over another because of its timeliness.

a. A news report should be...

1. a fictional report.
2. a biased report.
3. a factual report.

b. A brief overview of the whole story should be in the...

1. introduction.
2. main body.
3. conclusion.

## Give your Presentation

### News Presenter

- Greet your audience.
- Introduce your program and yourselves.
- Pass live to correspondents.

### Correspondents

- Greet the news presenter.
- Deliver the news.
- Pass back to the studio.

### News Presenter

- Concludes the news.
- Says good bye.

## Key Expressions

**Biased:** having preconceptions or prejudices

## Useful Expressions

### News Presenter

- Good morning/afternoon/evening, I'm (your name) and this is (name of other presenter if there are 2) and we're here live with you at the (name of news studios) studios.
- We're going to pass (names of city and country) where our live correspondent (name of group member) is ...

### Correspondent

- Hi (name of the presenter) I'm here with ...
- If you look over here ...
- It looks like ...
- What's more ...
- (name of the presenter) passing back, live to you in the studio.

### News Presenter

- And that was (name of correspondent) live in (name of city / country)
- This is (name of the news program) bringing you the latest and most up-to-date news from around the world. Thank you and goodnight.



Comic

# A News Struggle



Read and listen.

Saturday, 7 AM



It says there was an earthquake in Chile this morning.

Really! How strong was it?

Let me read the article and I will give you the details.



Morning! Dad can I have the sports section?

Thanks.

Here you go.



Hey dad, I need the news section for a school project.

Dad, it's for school!

But I am reading it!

OK. I'll read the business section then.



And breakfast is served.

It looks delicious!

Thanks mom!

Thanks honey!



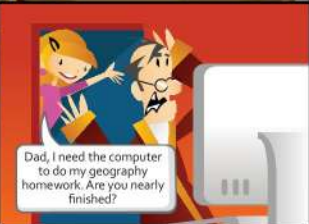
Honey, can I have the business section? I want to check my stocks.

Here, take it. I'll read the entertainment section.



Hey dad, what's on at the cinema?

Here, just take it all. I'll read the paper on the Internet, in peace!



Dad, I need the computer to do my geography homework. Are you nearly finished?





Comic

# A News Struggle

Read and listen.   

## Pre-Reading

Before reading the comic ask students if anyone has the newspaper delivered to their house in the mornings or if their parents buy it at the local store. If there are students who get the printed newspaper at home, ask them if they or their parents like to read the paper while eating breakfast. Also inquire if there are ever any discussions or arguments about who is going to read which section.

Explain that having the daily newspaper delivered directly to one's house is very common in many countries like America, Australia and England etc.

## While Reading

Alert students to the fact that they are going to listen to the audio file of the comic and that they have to follow what is being said in their books. Remind them to pay attention to the pronunciation and word stress since they are going to act out the comic afterwards in groups.

Now, choose 4 volunteers to read the comic to the class. Preferably two boys (father and son) and two girls (mother and daughter).

Next, ask questions to check for comprehension: *E.g. Which section did the son want? Which sections does the daughter ask for? Which section does the mother want? What is the mother cooking? And finally ask: Is the father able to read the newspaper on the Internet in peace?*

## Post-Reading

After having read the comic as a class and discussing its content, organize students into groups of four and assign a character to each student: father, mother, son and daughter. Instruct them to spend some minutes practicing the dialog and rehearsing a short play with actions based on the pictures in the comic. The idea is that each group presents a short play with their interpretation of the comic to their classmates.

After each group presents their play to the class, the teacher and other students should offer advice and suggestions regarding pronunciation or word stress etc.

# Quiz Time

## Before the test

This test will help you evaluate the different objectives proposed throughout the unit: *to be able to report what was stated in newspapers, on the radio or on television.*

Students are challenged by the test to use reported speech for statements and requests, as well as understanding newspaper headlines and matching them with their corresponding illustrations. They are also given the opportunity to put the different learning strategies seen throughout the unit into use.

### 1. Match the pictures with their corresponding newspaper headlines.

This exercise will help you evaluate students' understanding of newspaper headlines. Remind them that headlines should capture the essence of the news article.

### 2. Listen to the following people talk about the news they heard. Match each person with their corresponding reported statements.

 Track 51

Students will listen to 4 people talking briefly about the news they have heard. This exercise challenges students' ability to understand spoken news and then report what they heard in Reported Speech. Remind students that it is always a good idea to read through the written questions or statements first in order for them to know what specific information to listen for. It also lets them know what topics and vocabulary to expect in the audio.

### 3. Rewrite the requests in reported speech.

This exercise will help assess students' ability to understand an original request and then report what was requested using indirect speech. Highlight the importance of the verb tense changes when using Reported Speech.

### 4. Check the word that best replaces the expressions in bold.

Here students have to use the context clues surrounding the unfamiliar words in order to understand their meaning and decide on a synonymous word or expression. Their ability to make predictions using context clues is evaluated.

Advise them to look for context clues in the sentences to work out the meaning of the words in bold face. Also tell them to try and eliminate at least one answer that they are sure is incorrect if they are having problems deciding on an appropriate synonymous word.

## Self-Evaluation

Have students read the Self-Evaluation chart individually and invite them to recognize how well they accomplished each objective of the unit (*to report what people have said, report what people have requested and use context clues to predict meaning*) by selecting *very well, OK or a little.*

Encourage them to reflect on their mistakes and their attitude towards the unit. Explain that by reflecting on mistakes, we have the opportunity to learn from them and improve. Ask students to think about their strengths and weaknesses and invite them to try and come up with ideas on how to improve their learning techniques. Ask the more advanced students to offer some advice about learning techniques which they use.

Finally, refer students to the corresponding Grammar Charts to help them better understand the grammar rules applied throughout the unit.

# Glossary

Go over the vocabulary in the Glossary on page 72. This is a good opportunity to emphasize pronunciation and to give some examples of how the words are used correctly in sentences. Divide the class into 2 groups. They are going to play a game which is a cross between charades and Pictionary. Basically one student from Team A comes to the front of the class and the teacher assigns him/her a word from the Glossary. The student then has to act the word out or draw it on the board while his/her teammates try to guess

the word. They get 1 minute per word. If the team correctly guesses the word, they win 1 point. Next it is Team B's turn. The game continues until all the students in each team have drawn or acted out a word. The winning team is the group which correctly guesses the most number of words.

Clarify any possible doubts about the words. Then, encourage students to solve the Glossary Activities on page 97. Please bear in mind that this page corresponds to page 72 in the Teacher's Guide.

# Quiz Time

1. Match the pictures with their corresponding newspaper headlines.



a.



c.



b.



d.

**b** Haiti Rocked by Major Earthquake

**c** Woman Arrested over Computer Theft

**a** Barcelona Beats Real Madrid 2-1

**d** Sunny Days Predicted for the Weekend

2. Listen to the following people talk about the news they heard. Match each person with their corresponding reported statements.

People	Reported Statement
a. Annie said	<b>c</b> police had warned Internet users to be careful when talking to strangers on the Net.
b. Pete said	<b>b</b> many European countries would be at risk of entering an economic recession.
c. Tim said	<b>a</b> the weather forecast had predicted a high of 90°F for that day.
d. Rosy said	<b>d</b> two mountain climbers had been rescued by the Royal Air Force in Scotland.

3. Rewrite the requests in reported speech.

- a. "Don't drink the local water!" *The tour guide ordered us not to drink the local water.*
- b. "Close the windows when you leave." *My dad asked me to close the windows when I leave.*
- c. "Open your textbooks to page 24." *The teacher told us to open our books to page 24.*
- d. "Be careful when you cross the road." *The police officer advised me to be careful when we cross the road.*

4. Check  the word that best replaces the expressions in bold.

- a. They found Tim Jackson **culpable**. The judge sentenced him to 3 years in jail.
- b. A heavy **storm** rocked the city last night. Winds were so powerful that many trees fell over, destroying cars and houses.
- c. Many people were **injured** in the demonstration and taken to the hospital. Luckily, nobody was killed.

<input type="checkbox"/> innocent	<input type="checkbox"/> hiding	<input checked="" type="checkbox"/> guilty
<input checked="" type="checkbox"/> bad weather	<input type="checkbox"/> good weather	<input type="checkbox"/> bomb
<input type="checkbox"/> angry	<input checked="" type="checkbox"/> hurt	<input type="checkbox"/> happy

## Self-Evaluation

### Now I can...

- report what people have said.
- report what people have requested.
- use context clues to predict meaning.

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

# Glossary

## A-E

**arrest: v.** the act of capturing someone. (syn. detain, capture, catch)

**bank robbery: n.** the crime of stealing from a bank. *The bank robbery took place at 10 AM.*

**beat: v.** to defeat. *Liverpool beat Newcastle last night.*

**biased: adj.** having preconceptions or prejudices.

**catch: v.** to capture or seize. *The police caught the criminal.*



**clone: v.** to create identical copies of a living being; to copy someone else's information into a memory device. *The scientists cloned the sheep.*

**crash: v.** to collide into; to smash into.



**distort: v.** to twist out the true meaning or proportion. (syn. to falsify, deform, contort)

**earthquake: n.** trembling of the earth. *The earthquake destroyed the city.*

## F-J

**forecast: n.** prediction of a future event or condition. *The weather forecast predicted heavy rain.*

**healthcare: n.** professional field concerned with the maintenance or restoration of good health. *Australia's healthcare system is very good.*

**hostages: n.** a person taken by force to secure the taker's demands. (syn. captive)

**issue: v.** to officially make something public. (syn. publish, distribute, circulate)

**judge: n.** one who presides over trials. *The judges sentenced the thief to 3 years in jail.*

## K-R

**lifeguard: n.** person responsible for the safety of others in water.



**meager: adj.** lacking in the amount of quantity. (syn. small, poor, little, insufficient)

**official statement: n.** printed record or account of activity. (syn. declaration, official account)

**poverty: n.** the state of being poor or destitute. *The poverty in India is very obvious.*

**profit: n.** financial gain. (syn. earnings, gain, proceeds)

**ragpicker: n.** trash collector; term used to describe lower levels of Indian society who collect waste from the trash. *Indian ragpickers are harassed by the police.*

**recession: n.** slow economy. *The recession in Europe is affecting many countries.*

**rescue: v.** to save from harm or danger. *The firemen rescued the little girl from the tree.*



**Richter Scale: n.** rating system used to grade the intensity of earthquakes. *The earthquake measured 7.2 on the Richter Scale.*

**rifle: v.** to search frantically. (syn. look through, rummage)

**rock: v.** to move backwards and forwards. (syn. shock, sway)

## S-Z

**sentence: v.** to impose a punishment. (syn. convict, penalize)

**thief: n.** a person who steals another person's property. (syn. robber, burglar,)

**threaten: v.** to say you will cause someone harm if they do not do what you want.

## Colloquial Expressions

**To barely scratch the surface:** to only begin to explore or understand something.

**The bottom line:** the main point or the conclusion.

**To go to great lengths:** to do a lot to achieve a certain goal.

**To turn a blind eye:** to ignore; let something illegal or wrong happen without saying anything.





Unit 5

# Glossary Activities

1. Find the 11 verbs from the glossary in the word search.



2. Complete the following newspaper headlines with verbs from the previous exercise.

a. Scientists to Clone Mammoth

e. President Distorts Truth Opposition says

b. Spain Beat Netherlands to Win 2010 World Cup

f. Planes Crash into World Trade Center

c. Huge Wave Rocks Cruise Ship

g. Police Arrest man for Stealing Car

d. Chile Issues Earthquake Warning

h. Firefighters Rescue Family from House Fire

3. Circle the correct words or phrases to complete the article.

The United Nations Development Program has issued an official statement / bank robbery which declares that one in five people lives in extreme forecast / poverty and survives on less than one dollar a day; while half of the world's population is trying to manage below the poverty level of two dollars a day.

Extreme poverty is classified as having no access to basic human needs like recession / healthcare, clean water, nutrition, education, clothing and shelter.

Unfortunately many experts consider that recent studies on poverty have only barely scratched the surface / gone to great lengths and that as the world economic profit / recession worsens, we will start to see an increase of poverty in developed countries.

In response to the recent studies, many socialist governments have called for higher taxes on people and companies which make huge profits / hostages. According to Susan Gilford of the World Poverty Association, these people and companies have a "social obligation" to help eradicate world poverty and homelessness. "They can no longer bottom line / turn a blind eye to an ever-increasing social problem which is affecting an ever-increasing percentage of the world's population."

So, is it time for large multinational companies and the world's economic elite to pay higher taxes in order to combat world poverty? Let us know your thoughts by writing to [www.worldnews.com](http://www.worldnews.com).



**UNIT**


# Going Back in Time! 6

**Skills**
**CEF Standards**
**Indicators**
**Listening  
Comprehension**

Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.

- Listens to and understands information about important inventions and historical events which have changed our society.

**Reading  
Comprehension**

Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.

- Understands factual texts on important inventions and historical events
- Identifies the order of paragraphs in a text.
- Identifies subtitles in a text in regards to the information presented.

**Oral  
Interaction**

Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.

- Gives his/her opinions about which historical events or inventions were more important.
- Uses the third conditional to speculate about what might have happened if things had been different in the past.
- Uses phrasal verbs to talk about historical events and inventions.

**Oral  
Expression**

Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

- Participates in giving an informative presentation about an important invention.
- Uses the third conditional to talk about what might have happened if a particular invention hadn't taken place.
- Uses phrasal verbs to talk about 20th century inventions and events.

**Written  
Expression**

Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.

- Writes an informative article about an important historical event or invention from the 20th century.
- Organizes a text into chronological order.
- Writes appropriate titles and subtitles to help organize a text into a clear format.

UNIT

# 6 Going Back in Time

## ► General Objective

You will be able to talk about important inventions and historic events from the 20th century.

## ► Communication Goals

You will learn how to

- give basic details about different inventions and important events from the past.
- speculate about what would have happened if things had been different in the past.

## ► CLIL

- Pivotal Inventions
- Important Historical Events

### Vocabulary

- Words associated with historical events and inventions

### Grammar

- Phrasal verbs
- Third conditional

## ► Idioms and Colloquial Expressions

- |                       |                         |
|-----------------------|-------------------------|
| • <i>To be fed up</i> | • <i>Rule of thumb</i>  |
| • <i>To iron out</i>  | • <i>See eye to eye</i> |
| • <i>Pave the way</i> | • <i>Up-to-date</i>     |
| • <i>Rest assured</i> |                         |

## ► Project

A PowerPoint Presentation  
You will research an important invention that has changed the way society functions and make a PowerPoint presentation.

### Discuss:

- Can you name any important 20th century inventions which have changed society?
- How did they change society?
- Which historic events from the 20th century are you familiar with?





Lesson 1

# 20th Century Inventions

1. Match each invention with its corresponding picture and guess the year of its creation. Confirm your answers in exercise 2.

\* 1901 \* 1903 \* 1909 \* 1926 \* ~~1938~~ \* 1946 \* 1974 \* 1977

- |                   |             |                           |             |
|-------------------|-------------|---------------------------|-------------|
| a. ballpoint pen  | <b>1938</b> | e. cell phone             | <b>1977</b> |
| b. airplane       | <b>1903</b> | f. vacuum cleaner         | <b>1901</b> |
| c. television     | <b>1926</b> | g. disposable razor blade | <b>1909</b> |
| d. microwave oven | <b>1946</b> | h. Rubik's cube           | <b>1974</b> |



2. Listen and complete with the verbs in the Word Bank. Then, complete the grammar chart.

### Word Bank

- clean up
- left behind
- came across
- give out
- **come up with**
- work out
- relied on
- take after

- a. King Camp Gillette, in 1909, **came up with** the invention of the first disposable razor blade. It replaced the original straight razor, which was like putting a knife to your throat.
- b. Percy Spencer invented the microwave oven in 1946. He **came across** the idea of using microwave energy to heat and cook food while working at Raytheon.
- c. The vacuum cleaner was invented by Hubert Cecil Booth in 1901. It was designed to **clean** dust and dirt **up** by sucking them into a cylindrical container.
- d. The invention of the cell phone in 1977 by Bell Labs **counted on** previous inventions of the telephone and radio to work efficiently.
- e. Hungarian inventor, Lazo Biro, created the ballpoint pen in 1938. This invention **left** the old styled fountain pen **behind**, making it obsolete.
- f. The Wright brothers invented the first working airplane in 1903. They designed it to **take after** a flying bird.
- g. The Rubik's cube, invented in 1974 by Erno Rubik, is a toy puzzle which is very difficult to solve. Many people spend hours trying to **work** it **out**.
- h. The first television set was created by John Logie Baird in 1926. He designed it to **give** analog audio and video signals **out**.

3. Use the definitions provided and the information from exercise 2 to complete the phrasal verbs.

- |                        |                           |                        |                        |
|------------------------|---------------------------|------------------------|------------------------|
| a. <b>leave behind</b> | to become obsolete        | e. <b>work out</b>     | to solve or figure out |
| b. <b>rely on</b>      | to count or depend on     | f. <b>come up with</b> | to invent or create    |
| c. <b>clean up</b>     | to make neat and tidy     | g. <b>give out</b>     | to emit or broadcast   |
| d. <b>take after</b>   | to resemble; to look like | h. <b>came across</b>  | to find accidentally   |







## Lesson 1

# 20th Century Inventions

### Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to use phrasal verbs to discuss different 20th century inventions.	<ul style="list-style-type: none"> <li>Uses pictures to identify different inventions.</li> <li>Uses phrasal verbs to give information about inventions.</li> <li>Identifies and corrects errors in phrasal verb use.</li> </ul>	<p><b>Vocabulary</b> come across, come up with, clean up, give out, leave behind, rely on, take after, work out</p> <p><b>Expressions</b> Rest assured Up-to-date</p> <p><b>Structures</b> Phrasal Verbs</p>	<ul style="list-style-type: none"> <li>Reading questions before listening to know what specific information to listen for</li> </ul>

### WARM UP (books closed)

Bring into class a couple of pictures of important or famous inventions that aren't mentioned in the lesson, e.g. *the light bulb* or *the car*. Show them to the students and ask if they know who invented them and when: *Light bulb - Humphrey Davy in 1809 before Thomas Edison developed the first commercial light bulb in 1879. Car - Karl Benz in 1886 before Henry Ford developed the first commercial car in 1908.*

Now, create a class discussion by asking students if they can name any other important or interesting inventions. Keep the discussion going by prompting extra information about the inventions they mention. E.g. *Who invented it? When was it invented? What was/is it used for? And so forth.*

Finally, let students know that throughout the unit they are going to find out about different 20th century inventions and events.

### PRESENTATION 1

#### 1. Match each invention with its corresponding picture and guess the year of its creation.

Confirm your answers in exercise 2.

Before tackling the exercise, inform students that they are not expected to know the years when all the inventions were invented, but that they should try and make "educated guesses" (guesses based on evidence or knowledge that students might already have about the topic). To correct their answers, students have to wait until they finish exercise 2.

### PRACTICE Track 52

#### 2. Listen and complete with the verbs in the Word Bank. Then, complete the grammar chart.

Direct students to read through the texts and underline individual words or phrases that they do not understand. Discuss unfamiliar vocabulary as a class.

Next play the audio twice (maybe three times if necessary) for students to be able to fill in the gaps with the phrasal verbs they hear. Call on 8 different volunteers to read out a paragraph each to the class in order for students to correct their own work. Discuss any doubts students may have.

Now tell students to go back and correct their answers in exercise 1.

Before continuing with the second part of this exercise—to complete the Grammar Chart on page 75—guide students to answer question 3.

### PRESENTATION 2

#### 3. Use the definitions provided and the information from exercise 2 to complete the phrasal verbs.



Instruct students to use the information provided in exercise two to infer the definitions of the phrasal verbs. Use the example answer to point out the inference: *This invention left the old-styled fountain pen behind, making it obsolete.* Explain that the clue is "making it obsolete," which means to no longer be in use.

Also point out that the phrasal verbs are in their base form and that they already have some of the letters filled in, making it easier for students to work out the answers.

Now direct students to fill in the Reflect on Grammar box on the page 75. Remind them that to complete the chart, they need to use the information from exercise 2. Call on a couple of volunteers to read the Grammar Chart to the class and remember to emphasize a couple of points: 1. *That phrasal verbs often have completely different meanings to the same verb used without the particle.* 2. *There is no rule to tell if a phrasal verb is separable or non-separable, so they have to learn them by heart.* 3. *When using a pronoun with a separable phrasal verb, it must be placed between the verb and the particle.*

Clear up any doubts students might have before moving on to the next exercise.

## ● PRACTICE

### 4. There are four mistakes in the use of phrasal verbs. Find and correct them based on exercise 2.



Instruct students to read through the text individually and to identify all the phrasal verbs used throughout the text. There are six in total, all from the previous Word Bank. In order of appearance, they are: *leave behind*, *work out*, *take after*, *come up with*, *count on*, and *come across*. Once students have identified the six phrasal verbs, remind them to use the information from the Reflect on Grammar box regarding separable and non-separable phrasal verbs, along with exercise 2 to figure out which are separable and which are non-separable: *Separable = leave behind, work out*. *Non-separable = take after, come up with, count on, come across*. Given this information, students should now be able to decide which phrasal verbs are used correctly in the passage and which are not.

Tell students to check their answers with a partner and then call on volunteers to read a paragraph each of the text to the class. Alternatively, you can create discussions about each phrasal verb you *come across* and its use. *E.g. Is "leave behind" separable or non-separable? What does it mean? Is it used correctly in the passage?*

### 5. Listen to a presentation about inventions and answer the questions. Track 53

Before listening, direct students' attention to the Listening Strategy. Remind them to read the questions before listening in order for them to know what information to pay attention for. From these questions we know some of the things the recording will be talking about: *disposable razor blade, fountain pen, Rubik's cube and something that facilitates finding information*.

Play the audio twice for students to listen to and then ask them to try and answer the questions. In order to correct their answers, play the audio a third time, but stopping after each section relevant to the questions. This will give you the opportunity to direct students' attention only to the relevant information regarding the specific question. Repeat the section a second time if needed.

If there is still some extra time once the four questions have been answered, ask students some other questions regarding the audio. *E.g. Apart from finding information, according to the text, what else does the Internet do?*

## Project Stage 1

Organize students into groups of three or four and alert them to the fact that they are going to investigate one invention from the 20th century which has been important to society and the way it functions. Tell students to each think of two inventions to share with their group members and create a discussion about why they think that these two inventions were important and how they changed society. Walk around the class to assist with the discussions.

Finally, once all the students have put forth their inventions, tell the groups to agree on just one of the inventions to further investigate. It would be good if each group decided on a different invention, so be careful to help groups change their choices if need be.

## Reflect on Grammar

## Phrasal Verbs

Consist of a verb + a preposition or an adverb that modifies or changes the original verb's meaning. Phrasal verbs are either separable or non-separable.

## Separable Phrasal Verbs

Can be separated by their object. When the object is a noun, it can be placed between the verb and particle or after the particle.

He designed it to give out analog audio and video signals. (object: analog audio and video signals)

He designed it to give analog audio and video signals out

When the object is a pronoun, it must be placed between the verb and the particle.

Many people spend hours trying to work it out (it = the Rubik's cube)

## Non-separable Phrasal Verbs

The particle and verb cannot be separated by their object.

They designed it to take after a flying bird. (object = a flying bird)

~~They designed it to take a flying bird after.~~

Note: There is no rule to tell which is which.

## 4. There are four mistakes in the use of phrasal verbs. Find and correct them based on exercise 2.

Today, new technology is rapidly replacing the old, outdated gadgets from the past. Even though some people still use outdated technologies like CDs or DVDs, rest assured that society is in the process of leaving behind them.

In fact, technology has advanced to such a point that nowadays we have computers that can work all sorts of problems out, including how to send a spaceship to the moon and back.

Looking at today's most up-to-date computerized systems and devices, it is hard to see how all this takes the original electronic computer after developed back in 1942. Since its appearance, the computer has been subject to unbelievable technological advancements, enabling companies to come up with mini cellular computers such as the Blackberry and the iPhone.

The Internet, another hi-tech achievement, uses the most up-to-date technology; in fact, one could say it counts it on. The Net has given people all over the world access to huge amounts of information. With just a simple click of your mouse you can come it across all.

Whether we are sending people to the moon or simply talking to a friend on our cell phone, I think we would all have to agree technology is advancing at such a fast rate that it's incredible to think what might be possible in the near future.

## Key Expressions

Rest assured: no need to worry  
Up-to-date: modern

- a. leaving them behind  
b. takes after the original electronic computer

- c. counts on it  
d. come across with

## 5. Listen to a presentation about inventions and answer the questions.

- a. What became obsolete when the disposable razor blade was invented?  
*The old shaving with a knife technique was left behind when the disposable razor blade was invented.*
- b. Which invention imitates the fountain pen?  
*The ballpoint pen imitates it.*
- c. Which invention facilitates the finding of information?  
*The cell phone facilitates the finding of information.*
- d. What does the lecturer think about the Rubik's cube?  
*It's a toy that is very difficult to solve.*

## Listening Strategy

Read the questions before listening to know what specific information to listen for.

## Project Stage 1

- In groups of 3 or 4, discuss and select various important inventions from the 20<sup>th</sup> century which have changed the way society functions.
- Agree on 1 invention to investigate further. E.g. *The airplane, the compact disc and the ballpoint pen, etc.*



## Lesson 2

## Groundbreaking Events



1. Listen to a debate about the 20th century and replace the underlined words with a synonym you hear. Use the Word Bank.

## Vocabulary Strategy

Use synonyms to help understand the meaning of unfamiliar words.

**Professor Jones:** Well, technologically speaking and from a humanitarian point of view, I think that the moon landing was probably the most significant achievement **accomplishment** of the 20<sup>th</sup> century. As President Nixon said, "For one priceless moment in the history of man, all the people on this Earth are truly one." If the moon landing had never happened, humanity would never have had the experience of being one.

**Professor Schmitz:** I understand what you are saying, but I personally think that other events, like when the Berlin Wall was broken down **topped** in 1989 (a), were more important **pivotal** (b) for humanity. The Cold War wouldn't have ended when it did if the wall hadn't fallen. And that's not to mention that if the Berlin Wall hadn't fallen, Europe would have remained divided with a physical limit **boundary** (c) between the Eastern communist states and the Western democratic states.

**Professor Jones:** I agree that the fall of the Berlin Wall was an important event from the 20<sup>th</sup> century, but its effects were limited to Europe, while the moon landing saw the whole human race feel united for the first time in history. It truly was a pioneering **groundbreaking** (d) event.

**Professor Schmitz:** That is if the moon landing actually happened! There are many people who believe that it was a conspiracy **hoax** (e) and that man never walked on the moon.

**Professor Jones:** Well, if the moon landing had been a conspiracy, how could they have filmed the live coverage?

## Word Bank

- accomplishment
- hoax
- boundary
- groundbreaking
- pivotal
- toppled

2. Use the information from above to complete the grammar chart.

## Reflect on Grammar

## Third Conditional

Use it to speculate about unreal situations or conditions which are impossible to fulfill because they have already occurred in the past.

## Condition:

If + the Past Perfect tense

## Result:

would / could / might + the Present Perfect tense

If the moon landing **had** never happened, humanity **would** never **have** **had** the experience of being one.

**Clause Order:** clauses can be interchanged (result + condition). In this case, no comma is used.

The Cold War **wouldn't** **have** **ended** when it did if the wall **hadn't** **fallen**

**Questions:** (condition + question)

If the moon landing **had** **been** a conspiracy, how **could** they **have** **filmed** the live coverage?



## Lesson 2

# Groundbreaking Events

### Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to use the Third Conditional to speculate about important historic events from the 20th century.	<ul style="list-style-type: none"> <li>■ Reads and understands articles and phrases which use the Third Conditional to talk about historic events.</li> <li>■ Uses the Third Conditional to talk about historic events.</li> </ul>	<b>Vocabulary</b> accomplishment, boundary, groundbreaking, hoax, pivotal, toppled  <b>Structures</b> Third Conditional	<ul style="list-style-type: none"> <li>■ Using synonyms to help understand the meaning of unfamiliar words</li> <li>■ Using <i>you mean that...</i> to show understanding of what a person is saying</li> </ul>

#### WARM UP (books closed)

Start by writing the following 20th century events on the board: *World War I, World War II, The Holocaust, Vietnam War, Moon landing, End of the Cold War*. First of all, ask students if they have heard of or know about these events and start a class discussion by asking them what they know about each event. Encourage discussion by asking questions like: *When was WWI/WWII? Who was involved in the Vietnam War? When did the Cold War end? What was the significance of the end of the Cold War? What was the Holocaust? And so forth.* Then, ask students which event they consider to be the most important for society. Discuss their opinions by asking them to give reasons for their decisions.

#### PRESENTATION 1

1. Listen to a debate about the 20th century and replace the underlined words with a synonym you hear. Use the Word Bank.



Before listening to the recording, tell students to spend 10 minutes of the class reading through the text and trying to make "educated guesses" about which words from the Word Bank belong to which synonyms. Take advantage of this time to also clear up any doubts students may have regarding vocabulary and phrase meaning.

Now, play the audio and tell students to check their *guesses*. Once students have corrected their own work, create a discussion. Ask them to think back to the Warm Up activity and decide if they think that the Moon landing was more important than the end of the Cold War or vice versa. Solicit reasons for their points of view.

Finally, tell students to read the text with a partner while the teacher walks around the class offering assistance and encouraging students to try their best.

#### PRESENTATION 2

2. Use the information from above to complete the grammar chart. 

Advise students that to complete the Reflect on Grammar chart, they need to use the information provided in exercise 1. Call on volunteers to read the points of the box to the class and empathize 3 main points: 1. *The Third Conditional is used to talk about situations in the past that can't be changed, but and would like to consider what it would be like if things had different.* 2. *The order of the two clauses, the condition clause and followed by the result clause.* 3. *The word "would" can be changed for other modal verbs.*

Refer students to the Grammar Charts on page 104 for further information regarding the Third Conditional.

## ● PRACTICE

### 3. Based on the reading, decide if sentences 1 and 2 are T (true) or F (false).

This exercise will allow you to assess the students' understanding of the use of the Third Conditional structure. To complete this exercise effectively, students need to understand the difference between the two clauses and how the result clause depends on the conditional clause. Use example a. to illustrate this to the class: *If the moon landing had never happened, humanity would never have had the experience of being one.* 1. *The moon landing happened. (True)* 2. *Humanity has never experienced being one. (False)*. Given that the Third Conditional talks about something in the past that we cannot change, we know that this sentence states that the moon landing did happen and that is why humanity experienced being one. Hence, sentence 1 is true and sentence 2 is false.

Remind students that the conditional clause usually uses a negative sentence to refer to a situation which did really take place in the past, or an affirmative sentence to refer to a situation that didn't really take place. *E.g. If the moon landing had never happened... (we know the moon landing happened so we use If + the event in negative). / If the Cold War had continued... (we know that the Cold War ended so we use If + the event in affirmative).*

Allow sufficient time for your students to work through all the questions. Once ready, correct as a class. Students may find this conditional structure difficult to grasp, so it is a good idea to check each answer, asking students to mention why they answered the way they did.

## ● PRACTICE

### 4. Complete using the third conditional.

Using the structures learned in the Reflect on Grammar box and previous exercises, students have to complete the sentences. Remind students about the different verb tenses used in the conditional clause and the result clause. Tell them to spend 5 minutes completing the sentences individually, and then they should correct their answers in small groups of 5 or 6 students. Walk around the class, double checking that the groups have answered correctly.

## ● APPLICATION

### 5. Speculate and discuss with a partner what would have happened if one of the events or inventions below hadn't taken place. Track 55

Before tackling the exercise, direct student's attention to the Speaking Strategy box and the Pronunciation box. Highlight that "you mean that..." is used to confirm understanding of what someone has said, and then play the audio for students to practice the pronunciation of the contractions. Inform students that contractions are commonly used in spoken English, but that they are not so common in written English since they are considered informal.

Continue by asking if students know about the four events or inventions listed. Some might not know the Human Genome Project. Explain that it is a project with a primary goal of identifying and mapping all of the human genes.

Now, call on 2 volunteers to read out the example dialog to the class. Given that the Third Conditional structure can be a little complicated at first, allow students to write Third Conditional sentences on pieces of paper about the event or invention they are going to discuss. Walk around the class room, checking students' Third Conditional statements and listening to their discussions in order to give constructive feedback. Don't forget to encourage students by telling them that they are doing well or that they have improved a lot, as well as pointing out grammatical or pronunciation errors they may have.

## Project Stage 2

Tell your students to begin researching in depth the invention their group chose to investigate. Suggest they use not only the internet, but also any other material like books, brochures, documentaries and so forth, to gather information. Remind them to look into who invented it, how and why it was invented, any positive or negative impacts it might have had on society and hypothetical situations about what might have happened if the invention hadn't occurred.

3. Based on the reading, decide if sentences 1 and 2 are T [true] or F [false].

- a. If the moon landing had never happened, humanity would never have had the experience of being one.  
 T 1. The moon landing happened.  
 F 2. Humanity has never experienced being one.
- b. The Cold War wouldn't have ended if the Berlin Wall hadn't fallen.  
 T 1. The Cold War ended.  
 F 2. The Berlin Wall didn't topple.
- c. If the Berlin Wall hadn't fallen, Europe would have remained divided between the East and the West.  
 F 1. The Berlin Wall wasn't toppled.  
 T 2. Europe didn't remain divided between the east and west.
- d. If the moon landing had been a conspiracy, how could they have filmed the live coverage?  
 F 1. The moon landing was a hoax.  
 T 2. The moon landing was filmed live.



4. Complete using the third conditional.

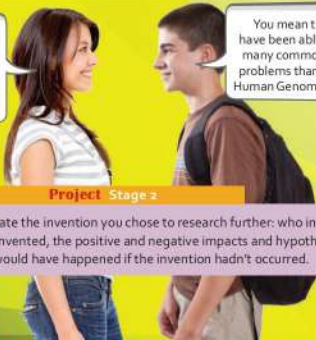
- a. If the Berlin Wall **hadn't toppled** (not topple), East Germany and West Germany **would've remained** (remain) two separate states.
- b. If the moon landing **had been** (be) a hoax, more people **would've realized** (realize) it was.
- c. There **wouldn't have been** (not be) so much suffering if they **hadn't built** (build) the Berlin Wall.
- d. If the moon landing **had been** (be) a failure, people **would've reacted** (react) differently.

5. Speculate and discuss with a partner what would have happened if one of the events or inventions below hadn't taken place.

- a. September 11th    b. Facebook    c. Internet    d. Human Genome Project

I think that if the Human Genome Project hadn't taken place, we wouldn't have been able to treat and cure so many health problems.

You mean that we have been able to treat many common health problems thanks to the Human Genome Project?



Project Stage 2

- In your groups, investigate the invention you chose to research further: who invented it, how and why it was invented, the positive and negative impacts and hypothetical situations about what would have happened if the invention hadn't occurred.

Speaking Strategy

Use *you mean that...* to show understanding of what a person is saying.

Pronunciation

Contractions

Listen and repeat.

- would have = would've - /wʊdʌv/
- could have = could've - /kʊdʌv/
- might have = might've - /maɪtʌv/



# A Pivotal Accomplishment

1. Discuss the following questions as a class.

- When did man first walk on the moon?
- Who was the first man to walk on the moon?
- What are the differences between walking on the moon and walking on Earth?

2. Read the following article, match each section with a subtitle and put the sections in order. Then, listen and check.

## THE FIRST MAN ON THE MOON

### 4. *Walking on the moon*

Five days after leaving Earth, Commander Neil Armstrong became the first man on the moon. His historic words, "That's one small step for a man, one giant leap for mankind," were heard by people all over the world. A camera in the lander provided people back on Earth live television coverage as the event took place on July 16th, 1969.

To be able to walk on the moon's surface, the astronauts needed to wear a space suit with a life support system and also had to get used to the reduced gravity which allowed them to jump very high compared to jumping on Earth. The astronauts spent a total of two and a half hours on the moon's surface. While there, they performed a variety of experiments and collected lunar soil and rock samples to bring back to Earth.

### 2. *The Launch*

Astronauts Neil Armstrong, Edwin "Buzz" Aldrin and Michael Collins left behind their friends and families as Apollo 11 launched from Kennedy Space Center in Florida on July 16th, 1969. Neil Armstrong was the commander of the mission and responsible for giving out the orders to his fellow astronauts. They were headed to the moon!

### 1. *Leading up to the Launch*

In 1961, U.S. President John F. Kennedy challenged NASA to land a man on the moon before the end of the decade (before 1970). The race to meet his goal would count on the greatest technological achievement the world has ever seen. The subsequent Apollo missions (spaceflights) were used as preparation for the first moon landing. Apollo 8 and Apollo 10 flew all the way to the moon, around it, and then back to Earth. Finally, everything was ready.

### Reading Strategy

Look for chronological order or concept repetitions to establish a sequence.



Astronauts: Neil Armstrong, Michael Collins and Edwin Aldrin

### Subtitles

- Walking on the moon
- The Launch
- Returning to Earth
- Leading up to the Launch
- The moon Landing

### 5. *Returning to Earth*

After returning to the lander, they began the ascent stage back to the main spacecraft which was being controlled by astronaut Michael Collins as it orbited the moon.

The next step was to re-enter the Earth's atmosphere, and safely lower the spacecraft into the Pacific Ocean. The spacecraft returned to Earth on July 24th, 1969. Apollo 11 had successfully completed its mission and President Kennedy's objective to land men on the moon and return them safely to Earth had been accomplished.

After landing in the Ocean, the crew were retrieved by a helicopter and taken to the recovery ship, the USS Hornet. The crew and lunar samples were placed in quarantine until their health and safety were confirmed.

### 3. *The moon landing*

Once orbiting the moon, the lander separated from the main spacecraft, taking two of the astronauts, Armstrong and Aldrin, to the moon's surface. The lander had four legs, a storage area for experimental equipment, and a ladder for the crew to climb down onto the moon's surface.

**Launch:** the act of sending something out; the moment a spacecraft leaves the Earth

**Lander:** mini spacecraft which separates from the main spaceship and descends to and lands on the surface of an astronomical body





## Lesson 3

# A Pivotal Accomplishment

## Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
<p>This lesson will enable learners to read and write an informative article about events or inventions from the 20th century.</p>	<ul style="list-style-type: none"> <li>■ Reads and writes an informative article about an invention or event from the 20th century.</li> <li>■ Organizes informative texts into chronological order.</li> <li>■ Matches subtitles with different sections of a text.</li> <li>■ Uses the Third Conditional to write about events or inventions.</li> </ul>	<p>Vocabulary lander, launch</p>	<ul style="list-style-type: none"> <li>■ Looking for chronological order or concept repetitions to establish a sequence</li> <li>■ Paying attention to the text's organization</li> </ul>

### WARM UP (books closed)

Initiate a discussion by prompting students to come forward with what they know about the space race. Ask questions such as: *What was the Space Race? (A race to see who would be the first to explore space; in particular which country would send the first man to the moon.) Which countries were in the Space Race? Russia and the U.S.A. When was the Space Race? (It was between 1957 & 1975.) And so forth.*

### Pre-Reading

#### 1. Discuss the following questions as a class.

Discuss the three questions listed. You can use this time to ask if students know something else about the first moon landing or any subsequent landings and space explorations. Use question c. as a lead to ask students to reflect for a minute about what they think it would be like to be an astronaut. Try to elicit adjectives from them to describe what they think it would be like: *exciting, scary, adventurous* etc. Continue the discussion by asking some extra questions like: *Do they think that in the near future, people might live on the moon? Would they like to travel to the moon? And the sort.*

### While reading

#### 2. Read the following article, match each section with a subtitle and put the sections in order.

Then, listen and check.

Before reading, call on volunteers to read the definitions of the words, *lander* and *lander*, in the box in the bottom right corner of the page.

Guide students to individually read through the different sections of the article. Remind them to underline words or phrases that they don't understand and can't infer from the surrounding context. Once all students have finished reading all the parts of the text, ask them to list the words or phrases that they don't understand. Instead of simply giving them the answers, ask other students to give definitions in order to answer the questions. If other students are unable to correctly explain the meaning, give them a hand.

Now instruct students to assign each of the five subtitles in the box to the appropriate section of the article. Guide them to use the context clues in the text to make connections with the subtitles: *E.g. Leading up to the Launch - the text talks about the preparations for the first moon landing and gives a summary of events before the moon landing etc.* Once students have assigned a subtitle to each section, go through and discuss their answers as a class. Ask students to support their answers by giving reasons for their choices. Once ready, instruct them to finish the activity by putting the five different sections of the article into order. To do so, highlight the Reading Strategy box and also emphasize the importance of paying attention to the connectors of sequence. Allow enough time for students to order the text and then play the audio for students to listen to and correct their own work. Playing the audio just once is sufficient since they are not required to listen for details.

## Post-Reading

### 3. Each statement has a mistake. Find and correct it.

This exercise is self-explanatory and will allow you to assess your students' comprehension of the text. Allow enough time for students to complete the exercise, and then discuss answers as a class. Remember that answers may vary slightly from student to student, so it pays to always ask: *Does anyone have anything different?*, before moving on to the next incorrect statement. It is also recommended to walk around the class and correct students' written grammar if you have time.

### 4. Use the third conditional to give possible answers to the following questions.

Guide students back to lesson 2 so they can quickly review the structure of Third Conditional sentences.

Let students know that there are often two or more possible answers for each of the following questions and that they are only expected to give hypothetical answers. Also, remind students of the different modal verbs that can be used in the result clause: *would, could, or might*. "*Would*" is used for *more definite results*; "*could*" shows *ability*; and "*might*" is used to *show possibility*.

Get students to correct their own work in groups of four or five. The idea is that they all read out their answers and talk about them as a group. Go around the classroom answering questions and offering advice as required.

## Writing

### 5. Write an informative article about an important historical event or invention from the 20th century.

Start by directing students' attention to the Writing Strategy box. Call on a volunteer to read it to the class. Remind students that the article they just read about the first moon landing incorporated this strategy.

Once students have decided on the historical event or invention which they are going to write about, along with an appropriate title for the article, tell them to think about what information they want to include in the different sections or paragraphs. The next step is for them to come up with a concise yet informative subtitle for each section. Once they have an appropriate subtitle for each section, the next step is to decide on the order of the different sections. Finally, once they have an order, it is time to write the paragraphs of each section, including information which is relevant to the section and its subtitle.

If there is enough time, tell students to get back into their groups from exercise 4. The idea is for the groups to work on one article at a time. They need to read through the articles together, pointing out grammatical and/or factual mistakes and offering advice.

### Project Stage 3

Direct students back into their original project groups. At this stage of the project, students not only need to be able to organize the information they have collected into a PowerPoint presentation, but they are also required to look for visual aids such as pictures or graphs. Remind students that when working in groups, the idea is to allocate the tasks equally. While some students are looking for the visual aids, others might be preparing the PowerPoint presentation, and so forth. Walk around the groups, offering advice and assistance when needed. Don't forget to encourage students and congratulate them for the hard work during the project stages!


**3. Each statement has a mistake. Find and correct it.**

- a. U.S. President John F. Kennedy's challenge to NASA was fulfilled, but not before the end of the decade.  
*U.S. President John F. Kennedy's challenge to NASA was fulfilled by the end of the decade.*
- b. The main spacecraft landed directly on the moon.  
*The lander landed directly on the moon.*
- c. There is more gravity on the moon than there is on Earth.  
*There is less gravity on the moon than there is on Earth.*
- d. While all three astronauts were on the moon, the main spacecraft was orbiting the moon on autopilot.  
*While two astronauts were in the moon, the main spacecraft was orbiting the moon.*

**4. Use the third conditional to give possible answers to the following questions.**

- a. Would NASA have landed a man on the moon before 1970 if President Kennedy hadn't challenged them in 1961?  
*If President Kennedy hadn't challenged NASA in 1961 to land a man on the moon, the first man might not have been on the moon until many years later.*
- b. If the lander hadn't had a camera installed in it, what wouldn't people on Earth have been able to see?  
*Answers may vary.*
- c. What wouldn't the astronauts have been able to do if they hadn't had space suits with life support systems?  
*Answers may vary.*
- d. What might have happened if the astronauts and lunar samples hadn't been placed in quarantine after returning to Earth?  
*Answers may vary.*


**5. Write an informative article about an important historical event or invention from the 20th century.**

Title:

Subtitle 1:

Paragraph 1 (introduction):

Subtitle 2:

Paragraph 2

Subtitle 3:

Paragraph 3 (conclusion):

**Writing Strategy**

When writing an informative text, pay attention to the text's organization.

E.g. Title, subtitles, numbers, italics, bold face or different fonts to emphasize important words or phrases. Try to make the title and subtitles as concise, yet as informative as possible. Also make sure dates, names and places are in chronological order.

**Project Stage 3**

- In your groups, organize the information you have researched about your selected invention into a PowerPoint presentation.
- Include information about the invention, its inventor(s), and the positive and negative impacts it has had. Also include pictures or any other visual material you consider relevant.



Lesson 4

# Paving the Way Forward

1. Associate the pictures with the expressions in the Word Bank.

### Word Bank

• fed up • iron-out • pave the way • see eye to eye



2. Listen and complete with the expressions above.

**Ann:** I can't believe a wall was built to divide Europe just because two political powers didn't **see eye to eye**!

**Tom:** Neither, can I. Actually the Berlin Wall stood for almost thirty years before the East and West started to **iron out** (a) their problems. This later **paved the way** (b) for the wall to be toppled.

**Ann:** Can you imagine how **fed up** (c) the people from both sides of the wall must have been after nearly 30 years of this physical boundary separating them from their friends and loved ones?

**Tom:** I know! It was a pivotal moment for humanity when the wall was toppled!

3. Match the definitions with the corresponding expressions from exercise 1.

- |  |                            |
|--|----------------------------|
| a. not able to tolerate anymore:           | <b>d</b> 1. iron out       |
| b. make progress or development easier:    | <b>c</b> 2. see eye to eye |
| c. be in agreement or of the same opinion: | <b>a</b> 3. fed up         |
| d. solve a problem:                        | <b>b</b> 4. pave the way   |

4. Make sentences with the expressions and then use them to converse with a partner.

- a. Iron out: \_\_\_\_\_
- b. See eye to eye: \_\_\_\_\_
- c. Fed up: \_\_\_\_\_
- d. Pave the way: \_\_\_\_\_

Answers may vary.

### Speaking Strategy

Use idioms in your conversations to sound more natural.

Yeah it did. But I'm sure there were many problems which had to be ironed out before the invention was successful.

The wheel is one of the most important inventions of all. It paved the way for a lot of other inventions.

### Reflect on Values

- I appreciate how important inventions have changed society.
- I am informed about how important historical events have changed society.
- I can distinguish between the positive and negative impacts some inventions have had on society.

Always      Sometimes      Never

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Gap Activity

Student A goes to page 90  
Student B goes to page 92.



## Lesson 4

# Paving the Way Forward

### Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to use idioms when discussing historic events and inventions.	<ul style="list-style-type: none"> <li>Uses idioms to talk about historic events and inventions.</li> <li>Uses context and illustrations to infer meaning of idioms.</li> </ul>	<b>Vocabulary</b> <i>Fed up</i> <i>Iron out</i> <i>Pave the way</i> <i>See eye to eye</i>	<ul style="list-style-type: none"> <li>Using idioms in conversations to sound more natural</li> <li>Associating pictures with idioms</li> </ul>

### PRESENTATION

#### 1. Associate the pictures with the expressions in the Word Bank.

Draw students' attention to the Word Bank. Look at each expression individually and ask if the students understand the meaning of the individual words. Go through any vocabulary they don't understand. Some words which may be new to students include: *fed, iron and pave*.

Correct as a class, asking students to explain their answers.

#### 2. Listen and complete with the expressions above.

Tell students to read through the conversation individually and instruct them to make "educated guesses" about which idiom completes which space. Once students have read the dialog, ask if there is any vocabulary they don't understand. Now play the audio once for students to listen to and correct their guesses.

Start a conversation about the Berlin Wall by asking students how they would feel if a big concrete wall was built through the middle of their city, separating them from their friends and loved ones.

### PRACTICE

#### 3. Match the definitions with the corresponding expressions from exercise 1.

This exercise is straightforward. Remind students to use the information in the dialog from exercise 2 to infer the meaning of each phrasal verb. Allow enough time for students to complete the exercise and then correct as a class.

In order to give students a little more practice, individually ask students questions with the idiom. *E.g. Do you always see eye to eye with your parents? When you have a problem with someone, how do you normally iron it out? Tell us about a time when you were fed up with someone or something, and the sort.*

### APPLICATION

#### 4. Make sentences with the expressions and then use them to converse with a partner.

Call on a volunteer to read the Speaking Strategy to the class and then call on another two volunteers to read the example dialog.

Remind students of the definition of each phrasal verb and give them a quick example of how it is used. Students now have to write four sentences, one with each phrasal verb listed. Once students have written their sentences, tell them to use them to make a dialog with a partner. Walk around the class, correcting students' written sentences and offering advice on pronunciation.

### Reflect on Values

*I appreciate how important inventions have changed society.*  
 Tell students to think back to the first lesson of the unit and consider the different inventions that were discussed. How have these inventions and others changed our society?

*I am informed about how important historical events have changed society.* Guide them to consider the different events that were mentioned throughout the unit and contemplate the changes they have made in our society. Were these changes positive or negative? Would the change have taken place if the event hadn't happened?

*I can distinguish between the positive and negative impacts some inventions have had on society.* Students need to consider the impact the inventions had on society.

### Gap Activity

This activity provides extra practice using the Third Conditional. Once students have decided who is Student A and who is Student B, direct them to their corresponding pages. Students will be participating in a debate with their partner about which invention was the most pivotal for society. Highlight the example sentences for them to follow.

# Share Your Project

## 1. Discuss your experience.

**Check what you have learned while working on the project.**   

There are many inventions which have impacted society. Guide students to think back to the inventions that have been mentioned throughout the unit as well as any others they know about which weren't covered. Have many inventions greatly impacted society or only a few?

Inventions can have positive and/or negative impacts. Taking these inventions into consideration, encourage students to consider how they have impacted society. Has this impact been positive or negative? Have any inventions had both positive and negative effects on society.

Working in groups facilitates the learning process or working in groups can be difficult. Direct students to contemplate their experience while working in their groups. Do they feel that the learning process was made easier working in groups or was it complicated? Which do they prefer, to work in groups or to work alone?

## 2. Read and answer the questions below.

   Track 58

Start by asking students if anyone can explain the difference between an invention and a discovery. Listen to what students have to say, but don't tell them if they are correct or not; this will become apparent once they have read the text.

Now tell students to read the text individually and remind them to use the inferring methods learned throughout the book to try and understand unfamiliar words or phrases. Instruct them to answer the two questions once they have finished reading. Discuss the answers as a class and ask them if their original definitions of inventions and discoveries were correct or not.

## 3. Give your Presentation.

Call on four volunteers to read a point each from the Give your Presentation box. You should read aloud the Useful Expressions box, offering examples for each space provided in order to assist students a little more with the structures. Remind students that all group members should participate equally in the presentation regardless of their English level and that the audience must be quiet and respectful during the presentation.

# Share Your Project

## 1. Discuss your experience.

Check  what you learned while working on the project.

There are many inventions which have impacted society.

Inventions can have positive and / or negative impacts.

*Answers may vary.*

Working in groups facilitates the learning process.

Working in groups can be difficult.

## 2. Read and answer the questions below.

## Discovery vs. Invention

### Key Expressions

**Rule of thumb:** a generally accurate guide or principle based on experience rather than theory

In general, most people would consider the two words **invention** and **discovery** to be interchangeable. However, it is a mistake to believe that they are synonymous.

The rule of thumb is that a discovery happens when a person comes to realize something that has been present for a long time. One can only discover something that is already in existence; it's just that people did not know about it earlier. An example of this is when Isaac Newton discovered gravity. He didn't invent gravity because it already naturally existed before he discovered it. To discover means to detect something. Most importantly, discoveries usually apply to natural occurrences or entities such as gravity.

On the other hand, an invention is the creation of something completely distinct and new, something that didn't exist

before the invention took place. An example of this is when Samuel Morse invented the telegraph. Inventions are derived from materials that have been previously discovered and even from a collection and integration of earlier inventions. For instance, the wheel is an invention derived from wood, rubber or metal (materials that were discovered before the invention of the wheel). To invent is to plan and produce something to meet a specific purpose.

Therefore, we can conclude that inventions and discoveries are often related, yet they are completely distinct concepts. New discoveries help pave the way for new inventions, while new inventions make it possible for new discoveries and future inventions.

a. A discovery is the...

1. detection of a known natural occurrence.

2. detection of an unknown natural occurrence.

b. An invention is the...

1. detection of a previously unknown natural occurrence.

2. creation of something that didn't exist before.

### Give your Presentation

- Introduce the members of your group and the invention you are going to present.
- Talk about when it was invented and by whom, why it was invented and the positive and negative impacts it has had on society, the planet and human beings.
- Use visual aids in your presentation.
- Conclude by stating whether you think the invention has been changed dramatically by new technology.

### Useful Expressions

#### Introduction

• Good morning/afternoon, this is  and we chose to research the invention of the  (names of group members)  
(name of invention)

#### Presenting the research

- The  was invented in  by  who wanted  (name of invention) (year) (inventor's name)  
(reason for invention)
- This invention has dramatically changed society by  It has also had negative impacts like  (how society has changed) (negative impacts)
- If the  hadn't been invented, there would/might (not)  (name of invention) (result)

#### Conclusion

- Today the  has changed dramatically with new technology. As you can see in the pictures... (name of invention)

Game

# The Game of Knowledge

Play in groups of two. Take turns rolling the dice. You must answer the question in the square you land on. If you answer correctly, move ahead one square and wait until your next turn to roll again. If you answer incorrectly, move back one square and wait until your next turn. The first one to reach the FINISH square is the winner.

**START**

1

2

Complete:  
If President Kennedy (*not challenge*) NASA, man might have walked on the moon in 1969.

Who invented the disposable razor blade?

3

*You haven't ironed out all your problems with phrasal verbs. Miss a turn.*

4

Which phrasal verb means to depend on?

5

10

Complete:  
If the ballpoint pen (*be*) invented, the old style fountain pen wouldn't have been replaced.

9

*You didn't clean up your bedroom last week. Go back 2 spaces and answer question 7.*

When was the vacuum cleaner invented?

8

7

Complete:  
If the Berlin Wall hadn't been broken down, the Cold war might (*not end*) when it did.

What does **pivotal** mean?

6

12

Which phrasal verb means to find accidentally?

11

13

Something which is **groundbreaking** is  
• pioneering.  
• very old.  
• none of the above.

14

What phrasal verbs means to resemble or to look like?



18

Who invented the first airplane?

17

Which idiomatic expression means to be in agreement or of the same opinion?

When was the Berlin Wall toppled?

16

15

*You came up with an important invention. Move ahead 2 spaces and answer question 17.*

19

Which idiomatic expression means to solve a problem?

20

*You came across many problems concerning your invention. Miss a turn.*

21

If something is a **hoax** it is...  
• true.  
• a conspiracy.  
• none of the above.

Complete:  
If Percy Spencer hadn't come across the idea of using microwave energy to heat and cook food, he \_\_\_\_\_ (*not invent*) the microwave.

23

**FINISH**


22





Game

# The Game of Knowledge

Play in groups of two. Take turns rolling the dice. You must answer the question in the square you land on. If you answer correctly, move ahead one square and wait until your next turn to roll again. If you answer incorrectly, move back one square and wait until your next turn. The first one to reach the FINISH square is the winner. 

The objective of the game is for students to put the grammar topics (phrasal verbs and Third Conditional) and vocabulary learned throughout the lessons in the unit into practice. Depending on the size of the class and their progress, you can have students play in teams of two or three, or individually. Each game group should have a maximum of two or three teams. If there are too many teams playing the same game, answers will constantly be repeated and hence not test students' ability.

While the groups are playing the game, it is important that the teacher pays close attention to the students' or teams' answers in order to be sure if they are correct or incorrect.

## Instructions

1. All teams must begin on box number 1, marked "Start".
2. Teams take turns rolling the die. They must move their feature the number of squares that the die indicates and answer the question in the box they land on.
3. If they answer the question correctly, they move ahead one square and wait until their next turn to roll again.
4. If they answer the question incorrectly, they move back one square and wait until their next turn to roll again.
5. The winning team is the one which reaches box number 22, marked "Finish", first.

# Quiz Time

## Before the test

This test will help you evaluate the objectives proposed by the unit: *to be able to talk about important inventions and historic events from the 20th century.*

Students are challenged by the test to use the third conditional, phrasal verbs, and the idioms learned throughout the unit. They are also given the opportunity to put the different learning strategies learned throughout the unit into use.

### 1. Complete the sentences using the correct form of the verbs in the Word Bank.

This exercise will help you assess the students' knowledge of and ability to use different phrasal verbs to describe important inventions and events from the 20th century.

### 2. Match the conditions with their consequences to form complete sentences.

This exercise will allow you to assess students' ability to recognize, match and understand the condition and consequence clauses from Third Conditional sentences.

### 3. Complete the following sentences using the third conditional.

This exercise will help you assess the students' ability to construct second conditional sentences correctly, in particular the verb conjugations.

### 4. Use the following idiomatic expressions in the correct form to complete the following paragraph.

This exercise will allow you to assess students' use of the idiomatic expressions learned in lesson 4 to talk about important inventions and events from the 20th century.

## Self-Evaluation

Have students read the Self-Evaluation chart individually and invite them to recognize how well they accomplished each objective of the unit (to be able to talk about important inventions and historic events from the 20th century) by selecting *Very Well, OK or A Little*.

Encourage them to reflect on their mistakes and their attitude towards the unit. Explain that by reflecting on mistakes, we have the opportunity to learn from them and improve. Ask students to think about their strengths and weaknesses and invite them to try and come up with ideas on how to improve their learning techniques. Ask the more advanced students to offer some advice about learning techniques which they use.

Refer students to the corresponding Grammar Charts to help them better understand the grammar rules applied throughout the unit.

Finally, remember to congratulate students for their honesty while completing the self-evaluation exercise!

# Glossary

Go over the vocabulary in the Glossary with the students. This is a good opportunity to emphasize pronunciation and to give some examples of how the words are used correctly in sentences.

Divide them into teams of three or four. The idea is that the teacher tells one team a definition of a word or phrase from the Glossary and the students in the team then have to guess the word. Not only do they have to guess the word, but they also have to use it correctly in a sentence to show they understand how it is used. *E.g. Teacher: I'm looking for a word or phrase that means to make something neat and tidy.*

*Students: "Clean Up" – Yesterday I cleaned up my bedroom. The team gets 1 point for saying the correct word or phrase and another point for using it correctly in a sentence. Make sure that you give all the teams the same number of definitions; the winning team is the one with the most points at the end. If two teams have the same number of points, a playoff is required. This consists of one definition for both teams and the team who says the correct word first is the winner.*

Don't forget to invite students to solve the Glossary Activities on page 98. Please, bear in mind that this page corresponds to page 84 in the Teacher's Guide.

# Quiz Time

## Word Bank

- clean up
- come across
- come up with
- rely on
- give out
- leave behind
- take after
- work out

### 1. Complete the sentences using the correct form of the verbs in the Word Bank.

- a. Many new inventions today take after earlier inventions.
- b. Microwave ovens give out microwave energy to cook and heat food.
- c. While on the moon, the astronauts came across lots of lunar rocks.
- d. Vacuum cleaners clean up dust and dirt from floors and furniture.
- e. The Rubik's Cube is a toy which is almost impossible to work out.
- f. The cell phone left behind the wireless telephone.
- g. When the astronauts went to the moon, they count on their family.
- h. The German Democratic Republic came up with the idea to build the Berlin Wall.

### 2. Match the conditions with their consequences to form complete sentences.

Condition		Consequence
a. If the Berlin Wall had fallen earlier,	<u>c</u>	1. the space mission to the moon could have been a disaster.
b. If Rubik hadn't made the Rubik's Cube so difficult,	<u>a</u>	2. communism in Eastern Europe might have ended sooner.
c. If the astronauts hadn't had proper training,	<u>b</u>	3. more people would have worked it out.
d. If the cell phone hadn't been invented,	<u>e</u>	4. East and West Germany wouldn't have been divided for so many years.
e. If the Berlin Wall hadn't been built,	<u>d</u>	5. the way people do business wouldn't have changed so drastically.

### 3. Complete the following sentences using the third conditional.

- a. If the ballpoint pen hadn't been invented,  
Answers may vary.
- b. We couldn't have watched our favorite television programs if  
Answers may vary.
- c. If the moon landing had been a hoax,  
Answers may vary.
- d. If the Wright Brothers hadn't spent time observing birds flying,  
Answers may vary.

### 4. Use the following idiomatic expressions in the correct form to complete the following paragraph.

• fed up   • iron out   • pave the way   • see eye to eye

While inventing the airplane, the two Wright Brothers didn't always see eye to eye. In fact there were many times when they were fed up with each other, but they always managed to iron out their problems and pave the way for the eventual invention of the first airplane.

### Self-Evaluation

#### Now I can...

- give details about groundbreaking inventions.
- offer information about pivotal historical events.
- speculate about events in the past and present.

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

# Glossary

## A-E

**accomplishment:** *n.* the act of achieving a result gained by effort. *Inventing the light bulb was a great achievement.*  
**boundary:** *n.* something that indicates or fixes a limit or extent. *The road marks the boundary of our property.*



**clean up:** *ph. v.* to make neat and tidy. *A vacuum cleaner is used to clean up dust and dirt.*  
**come across:** *ph. v.* to find accidentally. *While cleaning my room I came across my sunglasses, which I had lost.*  
**come up with:** *ph. v.* to invent; to create (an idea). *Samuel Morse came up with the idea of the telegraph.*  
**coverage:** *n.* news reporting. (syn. reportage)



**discovery:** *n.* the detection of a previously unknown natural occurrence. *The discovery of the gravity was pivotal.*

## F-J

**give out:** *ph. v.* to supply with or emit (as in light or heat). *The bulb gave out a lot of light.*  
**groundbreaking:** *adj.* something which is pioneering or innovative. *He was honored for his groundbreaking work in physics.*  
**hoax:** *n.* an act intended to deceive or trick. (syn. dupe)  
**invention:** *n.* the creation of something completely new and distinct. (syn. innovation)

## K-P

**lander:** *n.* the mini spacecraft which descends to and lands on the surface of an astronomical body.  
**launch:** *v.* the act of sending something out; the moment a spacecraft leaves Earth.  
**leave behind:** *ph. v.* to depart and not take with. *The astronauts left their families behind.*  
**NASA:** *n.* (National Aeronautics and Space Administration). American agency dealing with space travel and research. *NASA launched its spacecraft.*  
**pivotal:** *adj.* of great importance. (syn. fundamental, significant)

## Q-Z

**rely on:** *ph. v.* to count on; depend on. *Hitler relied on his military.*  
**resistance:** *n.* act of fighting against. (syn. opposition)  
**spacecraft:** *n.* vehicle made to travel into outer space.



**take after:** *ph. v.* to resemble; to look like.  
**topped:** *adj.* torn down or removed. *The dictator was toppled by the people.*



**work out:** *ph. v.* to solve; to complete. *We worked out the problems and now everything works properly.*

## Colloquial Expressions

**Fed up:** tired of; not able to tolerate anymore.

**Iron out:** to solve a problem.

**Pave the way:** make progress or development easier.

**Rule of thumb:** a generally accurate principle, based on experience rather than theory.

**See eye to eye:** be in agreement or of the same opinion.

# Glossary Activities

1. Find phrasal verb synonyms in the glossary for the following words.

Synonym	Phrasal Verb
a. depend on	<i>rely on</i>
b. emit	<i>give out</i>
c. find	<i>come across</i>
d. invent	<i>come up with</i>
e. resemble	<i>take after</i>
f. solve	<i>work out</i>



2. Use the phrasal verbs above to complete the sentences.

- While I was organizing my room, I came across my sunglasses which I lost last week.
- Albert Einstein came up with the special relativity theory.
- My cat always sits on the hood of my car because the engine gives out a lot of heat.
- I take after my father; in fact, many people say my dad looked exactly like me when he was younger.
- My girlfriend and I have worked out our differences. I think now our relationship is stronger than ever.
- When we work in groups, we have to rely on all group members if we want the project to be successful.

3. Check  the most appropriate word or expression to complete each sentence.

- If the \_\_\_\_\_ (1) of gravity hadn't happened, we would never have sent a \_\_\_\_\_ (2) to the moon.
 

1. <input checked="" type="checkbox"/> discovery	<input type="checkbox"/> invention	<input type="checkbox"/> launch
2. <input type="checkbox"/> boundary	<input checked="" type="checkbox"/> spacecraft	<input type="checkbox"/> hoax
- The Berlin Wall wouldn't have \_\_\_\_\_ (3) when it did if there hadn't been so much international television \_\_\_\_\_ (4).
 

3. <input type="checkbox"/> groundbreaking	<input type="checkbox"/> pivotal	<input checked="" type="checkbox"/> toppled
4. <input type="checkbox"/> invention	<input checked="" type="checkbox"/> coverage	<input type="checkbox"/> discovery
- If the moon landing was a \_\_\_\_\_ (5), the U.S government shouldn't have called it an \_\_\_\_\_ (6).
 

5. <input checked="" type="checkbox"/> hoax	<input type="checkbox"/> resistance	<input type="checkbox"/> boundary
6. <input type="checkbox"/> invention	<input checked="" type="checkbox"/> accomplishment	<input type="checkbox"/> coverage
- If the opposition had \_\_\_\_\_ (7) with the president, they would not have put up so much \_\_\_\_\_ (8) to the new law.
 

7. <input type="checkbox"/> fed up	<input type="checkbox"/> rule of thumb	<input checked="" type="checkbox"/> seen eye to eye
8. <input checked="" type="checkbox"/> resistance	<input type="checkbox"/> boundary	<input type="checkbox"/> lander



# Test Training C

This test assesses students' achievements at level B1 of the Common European Framework of Reference for Languages. It covers the topics presented in units 5 and 6 including exercises to evaluate all competences (listening, reading, speaking and writing). At the same time it provides the opportunity to practice test-taking strategies.

## • Reading

**Read the text below and answer the following questions. For questions 1-5, choose the correct letter in the answer box.**

Invite students to read the text completely before answering the comprehension questions which follow. Focus students' attention on the example and have them notice how they should mark their answers on the answer grid.

**Strategy:** *Using context clues to make inferences*

## • Speaking

**Inform students that they are going to participate in a debate about which invention has been the most historic for humans.**

Remind the students to use the information provided: *Candidate A believes that it was the printing press and Candidate B believes that it was the computer.*

Guide both students to use the information provided to construct their arguments. Advise them to spend 5 minutes preparing their arguments and practicing what they are going to say.

**Strategy:** *Supporting verbal discourse with body language*

## • Listening Track 59

**Listen to a news reporter read the breaking news of the day. Then look at his notes and put the missing information in the proper space. You will listen to the recording twice.**

Tell students to read through the texts before playing the audio. This way they will know what information to listen for. Draw their attention to the example answer to highlight the fact that many of the answers require more than one word to complete the sentences.

**Strategy:** *Reading a text before listening to know what specific information to listen for*

## • Writing

**Write an answer to one of the following questions (12 or 13). Write about 100 words.**

Tell students that they have to read both options (12 and 13) and choose only one to write about. Irrespective of which one they choose, they must write about 100 words.

Let them know that both topics require giving arguments to support their ideas. Option 12 requires students to give arguments to support their belief that the invention of the wheel was more important than the invention of the Internet, while option 13 requires students to provide arguments to support their belief about which world events which have most significantly shaped history.

**Strategy:** *Giving arguments to support your ideas*

**Test Training C**  
(Units 5-6)

**Reading**

Read the text below and answer the following questions. For questions 1-5, choose the correct letter in the answer box.

**An Unforgettable Day**

September 11th, 2001, is a date that the world will never forget. I was the day when airplanes crashed into the World Trade Center in New York City and a second plane also crashed into the Pentagon in Arlington, Virginia, but luckily it didn't cause nearly as much damage.

None of the attacks involved people of our the public. Victims from various countries flew to the United States to visit family and friends. It has been calculated that among the Twin Towers, the Pentagon and the airplanes, over 3,000 people died that day.

The attacks are widely seen to threaten the values of democracy and national security. One would expect that the world would be united in grief and sympathy for the victims and their families and that a new global consensus would be agreed. Other world leaders, like George W. Bush, recognized by declaring "war on terror", something which had not been asked or noticed by many people.

It has been over ten years since the tragic events and the effects which were felt, but are still being felt by many people. The September 11th attacks have led to a new global consensus on national security. Many people have said that the September 11th attacks are the reason for the increased security at airports and other public places. There seems to be a general consensus that if the attacks had never happened, people wouldn't have to spend hours at security checkpoints when travelling in fact, many people say that they have stopped travelling by air, not because they are scared of another terrorist attack, but because they don't want to waste their time waiting for hours in lines and then being subjected to intrusive questions and body searches.

Exactly how effective the tight security procedures are we on terror are less yet to be seen. Some experts say that governments are fighting a losing war to stop terrorism and that their efforts haven't seen any notable results, while others defend the strategies saying that the only strategy at risk in the security of the Western World.

4. The world will never forget the date September 11th, soon, because it's the day when

A. people had to wait for hours in lines at airports and security checkpoints.

B. the 3,000 people who died in the attacks were buried.

C. a series of terrorist attacks took place in the USA.

D. a survey about national security was conducted.

**Answer Key**

A	B	C	D
B	A	D	C
A	B	D	C
A	B	D	C
A	B	D	C
A	B	D	C

4. According to the article, the war on terror is a result of

A. the September 11th attacks.

B. the growing differences between Eastern and Western values.

C. an increase in the number of airports and security checkpoints.

D. an increase in the number of people travelling by air.

5. Since the September 11th attacks,

A. the Empire State building is the new symbol of world trade.

B. democratic no longer exists.

C. national security has increased.

D. nothing has changed.

6. The sentence, "If the attacks had never happened, people wouldn't have to spend hours at security checkpoints when travelling in fact," means

A. the attacks never happened, therefore people don't spend hours at security checkpoints.

B. the attacks never happened therefore people spend hours at security checkpoints.

C. the attacks happened but they're not the reason why people spend hours at security checkpoints.

D. the attacks happened and they're the reason why people have to spend hours at security checkpoints.

7. According to the survey, many people have stopped travelling by air because

A. they are scared of another terrorist attack.

B. they don't like to wait in lines and to be questioned and searched.

C. they prefer to travel by road.

D. there is not enough security at airports.

8. The author of the text

A. agrees with the increased national security.

B. disagrees with the increased national security.

C. is not sure if he/she agrees or disagrees with the increase in national security.

D. doesn't mention if he/she agrees or disagrees with the increased national security.

4. According to the article, the war on terror is a result of

A. the September 11th attacks.

B. the growing differences between Eastern and Western values.

C. an increase in the number of airports and security checkpoints.

D. an increase in the number of people travelling by air.

5. Since the September 11th attacks,

A. the Empire State building is the new symbol of world trade.

B. democratic no longer exists.

C. national security has increased.

D. nothing has changed.

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B. the attacks never happened therefore people spend hours at security checkpoints.

C. the attacks happened but they're not the reason why people spend hours at security checkpoints.

D. the attacks happened and they're the reason why people have to spend hours at security checkpoints.

7. According to the survey, many people have stopped travelling by air because

A. they are scared of another terrorist attack.

B. they don't like to wait in lines and to be questioned and searched.

C. they prefer to travel by road.

D. there is not enough security at airports.

8. The author of the text

A. agrees with the increased national security.


B. disagrees with the increased national security.

C. is not sure if he/she agrees or disagrees with the increase in national security.

D. doesn't mention if he/she agrees or disagrees with the increased national security.

**Speaking**    **Candidate A**

You are having a debate at school as to which invention has been the most important for humans. You believe that it was the printing press which was invented in 1440 by Johannes Gutenberg. Use the ideas below to argue your points of view with candidate B.



**Printing Press**

- most production of books and other works
- lower costs of books
- circulation of information and ideas
- education
- knowledge
- self-approval

### Listening

Listen to a news reporter read the breaking news of the day. Then look at the notes and put the missing information in the proper space. You will listen to the recording twice.

#### BREAKING NEWS

- The meeting, Apple (a) issued an official statement, saying that the new iPhone will be available to the public before July 15th.
  - Apple has (b) gone to great lengths to come up with their new iPhone.
  - The iPhone comes out in a box (c) with a protective cover.
  - Some technology experts say the iPhone is probably one of the most technologically advanced cell phones on the market today.
- Only in the (d) developed world of an adult sheep cell.
  - She has five mothers, each providing either the egg, the DNA or the surrogate.
  - Scientists have identified cloning of baby A (e) is possible for the cloning of humans.
- The (f) world economic recession is having a huge impact on many European countries.
  - The countries most negatively affected are Greece and Spain.
  - Young people in the country's economy have not had seen controversial.
  - Many countries don't (g) use or reuse on the problem.
  - A complete recovery is predicted to be very slow and difficult.

### Speaking Candidate B

You are having a debate at school as to which invention has been the most important for humans. You believe that it was the computer, whose technology has evolved since 1980. Use the information and ideas below to argue your points of view with candidate A.

#### Computer

- access to information
- easy ways of communication
- increased efficiency and productivity
- facilitate technological development
- facilitate school projects



### Writing

Write an answer to one of the following questions (12 or 13). Write about 100 words.

- You have just read an article in the local newspaper which states that the Internet was the most important invention for mankind, but you disagree. You believe that the wheel was the most pivotal invention. Write a response to the newspaper article giving your reasons why you think that the wheel was a more important invention than the internet.
- Your teacher has asked you to write an essay for your history class. The title of the essay is: **World Events that Have Shaped History**

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# Gap Activity



## STUDENT A

1. Both you and student B have information about different movies. Student B is going to ask you some questions about the movie *Harry Potter and the Deathly Hallows: Part 2*. Answer them based on the following information.

**Harry Potter and the Deathly Hallows: Part 2** is an adventure and fantasy film directed by David Yates. The stars are by Daniel Radcliffe, Emma Watson and Rupert Grint. It is the final chapter in the series. Harry, Ron and Hermione continue their quest to destroy the Dark Lord.



2. Afterwards, find out about Student B's movie. Ask appropriate questions to complete the paragraph below.

### Movie Review

(Name of movie) Sherlock Holmes is a/an (genre) adventure and crime film directed by Guy Ritchie and the stars are Robert Downey Jr., Jude Law and Rachel McAdams. The story is about detective Sherlock Holmes and his partner Watson solving a crime which is threatening all of England.



## STUDENT A

1. You are at a careers center looking for advice on professions of interest and what to study. Tell the careers advisor (student B) about your personality type and mention your likes and dislikes.

If I am looking for some advice on different professions and what to study, I am \_\_\_\_\_ (personality type). I like \_\_\_\_\_ I don't like \_\_\_\_\_ etc.

Answers may vary.

2. The roles have been reversed. You are the careers advisor. Listen to student B's likes and dislikes and personality description. Suggest the profession that corresponds to his/her personality type.

Personality Type	Suitable Profession	Description
Conventional	Customs Officer	careful; likes to follow rules and be calm and assertive
Investigative	Detective	curious and inquisitive; investigates crimes
Artistic	Actor	creative and imaginative; likes expressing him/herself through acting
Social	Social Worker	friendly; provides support to people who are experiencing a crisis
Realistic	Mechanic	practical; likes working with hands to fix things

If you are a/an \_\_\_\_\_ (personality type) person, you might be interested in being a/an \_\_\_\_\_ . They are \_\_\_\_\_ .

Answers may vary.

# Gap Activity



## Unit 3

## STUDENT A

1. You work for "The Clean Green Bag Company." Student B will ask you questions about the differences between standard plastic bags and reusable bags. Use the information below to answer his/her questions.

## Facts:

- Plastic bags never fully decompose.
- Sea animals are directly affected by plastic waste when they mistake the plastic for food, causing a slow death.
- Reusable bags only need to be used 11 times to have a lower environmental impact than using 11 different disposable plastic bags.
- The use of reusable bags over a 1 year period consumes only 9% of the energy consumed by the production of plastic bags and produces only 10% of the greenhouse emissions produced by standard plastic bags.



2. You are interested in buying a popular green product. Use the questions below to find out about student B's product.

## Questions:

- Which light bulb lasts longer?
- Which light bulb uses less energy?
- Which light bulb produces more light?



## Unit 4

## STUDENT A

- I. Create two hypothetical situations with their corresponding answer choices (similar to questions 1 and 2). Leave option *d* open for a free answer.

## What would you do...

1. If you saw a thief stealing something from another person?
- do nothing.
  - say something to the victim.
  - approach the thief.
  - \_\_\_\_\_

3. If... \_\_\_\_\_ ?
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Answers may vary.*

2. If a friend gave you a large painting that was really ugly for your birthday present?
- say thank you and hang it on the wall.
  - say something nice and put it in the closet later.
  - tell your friend that you don't like it.
  - \_\_\_\_\_

4. If... \_\_\_\_\_ ?
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Answers may vary.*

- II. Tell student B what you would do in each situation he/she describes.

## Gap Activity



## Unit 1

## STUDENT B

1. Both you and student A have information about different movies. Find out about student A's movie. Ask appropriate questions to complete the paragraph below.

## Movie Review

(Name of movie) Harry Potter and the Deathly Hallows is a/an (genre) adventure and fantasy film directed by David Yates and the stars are Daniel Radcliffe, Emma Watson and Rupert Grint. The story is about the final chapter in the series. Harry, Ron and Hermione continue their quest to destroy the Dark Lord.

2. Based on the following information, answer student A's questions.



*Sherlock Holmes* is an adventure and crime film directed by Guy Ritchie. Robert Downey Jr., Jude Law and Rachel McAdams star in it. Detective Sherlock Holmes and his partner Watson must solve a crime which is threatening all of England.



## Unit 2

## STUDENT B

1. You are a careers advisor. Student A needs advice on professions. Listen to his/her likes and dislikes and personality description. Suggest the profession that corresponds to his/her personality type.

Personality Type	Suitable Profession	Description
Conventional	Accountant	careful; likes to follow rules and is good with numbers
Investigative	Doctor	curious and inquisitive; provides medical treatment to sick people
Artistic	Musician	creative and imaginative; likes expressing him/herself through music
Social	Teacher	friendly; likes helping and educating people
Realistic	Carpenter	practical; likes working with hands to build things

If you are a/an \_\_\_\_\_ (personality type) person, you might be interested in being a/an \_\_\_\_\_ . They are \_\_\_\_\_ .

2. Now the roles have been reversed. You are the student looking for advice. Tell the careers advisor (student A) about your personality type and mention your likes and dislikes.

Hi! I am looking for some advice on different professions and what to study. I am \_\_\_\_\_ (personality type). I like \_\_\_\_\_ . I don't like \_\_\_\_\_ .  
etc. \_\_\_\_\_ .

# Gap Activity



## Unit 5

### STUDENT A

Student B was sick yesterday and didn't come to school so he missed the social studies class in which your teacher gave out the homework assignment and explained how to do it. Below are a list of requests and suggestions your teacher has made. Using reported speech, tell them to student B.

#### Teacher's requests:

- The assignment has to be in the form of a PowerPoint presentation.
- Use large font and dark colors which are easy to read.
- Do not copy other people's work.

#### Teacher's suggestions:

- Remember that the continents have been redefined politically and geographically.
- Take into account that many countries will work closely together to solve the problem independent of their geographic location.
- Don't forget that the U.S.S.R. was very powerful when it existed.



## Unit 6

### STUDENT A

You are a historian and you are going to have a debate with your colleague (student B) about which 20th century invention was the most pivotal for society. Use the arguments below to convince your colleague that it was the airplane.

- Airplanes allowed people to travel farther at much faster speeds than before.
- Facilitating travel paved the way for new discoveries.
- Aviation principles have been applied to space travel, helping man to walk on the Moon.
- Airplanes have changed the way wars are fought.
- Airplanes have provided fast and effective medical services to people in remote areas.

Prepare sentences in the third conditional to illustrate your arguments.

- If airplanes hadn't been invented, people wouldn't have been able to travel farther and faster.*
- If airplanes hadn't been invented, people wouldn't have been able to discover new things.*
- If airplanes hadn't been invented, man wouldn't have walked on the Moon.*
- If airplanes hadn't been invented, the way wars are fought wouldn't have changed.*
- If airplanes hadn't been invented, man wouldn't have been able to provide fast and effective medical services to people in remote areas.*



Suggested Answers.

# Gap Activity



## Unit 3

### STUDENT B

1. You are interested in buying a popular green product. Use the following questions to find out about student A's product:

#### Questions:

- Why are plastic bags bad for the environment?
- How do plastic bags directly affect animals?
- Which type of bag has the lowest environmental impact?

2. You work for the Compact Fluorescent Light Bulb Company. Student A will ask you questions about the differences between standard incandescent light bulbs (SILs) and alternative compact fluorescent light bulbs (CFLs). Use the information below to answer his/her questions.

#### Facts:

- CFLs last up to 10 times longer than SILs.
- The annual energy cost is only \$6 for CFLs compared to \$25 for SILs.
- CFLs only use about one-fourth of the energy that SILs use.
- CFLs produce 90% less heat, while producing more light than the SILs.



## Unit 4

### STUDENT B

- I. Create two hypothetical situations with their corresponding answer choices (similar to questions 1 and 2). Leave option *d* open for a free answer.

#### What would you do...

1. If you saw a parent hitting a child?

- a. do nothing.  
b. yell at the parent.  
c. call the police.  
d. \_\_\_\_\_

3. If... \_\_\_\_\_?  
\_\_\_\_\_?

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

*Answers may vary.*

2. If you saw a friend's boyfriend or girlfriend on a date with someone other than your friend?

- a. do nothing.  
b. tell your friend.  
c. talk to your friend's boyfriend or girlfriend.  
d. \_\_\_\_\_

4. If... \_\_\_\_\_?  
\_\_\_\_\_?

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

- II. Tell student A what you would do in each situation he/she describes.

# Gap Activity



## Unit 5

### STUDENT B

Student A was sick yesterday and didn't come to school so he missed the literature class in which your teacher gave out and explained how to do the book review. Below are a list of requests and suggestions your teacher has made. Using reported speech, tell them to student A.

#### Teacher's requests:

- The book report must be written in Word format.
- Don't write more than 2 pages.
- Bring the review to class next Friday.

#### Teacher's suggestions:

- Remember that the main suspect always wears the same clothes.
- Take into account that the same policeman has investigated all the murders.
- Don't forget that the square where the murders happened will be the main square for the next government elections.



## Unit 6

### STUDENT B

You are a historian and you are going to have a debate with your colleague (student A) about which 20th century invention was the most pivotal for society. Use the information below to convince your colleague that it was the cell phone.

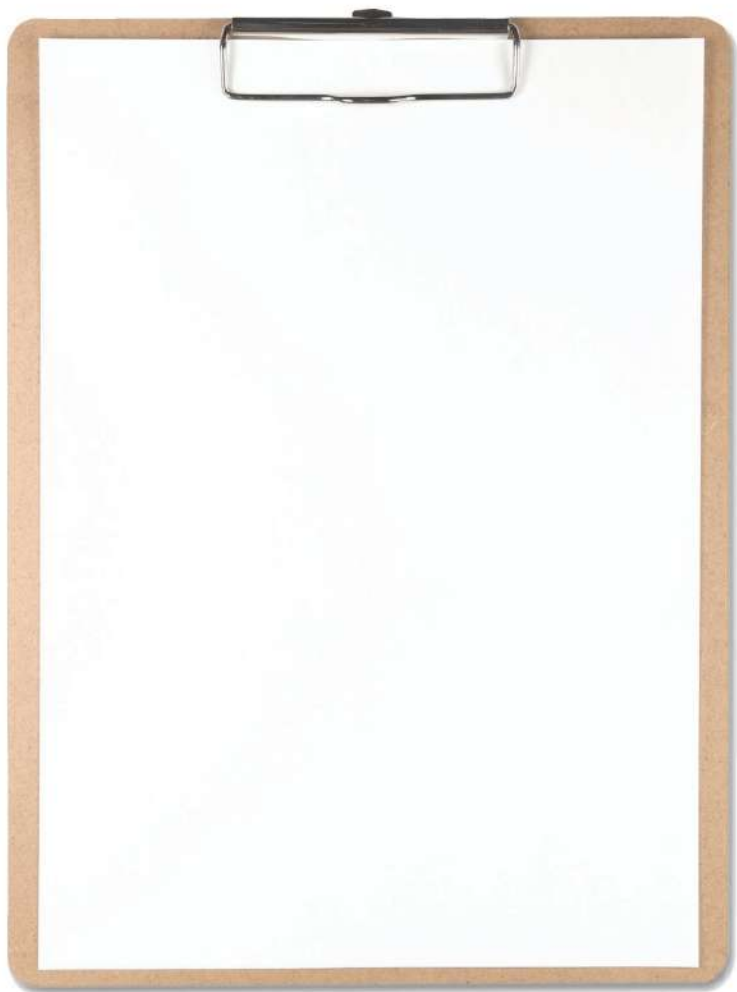
- Cell phones facilitated people's mobility.
- People now conduct business from outside their office.
- Cell phones have allowed people to access advanced technology from all over the world.
- Cell phones have brought families and loved ones closer together despite physical distance.
- Carrying a cell phone provides an added sense of safety for people.

Prepare sentences in the third conditional to illustrate your arguments.

- If cell phones hadn't been invented, people's mobility wouldn't have been as easily facilitated.*
- If cell phones hadn't been invented, people wouldn't have been able to conduct business from outside their office.*
- If cell phones hadn't been invented, people wouldn't have had access to advanced technology from all over the world.*
- If cell phones hadn't been invented, families and loved ones wouldn't have gotten closer together despite physical distance.*
- If cell phones hadn't been invented, people wouldn't have had the sense of safety that the cellphone provides.*

Suggested Answers.





## Audio Transcripts



### Review Unit

Page 7

**Exercise 6.** Now listen to the rest of the interview and answer the following questions using reported speech.

**Reporter:** Do you have another sport that you really enjoy?

**Josh:** Well, I really enjoy mountain biking.

**Reporter:** Do you practice mountain biking professionally?

**Josh:** Yes. In fact, I will be participating in a competition next weekend.

**Reporter:** Have you been training a lot?

**Josh:** Actually, I started training 4 months ago.

**Reporter:** Well Josh, we wish you the best of luck for the competition. Thanks for talking with us.

**Josh:** Thank you.



### Unit 1 Let's Talk Movies

#### Lesson 1 It Was Terrifying!

Page 10

**Exercise 4.** Write W (Will Smith) or M (Michelle Rodriguez) to label the statements below. After that, listen and put them in order. Then, complete the grammar chart on page 11.

**Woman:** Will Smith has starred in several movies. Many of the films he has made are energetic and amusing. An example of this is when he acted in the hit movie *Men in Black* in 1997. Another popular movie, which was also historical, is the comical western, *Wild Wild West*.

**Man:** Before winning a part in the very imaginative *Avatar*, Michelle Rodriguez had finished the terrifying film *Resident Evil*. While she was filming the movie in 2002, *Maxim Magazine* voted her one of the world's 100 most beautiful women. She was reported to have said that she couldn't believe it.

Page 11

**Exercise 5.** Complete with the appropriate form of the verb or an adjective from exercise 2. Listen to confirm.

**Alex:** I was watching television when I saw the trailer for the animation comedy *Megamind*. I thought it looked humorous and I love to laugh, so I went with my girlfriend to see it. However, I was disappointed. The story of the

bad guy who becomes the good guy and wins the girl is very typical and not very imaginative.

**Betty:** I thought Natalie Portman was excellent as a ballet dancer in the mystery thriller *Black Swan*. She had trained for many months before they started to film the movie. I have recommended this movie to many friends.

**Tony:** The 2010 movie *True Grit* with Jeff Bridges and Matt Damon was a historical western. I hadn't imagined Matt Damon in a Western before seeing this movie, but he and Jeff Bridges really pulled it off.

#### Lesson 2 By The Time...

Page 13

**Exercise 6.** Listen and complete. Then, make a similar conversation about movies you have seen.

##### Conversation 1

**A:** Hey, have you heard the soundtrack of *Thor*?

**B:** Actually, I have it at home. I bought it after I saw the movie.

**A:** Did you like the movie?

**B:** Yeah. I thought it had a great cast. I really love Anthony Hopkins. He is such a talented actor.

##### Conversation 2

**C:** Have you seen any movies by Martin Scorsese?

**D:** Of course, I love his movies. He is really imaginative. He directed *The Departed*.

**C:** That movie has an amazing cast. With Matt Damon, Leonardo DiCaprio and Jack Nicholson, it was guaranteed to be a success.

**D:** He is also the producer of *Shutter Island*.

**C:** I haven't seen that movie. By the time I got the money to go to the cinema, it had already finished playing.

**D:** You should definitely watch it on DVD. It's worth it!

#### Lesson 3 Reading Between the Lines

Page 15.

**Exercise 4.** Look at the pictures below, make inferences about the scenes and the sequence. Then listen and put them in order.

##### Narrator:

I remember when I was about 10 years old. I used to love reading books about all the different places in the world. I used to spend my spare time reading and dreaming of being an adventurer.

Then, when I turned 20, I decided to make my boyhood dreams come true. I packed my bags and set off to discover the unknown.



I traveled to many famous cities and exotic places in Europe, Africa, South America and Asia.

And now all I have are my memories... And what beautiful memories they are... Oh how I wish I could pack my bags and be as free as a bird, just like I was back then. But now I am too old to be backpacking around the world.

## Lesson 4 In a Nutshell!

Page 16

**Exercise 2. Listen and complete with the phrases in the Word Bank.**

- A:** Wow! What do you think of the movie?  
**B:** Well, in a nutshell, I really liked it. I don't know how the writers come up with such imaginative stories.  
**A:** I know, I could never create a story like that. In fact, movies with really good storylines are few and far between.  
**B:** Actually, I think the same about actors. There aren't many really good actors.  
**A:** It must be difficult to be an actor. You have to learn all your lines by heart. You can't just invent the words you are going to say.  
**B:** What do you think about the special effects?  
**A:** Personally, I think they were great.  
**B:** I don't agree. I think they went overboard with them. The movie was energetic enough without so many special effects.

## Quiz Time

Page 19

**Exercise 2. Listen and check the correct boxes.**

**Jason:** The director of *Inception*, which stars Leonardo DiCaprio, definitely came up with an imaginative movie. I loved the main story line which was about a man who has the power to enter into other people's dreams and steal their ideas. The special effects in the sci-fi movie were fantastic.

**Mia:** I really like adventure movies because they are so energetic and make me dream of traveling to exotic places. Indiana Jones is definitely my favorite adventure movie. The cast is great. A must see!

**Kylie:** I think horror movies are boring. They normally go so overboard with all the terror that I don't find them terrifying at all. Last weekend I saw the movie *Scream 2* with my little sister. She obviously wasn't very scared since she fell asleep in the middle of the movie.



## Unit 2 Professions!

### Lesson 1 Personality Types

Page 22

**Exercise 2. Listen and complete. Use the Word Bank. Then, match the descriptions with the pictures.**

**Narrator:**

- Realistic people are practical. They like to use their hands. They are efficient working with animals, tools and machines.
- Investigative people are curious and inquisitive. They are interested in learning, analyzing and solving problems.
- Artistic people are creative. They love to express themselves by creating art.
- Social people are friendly and sociable. They enjoy helping or training others.
- Conventional people are careful and attentive. They like to follow routines and keep track of details.

### Lesson 2 I'm Interested in...

Page 24

**Exercise 3. Now listen to the conversation again and complete with the prepositions you hear. Then, complete the grammar Chart.**

**Paul:** Have you decided on what to study at university?  
**Ingrid:** Yeah, I am interested in studying journalism. I've always wanted to be a journalist.

**Paul:** That would be great. You are very good at writing.

**Ingrid:** What about you? What degrees appeal to you?

**Paul:** I applied to Columbia University to study environmental engineering.

**Ingrid:** Well, you are very serious about protecting our environment.

**Paul:** I was curious about civil engineering, but I am terrible at design, so I decided to study something that I am familiar with.

**Ingrid:** Good idea. That way you can specialize in reforestation.

Page 25

**Exercise 6. Listen to the dialog and complete it.**

**Then, follow the model to have a conversation with your partner.**

- A:** Have you decided on what to study at university?  
**B:** I am interested in studying biology. What about you?  
**A:** I applied to Toronto University. I want to study computer programming.  
**B:** Are you good at math?

A: Yes, I am. And I'm familiar with computers, too.  
 B: Great! A computer programming qualification will let you...

## Lesson 4

## I Passed with Flying Colors!

Page 28

**Exercise 1.** Listen to an opening speech at a careers fair and complete it. Use the Word Bank.

**Narrator:**

Good morning. When deciding what to study, two important factors to consider are what are you interested in and what you are cut out for. For example, you might be interested in animal welfare; however, if you feel sick when you see blood, you aren't cut out for being a veterinarian, or you don't have the natural ability required for it.

I remember one student in particular who originally wanted to become a lawyer, but after only 1 year at law school, he dropped out and decided not to continue studying. He was always the last student to finish his work and he often handed in his assignments late, making him fall behind. This same student is currently following his real passion and studying graphic design; a field completely different from law, but he is absolutely happy and doing very well. In fact, I'm pleased to say he passed his first year with flying colors!

It is important to remember to choose something that you are interested in and cut out for.

## Quiz Time

Page 31

**Exercise 4.** Listen to people talk about their personalities and match them with their corresponding photo.

- I am creative and I am good at designing things. I especially love designing machines.
- I am really artistic and I love drawing. I dislike sitting in an office.
- I am an outgoing person and I am very serious when making a decision at work.
- I like working with numbers. I am a very careful person.
- I am very curious about animals that live in the ocean. I love being close to the sea.

## Test Training A

Page 33

## Listening

You will hear a short biography. For questions 1-5, check (✓) the correct answer in the answer box. You will listen to the recording twice.

**Narrator:**

Ben Affleck, born on August 15, 1972 in California, USA, is an American actor, film director, writer, and producer. His father, Tim, was a social worker while his mother was a school teacher. His younger brother, Casey, is also an actor.

Ben wanted to be an actor ever since he could remember. His first acting experience was for a Burger King commercial in 1984, when he was 12. It was also at that age, while Ben was taking drama classes, that he met his lifelong friend and fellow actor, Matt Damon.

Ben first became well known for his humorous roles in independent comedy movies like *Malrats* in 1995 and *Chasing Amy* in 1997. He also won an Academy Award and a Golden Globe Award for his screenplay for *Good Will Hunting*, which he wrote with Matt Damon in 1997.

Ben also acted in the film and was, for the first time, given the chance to choose his role instead of having to go through difficult auditions.

Affleck is also a critically acclaimed filmmaker. He directed *Gone Baby Gone* in 2007 and then *The Town* in 2010.

Affleck has been married to Jennifer Garner since June 2005. Together, they have two daughters, Violet Anne, born December 2005, and Seraphina Rose Elizabeth, born January 2009. In fact, when Ben appeared with his wife in the movie *Pearl Harbor* he had already worked with her in *Daredevil*.



## Unit 3

## Environmentally Friendly!

## Lesson 1 Renewable Energy

Page 36

**Exercise 1.** Listen to a radio commercial about environmental issues and match the words below to make new concepts.

**Narrator:**

Hi! this is Jim from the *Save the Planet Association*, we would like to invite you to dial this station on Friday 8<sup>PM</sup> at 7 PM and participate on the forum about Greenhouse gases, Global warming, Sustainable development, Renewable energy and Endangered species.

**Exercise 2.** Complete each definition by using one of the concepts above. Listen to correct.

- Global warming is the gradual increase of the average temperature of our planet.
- Sustainable development is the method of planning city and economic growth in order to avoid the depletion of natural resources.
- Greenhouse gases are substances in the Earth's atmosphere that prevent the release of heat into space, therefore maintaining heat retention in the atmosphere of the planet.
- Endangered species are plants and animals that are at risk of becoming extinct.
- Renewable energy is power which comes from natural sources such as sunlight, wind or water.

Page 37

**Exercise 4.** Listen and complete the following explanation about different forms of renewable energy. Use the Word Bank. Then, complete the Reflect on Grammar chart.

**Narrator:**

Our planet's natural resources are being depleted by human consumption. We can help protect our natural resources by using the following sources of renewable energy:

**Wind Power** is the conversion of the wind's forces into a useful form of energy. Mechanical power is made by windmills and electricity is made by wind turbines.

**Solar Power** is the conversion of sunlight into electricity. The sun's rays are captured by solar panels and converted into electricity.

**Hydropower** is the energy derived from the force of moving water. Before electricity, hydropower was used for land irrigation and to operate machines

## Lesson 2 **Conserving the Environment**

Page 38

**Exercise 2.** Listen to some facts about environmental issues and mark true or false. Correct the false statements. Then, complete the Reflect on Grammar chart.

**Narrator:**

Did you know that:

The use of organic pesticides has been approved by many environmental groups.

By the beginning of the 20th Century, many Tasmanian Tigers had been killed by Australian farmers before they became extinct.

Recycling has been used by many countries to lower human waste.

Hopefully new laws and legislations will protect endangered species.

Many animals' natural habitats have been conserved through reforestation.

Sea levels will be increased by global warming.

## Lesson 3 **Green Products**

Page 40

**Exercise 2.** Read the text quickly and match the following topic sentences with their corresponding paragraphs.

**Narrator:**

In recent years there has been a lot of discussion about the future of cars which use oil products as a means of energy. The discussion includes global warming, pollution and the dependency on non-renewable oil. The global car industry has already begun to show where the future of cars is going and right now it looks like the electric car is the answer.

Electric cars are vehicles that are powered by an electric motor. They use electrical energy stored in batteries or another storage device. Although it might seem like science fiction, the electric car is already here. In fact, electric cars were popular in the late 19th century and early 20th century, until advances in technology led to the mass production of cheaper gasoline cars, hence the decline in the use of electric cars.

Electric cars are mechanically simpler compared to gasoline cars. You don't have to worry about oil or air filter changes, transmission problems, tune ups or emission tests. As for the environmental advantages of electric cars, these include increased health for both people and nature. It has been proven that the use of oil products releases more pollution into the air than nature can handle, hence, increasing risks of both cancer and lung disease. The pollution which is produced by cars is one of the main causes of global warming. There are some people who say that by using electric cars we are not only helping nature, but we are also doing ourselves a favor.

One of the main problems with electric cars is that they cannot go very far before they need to be recharged; something which currently takes between three to six hours. At the moment, the electric car simply can't give the driver the same sense of freedom that a standard car can.

Now it might appear that electric cars are the answer to all our environmental problems but that is far from the truth. Electric cars can be great for the environment and people's health, but unfortunately most of the electricity

needed to recharge electric cars is produced by coal plants which actually create more pollution than the average gasoline car. Another problem is that factories spend more energy to produce electric cars than regular cars and although this is a problem that will most likely be solved in the future, it is not a positive thing for today. So, although electric cars will probably be the vehicle of the future, they are not the vehicle of today.

## Lesson 4 In the Long Run

Page 42

**Exercise 1.** Listen to the following conversation between friends and fill in the gaps with an expression in the Word Bank.

**A:** Did you hear that Peter bought a new electric car?

**B:** Really? I heard that they are really expensive. He must have paid through the nose for it.

**A:** Yeah, it was very expensive, but he says that in the long run it will be cheaper.

**B:** I guess it is cheaper in the end because you don't have to spend money on gasoline or general maintenance.

**A:** And let's not forget the environmental benefits of an electric car. Every day there are traffic jams all over the city, that is, rows of gasoline cars puffing smoke into the air we breathe.

**B:** I know. Day in and day out there are traffic jams. It's horrible. I could not believe my eyes when I saw all the smog and pollution over our city.

**A:** Society really needs to change or one day we will run out of non-renewable natural resources like oil. There will be none left for us to depend on.

**B:** Then everyone will be driving electric cars!

## Quiz Time

Page 45

**Exercise 3.** Listen to the following passage and mark true or false for the following sentences.

Narrator:

Human consumption is depleting our natural resources; that is why windmills have produced renewable energy in many countries. Many people believe that green products will conserve our environment for the future. They say that smog is producing too much greenhouse gases and we need to change. It's time to clean the air we breathe and help save our planet.



## Unit 4 Imagine That!

### Lesson 1 Daydreaming

Page 48

**Exercise 1.** Listen and number (1-5) each picture according to the order you hear. Then, complete the sentences below using the Word Bank.

- Paul is daydreaming about swimming in the ocean.
- Sam is distracting Matthew.
- Tim is asleep and dreaming about playing football.
- Sally is fantasizing about eating as much chocolate as she can.
- Linda is procrastinating because she doesn't like writing reports.

**Exercise 3.** Complete the text using words from the previous exercise. Then, listen and check.

**Narrator:**

I have an extremely lively imagination. This morning in math class I didn't hear a word my teacher was saying. Instead I was daydreaming about what I would do if money didn't exist. Can you imagine if everything was free? I decided that if money didn't exist, I would travel the world and stay in five star hotels. If the hotels were full, I would buy a house for the night. I didn't let rational thoughts like, it wouldn't be possible to buy a house if money didn't exist, distract me from my fantasy. Actually, as my daydream continued I also started to fantasize about having no physical limits. If I were able to fly, I wouldn't need to take planes, trains or cars. If I were able to live without sleeping, I could do and learn so much more.

Daydreaming can be a lot of fun. The only bad thing about being a daydreamer is that I am easily distracted, which makes me procrastinate when I should be studying.

## Lesson 4 Kicking the Habit

Page 54

**Exercise 1.** Listen and replace the underlined words with an expression you hear from the Word Bank. Then, match each situation with a picture.

- I have been trying to stop eating chocolate for 6 months now, but I can't stop completely. I guess for the time being I am happy that I have reduced my consumption to only 3 pieces a day.
- I am really fed up with having so many bad habits. I should try to break them.
- I was always hyperactive because I couldn't stop drinking so much soda. But now I drink only one can a

day. Finally I can see light at the end of the tunnel.

- d. My best friend used to be a compulsive shopper. But finally she has kicked the habit.

## Quiz Time

Page 57

**Exercise 4.** Listen and write each person's wishes.

- My haircut is extremely short. I'm almost bald. I wish my hair were longer.
- I love Indian culture and food. I wish I could travel to India, but I don't have the money.
- Look at me! I am really short. I wish I were taller.
- This morning in class the children talked about the environment. They wish there was less pollution in our city.

## Test Training B

Page 60

### Listening

Listen to an ecology lecture at an university. Decide if sentences 6-10 are true or false. If it is correct, put a check (✓) in the box A for True. If it is not correct, put a check (✓) in the box B for False. You will listen to the recording twice.

#### Narrator:

Good morning students. Today we are going to talk about a fascinating little animal, the marine turtle. Three out of the seven species of marine turtles are considered to be endangered. There are three main causes for the decline in marine turtles' numbers: humans, climate change, and natural predators.

Humans directly threaten the existence of marine turtles in many different ways. Not only are we accustomed to eating turtle meat and turtle eggs, but over the years we have also destroyed large areas of their natural habitat, the beaches which they used to build their nests on and lay their eggs.

Climate change has also had a profound negative impact on marine turtles. Unusually warm waters caused by global warming have seen turtles negatively affected. Warmer waters have caused a reduction in the number of male baby turtles being born and they have also brought about a reduction in hunting areas and food for the turtles.

Although female marine turtles frequently lay hundreds of eggs in one nesting season, even under natural conditions, relatively few baby turtles survive their first year of life. Predators such as crabs, foxes, and birds often kill the babies as they leave the nest and move along the beach towards the sea.

The marine turtles' conservation depends on us, humans. We need to reduce the pollution on our beaches and in our oceans, as well as educate communities about the effects of eating turtle eggs or killing turtles for the consumption of their meat.



## Unit 5 In the News

### Lesson 1 The Forecast

Page 62

**Exercise 1.** Listen and complete the extracts from a newspaper with words in the Word Banks. Then, write the section each extract belongs to.

- The USA has issued a warning of a possible recession in Europe if the Euro doesn't stabilize."
- According to the forecast, temperatures should be rising to a high of 84°Farentheit next week. The forecast predicted that it will be a very hot summer."
- The L. A. Lakers issued an official statement to the media about their captain's back problems after beating Denver last night 88 - 84. It was a great game!"
- In the early hours of the morning, the Chilean coast was rocked by an earthquake measuring 8.8 on the Richter scale."

**Exercise 3.** Listen to news presenters reading the early morning news. Match each logo with the news mentioned. Then, complete the grammar box on the next page.

**Paul:** Good morning and welcome to the early morning news on Triple R FM. Look, Tim, it says here in The Guardian newspaper that yesterday afternoon firemen rescued two tourists after they drove their car into a lake. I have to ask, how is that possible? Didn't they see the water in front of them?

**Tim:** I don't know, Paul. But changing the topic to something a little more serious; The New York Times mentions that Libya's new government will have a big job stabilizing the country.

**Paul:** That's very true. Hey Tim, did you know that there was a natural disaster in China this morning? USA Today reports that an earthquake has rocked the northwest of China. Thousands of people are believed to have been affected.

**Tim:** That's really sad. The world is changing very quickly. The Age newspaper says that the forecast predicts low temperatures and heavy rain tomorrow.

**Paul:** But that's crazy, it's still summer!

## Lesson 2 Making Headlines

Page 64

**Exercise 1.** Listen and complete the newspaper headlines using the Word Bank. Then, match each headline with a picture.

- Police dog rescues Boy
- Climate change threatens honey bees' survival
- Airplane crashes into river
- Judge sentences thief to 3 years
- Scientists clone sheep
- Police arrests speeding car driver

**Exercise 3.** Read and complete the text with some verbs in the Word Bank from exercise 1.

**Narrator:**

It was my boss, Mr. Kent, who forced me to participate in the bank robbery. He threatened to fire me if I didn't follow his instructions. First, he told me to supervise the front of the bank while he entered through the back entrance. He ordered me to threaten the security guard if he didn't give me the keys. Once I had the keys, he asked me to clone all the computer programs and information used by the bank. He was really nervous. As the police were getting closer, he warned me not to let them rescue the hostages and reminded me that he would fire me if I didn't follow his orders. As we were leaving the bank, Mr. Kent ordered me to crash one of the cars into the patrol cars so they couldn't follow us. And that's when the police arrested me. I hurt my leg when I crashed the car so I wasn't able to run away!

## Lesson 4 The Bottom Line

Page 68

**Exercise 1.** Listen to the following excerpts from different newspapers and fill in the gaps with expressions from the Word Bank.

- In the end, the bottom line is that we need more public education. Anyone who is interested in our children's future understands this.
- Some police officers seem to turn a blind eye to the pirates working off the coast of Somalia. Last week a group of six suspected pirates were released without a trial.
- Many people go to great lengths to see the Dalai Lama when he speaks. One man traveled from Argentina to Japan and camped outside the auditorium for a week, just to get a seat in the front row.
- Investigations into crimes against humanity committed in Syria have barely scratched the surface. "It is very difficult to conduct a comprehensive investigation when the government closes its doors to foreign monitors," said a spokesperson for the United Nations.

## Quiz Time

Page 71

**Exercise 2.** Listen to the following people talk about the news they heard. Match each person with their corresponding reported statements.

- Paul:** Hi, Annie. How are you? It's really cold today, isn't it?
- Annie:** Hi, Paul! Yeah. It's very cold, which is strange because the weather forecast predicted a high of 90° Fahrenheit. The world is...
- Pete:** Every day the world economic situation is getting worse. Listen, the radio news says that many European countries will be at risk of an economic recession.
- Mary:** Calm down, Pete. There is nothing we can do about it.
- Bob:** Hey Tim, what's up?
- Tim:** Hey, Bob! Look at the newspaper. It says that the police have warned Internet users to be careful when talking to strangers on the Net. Apparently online crimes are increasing dramatically.
- Teacher:** Rosy, please tell us what you found in the news today.
- Rosy:** The papers say that two climbers were rescued by the Royal Air Force.
- Teacher:** Really! Where?
- Rosy:** In Scotland. It was...

Unit 6  
Going Back in Time

## Lesson 1 20th Century Inventions

Page 74

**Exercise 2.** Listen and complete with the verbs in the Word Bank. Then, complete the grammar chart.

- King Camp Gillette, in 1909, came up with the invention of the first disposable razor blade. It replaced the original straight razor, which was like putting a knife to your throat.
- Percy Spencer invented the microwave oven in 1946. He came across the idea of using microwave energy to heat and cook food while working at Raytheon.
- The vacuum cleaner was invented by Hubert Cecil Booth in 1901. It was designed to clean dust and dirt up by sucking them into a cylindrical container.
- The invention of the cell phone in 1977 by Bell Labs

relied on previous inventions of the telephone and radio to work efficiently.

- e. Hungarian inventor, Lázlo Biro, created the ballpoint pen in 1938. This invention left the old styled fountain pen behind making it obsolete.
- f. The Wright brothers invented the first working airplane in 1903. They designed it to take after a flying bird.
- g. The Rubik's cube, invented in 1974 by Erno Rubik, is a toy puzzle which is very difficult to solve. Many people spend hours trying to work it out.
- h. The first television set was created by John Logie Baird in 1926. He designed it to give analog audio and video signals out.

### Page 75

**Exercise 5. Listen to a presentation about inventions and answer the questions.**

**Narrator:**

Many inventions from the 20th century were designed to make general everyday life easier. Take for example the disposable razor blade. King Camp Gillette came up with this invention to make shaving in the morning quicker and easier. Over time, disposable razor blades have caused the old and slow shaving with a knife technique to be left behind. Other examples of inventions which facilitate day-to-day life include the ballpoint pen, which takes after the old style fountain pen with the big difference of practicality, and the vacuum cleaner which assists with cleaning up.

However, there is one invention that has facilitated our day to day lives more than any other, to the point of making some people lazy. I am talking about the Internet of course. Not only has the Internet brought people from all over the world closer together and enabled us to come across the information we are looking for at the click of a button, but nowadays people also use the Internet to shop for clothes and food as well as meet their future husband or wife; all this without leaving their house.

Over the years, inventions like those mentioned above have generally made our lives much easier. Whether it's a simple ballpoint pen or the complex Internet, many inventions have played a role in making our lives easier and their importance on our forever changing society should not be underestimated.

Oh, and one last thing. If you're trying to work out why the Rubik's cube was invented, personally, I think it was to annoy as many people as possible!

## Lesson 2 Groundbreaking Events

### Page 76

**Exercise 1. Listen to a debate about the 20th century and replace the underlined words with a synonym you hear. Use the Word Bank.**

**Professor Jones:** Well, technologically speaking and from a humanitarian point of view, I think that the Moon landing was probably the most significant accomplishment of the 20th century. As President Nixon said, "For one priceless moment in the history of man, all the people on this Earth are truly one." *If the Moon landing had never happened, humanity would never have had the experience of being one.*

**Professor Schimtz:** I understand what you are saying, but I personally think other events, like when the Berlin Wall was toppled, in 1989, were more pivotal for humanity. *The Cold War wouldn't have ended when it did if the wall hadn't fallen.* And that's not to mention that if the Berlin Wall hadn't fallen, Europe would have remained divided with a physical boundary between the Eastern communist states and the Western democratic states.

**Professor Jones:** I agree that the fall of the Berlin Wall was an important event from the 20th century, but its effects were limited to Europe, while the Moon landing saw the whole human race feel united for the first time in history. It truly was a groundbreaking event.

**Professor Schimtz:** That is if the Moon landing actually happened! There are many people who believe that it was a hoax and that man never walked on the Moon.

**Professor Jones:** Well, *if the Moon landing had been a conspiracy, how could they have filmed the live coverage?*

## Lesson 3 A Pivotal Accomplishment

### Page 78

**Exercise 2. Read the following article, match each section with a subtitle and put the sections in order. Then, listen and check.**

**Narrator:**

**The First Man on the Moon  
Leading up to the Launch**

In 1961, U.S. President John F. Kennedy challenged NASA to land a man on the Moon before the end of the decade (before 1970). The race to meet his goal would count on the greatest technological achievement the world has ever seen. The subsequent Apollo missions (spaceflights) were used as preparation for the first Moon landing. Apollo 8 and Apollo 10 flew all the way to the Moon, around it, and then back to Earth. Finally, everything was ready.

**The Launch**

Astronauts Neil Armstrong, Edwin "Buzz" Aldrin and Michael Collins left behind their friends and families as

Apollo 11 launched from Kennedy Space Center in Florida on July 16, 1969. Neil Armstrong was the commander of the mission and responsible for giving out the orders to his fellow astronauts. They were headed to the Moon!

### The Moon Landing

Once orbiting the Moon, the lander separated from the main spacecraft, taking two of the astronauts, Armstrong and Aldrin, to the Moon's surface. The lander had four legs, a storage area for experimental equipment, and a ladder for the crew to climb down onto the Moon's surface.

### Walking on the Moon

Five days after leaving Earth, Commander Neil Armstrong became the first man on the Moon. His historic words, "That's one small step for a man, one giant leap for mankind," were heard by people all over the world. A camera in the lander provided people back on Earth live television coverage as the event took place on July 16, 1969. To be able to walk on the Moon's surface, the astronauts needed to wear a space suit with a life support system and also had to get used to the reduced gravity which allowed them to jump very high compared to jumping on Earth.

The astronauts spent a total of two and a half hours on the Moon's surface. While there, they performed a variety of experiments and collected lunar soil and rock samples to bring back to Earth.

### Returning to Earth

After returning to the lander, they began the ascent stage back to the main spacecraft which was being controlled by astronaut Michael Collins as it orbited the Moon. The next step was to re-enter the Earth's atmosphere, and safely lower the spacecraft into the Pacific Ocean. The spacecraft returned to Earth on July 24, 1969. Apollo 11 had successfully completed its mission and President Kennedy's objective to land men on the Moon and return them safely to Earth had been accomplished.

After landing in the Ocean, the crew were retrieved by a helicopter and taken to the recovery ship, the USS Hornet. The crew and lunar samples were placed in quarantine until their health and safety were confirmed.

## Lesson 4 Paving the Way Forward

### Page 80

#### Exercise 2. Listen and complete with the expressions above.

**Ann:** I can't believe a wall was built to divide Europe just because two political powers didn't see eye to eye!

**Tom:** Neither can I. Actually the Berlin Wall stood for almost thirty years before the East and West started to iron out their problems. This later paved the way for the wall to be toppled.

**Ann:** Can you imagine how fed up the people from both sides of the wall must have been after nearly 30 years of this physical boundary separating them from their friends and loved ones.

**Tom:** I know! It was a pivotal moment for humanity when the wall was toppled!

## Test Training C

### Page 86

#### Listening

**Listen to a news reporter read the breaking news of the day. Then look at his notes and put the missing information in the proper space. You will listen to the recording twice.**

**Narrator:**

**Hello, It's BREAKING NEWS time**

**a. Let's begin with the multinational corporation**


**Apple.** This morning, Apple issued an official statement saying that the new iPhone will be available to the public before July 15. Resources say that Apple has gone to great lengths to come up with their new iPhone which counts on the latest groundbreaking technology. In fact, according to some technology experts, the iPhone is probably one of the most technologically advanced cell phones on the market today.

**b. Moving on to the science field, scientists encourage us to meet Dolly, the first animal to be cloned of an adult sheep cell. She has three mothers, one who provided an egg, another who provided the DNA and the third her surrogate mother inside of whom she was developed.**

Throughout the scientific world, the cloning of Dolly has been called a pivotal accomplishment; however, there are many who still believe that the cloning of animals is paving the way for the cloning of humans, a much more sensitive topic.

**c. Let's finish this brief report taking about the global financial crisis. The world economic recession is having a huge impact on many European countries, with the worst affected being Greece and Spain. How to iron out the economic problems in these two countries has been the topic of debate for some time, with many countries not seeing eye to eye on the problem. Unfortunately, many economists predict that a complete recovery will be very slow and difficult.**





Bachillerato General Unificado



# ENGLISH



Level

**B1.2**  
WORKBOOK

 **Norma**



Ministerio  
de Educación

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**MISIÓN DE TODOS**

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Ada Leonora Chamorro Vásquez

**English B1-2,  
Workbook**

**Author**  
Mark Andrew Forbes

**Editor-in-Chief**  
Javier Andrés Tibaquirá Pinto

**Editors**  
Carlos Sanabria Páez, Ángela Sierra Galvis

**Proofreader**  
Germán Obando

**Consulting Reviewer**  
Thomas Francis Frederick

**Art Director**  
Gloria Esperanza Vásquez

**Designers**  
Leonardo Rivas, Libardo Mahecha,  
Alexandra Romero, Nohora Betancourt

**Illustrators**  
Edwin Cruz, Gisela Bohórquez,  
Diego Delgado

**Photography**  
Shutterstock®

© Ministerio de Educación del Ecuador, 2016  
Av. Amazonas N34-451 y Atahualpa  
Quito, Ecuador  
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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**

- Movie Genres
- Film Reviews
- Mini Biographies

- Personality Types
- Professions
- University Degrees

- Environmental Issues
- Green Products

**Goals**

You will learn how to

- describe and differentiate movie genres.
- ask and answer questions about movies.
- make inferences.
- write a film review.

You will learn how to

- describe and differentiate professions.
- ask and answer questions about different personality types, professions and university degrees.
- write a text about work-life balance.

You will learn how to

- describe the effects of global warming.
- describe different green products and talk about their advantages and disadvantages.

**Grammar**

- Simple Past tense
- Past Progressive tense
- Present Perfect tense
- Past Perfect tense
- Time clauses

- Gerunds and infinitives
- Verbs and adjectives followed by prepositions
- Connectors of contrast

- Passive Voice
- Prefixes, suffixes and roots
- Relative Clauses

**Skills and Strategies**

**Vocabulary:** associating words and paragraphs to look for synonyms or words that express similar ideas

**Reading:** using the facts given to make good guesses about other things that are not directly stated to make inferences and help understand a story

**Writing:**

- using verb tenses and time expressions correctly to help readers follow the sequence of events
- comprehending enough information or context clues, including synonyms, antonyms and explanations in order to help readers infer information which isn't directly stated

**Vocabulary:**

- associating words to help increase vocabulary
- classifying words according to their endings (suffixes) to help remember vocabulary
- using common *verb/adjective + preposition* combinations to help conversations flow and sound more natural

**Reading:**

- reading articles in sections to check for comprehension
- identifying connectors of contrast to establish relationships between ideas and increase comprehension

**Writing:** using connectors of contrast to combine contrasting sentences and make comparisons

**Vocabulary:**

- understanding that sarcasm is the use of words that mean the opposite of what you really want to say, especially in order to show irritation or to be funny
- using synonymous words and phrases to help work out how and when to use idioms

**Grammar:** using Passive Voice when it is neither important nor clear from context, the subject performing the action

**Reading:** identifying topic sentences to summarize main ideas

**Writing:** using outlines to organize your ideas before writing

**UNIT 4**

**UNIT 5**

**UNIT 6**

**CLIL**

- Imaginary Situations
- Expressing Wishes
- Breaking Bad Habits

- Written News
- Spoken News

- Pivotal Inventions
- Important Historical Events

**Goals**

- You will learn how to
- describe imaginary situations.
  - express wishes.

- You will learn how to
- report what was stated.
  - report what was requested.
  - understand meaning from context.

- You will learn how to
- give basic details about inventions and important events from the past.
  - speculate about what would have happened if things had been different in the past.

**Grammar**

- Second Conditional

- Reported Speech – statements and requests

- Phrasal Verbs
- Third Conditional

**Skills and Strategies**
**Vocabulary:**

- looking for synonyms and/or definitions in order to match information
- keeping an eye on context clues which may help understand the use of some idioms

**Reading:** identifying statements as facts or opinions to better understand if a text is persuasive or informative

**Writing:**

- using *wish* to express a desire, regret or complaint
- using mind maps to help gather and order ideas before writing a text
- including a topic sentence, supporting sentences and logical, coherent thoughts in order to write a good text

**Vocabulary:** not being misled by the meaning of individual words when dealing with idioms.

**Grammar:**

- looking at the words which are already given to predict information
- paying attention to the verb tense changes when using Reported Speech
- using Reported Speech to mention what someone has warned, requested or advised

**Reading:** using prior knowledge and context clues to infer the meaning of unknown vocabulary

**Writing:** using context clues to help readers understand difficult words and complex sentences while reading

**Vocabulary:**

- learning which phrasal verbs are separable and which are non-separable to avoid confusion when expressing yourself
- looking for context clues in a text to help associate words and events

**Reading:** paying close attention to the details given in each paragraph in order to paraphrase sentences

**Writing:** paying attention to a text's organization









## Lesson 1 Reading Between the Lines

**1. Answer the questions.**

**a. Match the question to the correct answer.**

1. What can you infer from the text about the book *Reading Between the Lines*?

2. What is the author's main purpose in writing this book?

3. Why does the author mention the book *Reading Between the Lines*?

4. What is the author's main purpose in writing this book?

5. What is the author's main purpose in writing this book?

**Answers:**

1. **a. The author is trying to help you understand the book better.**

2. **b. To help you understand the book better.**

3. **c. To help you understand the book better.**

4. **d. To help you understand the book better.**

5. **e. To help you understand the book better.**

**2. Read the movie review. Then, answer the questions below.**

**The action-packed adventure movie, The Godfather Part II, is the third and final installment of director Francis Ford Coppola's epic, The Godfather. The movie stars Al Pacino as Michael Corleone, the son of the late Don Vito Corleone, who has taken over the family business and is now the most powerful man in New York City. The movie is a masterpiece of storytelling and is a must-see for anyone who loves a good action movie.**

**1. What is the main idea of the movie review?**

**2. Why does the reviewer mention the first movie in the series?**

**3. What is the reviewer's opinion of the movie?**

**4. What is the reviewer's opinion of the director?**

**5. What is the reviewer's opinion of the cast?**

**Answers:**

1. **The main idea of the movie review is to praise the movie as a masterpiece of storytelling and a must-see for anyone who loves a good action movie.**

2. **The reviewer mentions the first movie in the series to provide context for the second movie and to show that the second movie is a worthy successor to the first.**

3. **The reviewer's opinion of the movie is that it is a masterpiece of storytelling and is a must-see for anyone who loves a good action movie.**

4. **The reviewer's opinion of the director is that Francis Ford Coppola is a master of storytelling and that his direction of the movie is exceptional.**

5. **The reviewer's opinion of the cast is that Al Pacino is exceptional as Michael Corleone and that the rest of the cast is also very good.**

## Lesson 2 Reading Strategy

**1. Answer the questions.**

**a. Match the question to the correct answer.**

1. Why did the author mention the book *Reading Between the Lines*?

2. What is the author's main purpose in writing this book?

3. Why does the author mention the book *Reading Between the Lines*?

4. What is the author's main purpose in writing this book?

5. What is the author's main purpose in writing this book?

**Answers:**

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2. **b. To help you understand the book better.**

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**WEEK**

**TICKET No. - 00A10**

**CINEMA**

**Movie:** \_\_\_\_\_

**Genre:** \_\_\_\_\_

**Director:** \_\_\_\_\_

**Stars:** \_\_\_\_\_

**Category:** \_\_\_\_\_

**Plot:** \_\_\_\_\_

*Adjectives to describe movie:* \_\_\_\_\_

*Personal opinion:* \_\_\_\_\_

**1. Choose a movie which you enjoyed. Then, complete the box below.**

**Writing Strategy I**  
Remember to use verb tenses in the past tense (usually in the past) to talk about the experience of an event.

**Writing Strategy II**  
Remember to provide enough information to help readers follow the experience of an event. Use appropriate verbs, adjectives and adverbs to make the experience more interesting. Use adjectives which are strongly related.

**2. Taking into account the information you filled in above, write a review of the movie.**

**3. Evaluate your text.**

My review covers possible extra content, dates and subject as info. informative.  
I used appropriate verbs and adjectives to help maintain the sequence of events.  
My review captures the main plot of the movie.  
I use adjectives to describe the movie and affect my personal opinion.

**4. Complete the box with:**

**Movie:** \_\_\_\_\_

**Genre:** \_\_\_\_\_

**Director:** \_\_\_\_\_

**Stars:** \_\_\_\_\_

**Category:** \_\_\_\_\_

**Plot:** \_\_\_\_\_

**Adjectives to describe movie:** \_\_\_\_\_

**Personal opinion:** \_\_\_\_\_

**Final Communication**

**LESSON 4**

**In a Nutshell!**

**1. Rearrange the words below to make idiomatic expressions and then match them with their definitions.**

Idiomatic Expressions	Definitions
to be in the mood	A. to be in a particular state of mind
to be in a rut	B. to be in a state of boredom or monotony
to be in a funk	C. to be in a state of depression or sadness
to be in a groove	D. to be in a state of happiness or joy
to be in a lull	E. to be in a state of inactivity or stagnation
to be in a funk	F. to be in a state of depression or sadness
to be in a funk	G. to be in a state of depression or sadness
to be in a funk	H. to be in a state of depression or sadness

**2. Read the comments, look at the pictures and complete the dialogues using the idiomatic expressions.**

**A. I'm not feeling a moment of being with my friend. I**

**B. After the event, we talked about how these activities are fun.**

**C. I've been thinking about it for a long time. I**

**D. I've been thinking about it for a long time. I**

**E. I've been thinking about it for a long time. I**

**F. I've been thinking about it for a long time. I**

**G. I've been thinking about it for a long time. I**

**H. I've been thinking about it for a long time. I**

**I. I've been thinking about it for a long time. I**

**J. I've been thinking about it for a long time. I**

**K. I've been thinking about it for a long time. I**

**L. I've been thinking about it for a long time. I**

**M. I've been thinking about it for a long time. I**

**N. I've been thinking about it for a long time. I**

**O. I've been thinking about it for a long time. I**

**P. I've been thinking about it for a long time. I**

**Q. I've been thinking about it for a long time. I**

**R. I've been thinking about it for a long time. I**

**S. I've been thinking about it for a long time. I**

**T. I've been thinking about it for a long time. I**

**U. I've been thinking about it for a long time. I**

**V. I've been thinking about it for a long time. I**

**W. I've been thinking about it for a long time. I**

**X. I've been thinking about it for a long time. I**

**Y. I've been thinking about it for a long time. I**

**Z. I've been thinking about it for a long time. I**

**3. Use the idioms in bold face to answer the following questions with your personal information.**

**A. How much do you love your work?**

**B. Do you love the words of any foreign language?**

**C. How do you feel about your job?**

**D. How do you feel about your job?**

**E. How do you feel about your job?**

**F. How do you feel about your job?**

**G. How do you feel about your job?**

**H. How do you feel about your job?**

**I. How do you feel about your job?**

**J. How do you feel about your job?**

**K. How do you feel about your job?**

**L. How do you feel about your job?**

**M. How do you feel about your job?**

**N. How do you feel about your job?**

**O. How do you feel about your job?**

**P. How do you feel about your job?**

**Q. How do you feel about your job?**

**R. How do you feel about your job?**

**S. How do you feel about your job?**

**T. How do you feel about your job?**

**U. How do you feel about your job?**

**V. How do you feel about your job?**

**W. How do you feel about your job?**

**X. How do you feel about your job?**

**Y. How do you feel about your job?**

**Z. How do you feel about your job?**

# Personality Types

1. Look at the personality types. Then, underline the questions with the questions from the *Word Bank*.

**Word Bank**  
 • careful • curious • creative  
 • practical • handy

**Vocabulary Strategy**  
 Associate words with images  
 (point to body)

## Personality Types

- entire: Are you entirely and do you like to organize several things at once?
- convenient: Are you convenient and careful and do you like to help others?
- impatient: Are you impatient, curious and interested in learning and solving problems?
- reluctant: Are you reluctant and do you like to help your tasks?
- social: Are you social, practical, creative and interested in helping others?

2. Classify the verbs in the Word Bank into 1 of the 3 groups (there are 6 verbs per group)

### Word Bank

- over-need
- hope
- forget
- like
- prefer
- try
- begin
- stop
- finish
- start

### Followed by reflexives

- hope
- forget
- prefer
- try
- begin
- stop
- finish
- start

### Followed by for/with

- prefer to do sth
- begin to do sth
- stop to do sth
- finish to do sth
- start to do sth

### Followed by sb/sth

- like sb/sth
- hope sb/sth
- forget sb/sth
- prefer sb/sth
- try sb/sth
- begin sb/sth
- stop sb/sth
- finish sb/sth
- start sb/sth

3. Use the information from exercise 2 to grade the correct option.

- People who are impatient are the best people to be in charge of a project. (over-need) over-need is the best word to use for this because it means to work in full control.
- My friend likes to go to the gym every day. (prefer) prefer is the best word to use for this because it means to like something more than other things. Social activities are things that people like to do.
- My friend tries to go to the gym every day. (try) try is the best word to use for this because it means to attempt to do something.
- My friend starts to go to the gym every day. (start) start is the best word to use for this because it means to begin something.
- My friend stops to go to the gym every day. (stop) stop is the best word to use for this because it means to end something.
- My friend finishes to go to the gym every day. (finish) finish is the best word to use for this because it means to complete something.

4. Get into pairs and play the game. Follow the instructions of each option. The students with the highest score win.

<p>a. Choose the best option. I usually prefer to eat at home. I don't like to go out to eat. I like to eat at home. I like to eat at home. I like to eat at home. I like to eat at home.</p> <p><b>10 points</b></p>	<p>b. Write the correct verb form. I need to finish my work. I need to finish my work. I need to finish my work. I need to finish my work. I need to finish my work. I need to finish my work.</p> <p><b>15 points</b></p>	<p>c. Underline the sentence. My friend is a doctor. My friend is a doctor. My friend is a doctor. My friend is a doctor. My friend is a doctor. My friend is a doctor.</p> <p><b>25 points</b></p>	<p>d. Complete with your own information. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym.</p> <p><b>20 points</b></p>
<p>e. Correct the mistake. I want to study hard. I want to study hard. I want to study hard. I want to study hard. I want to study hard. I want to study hard.</p> <p><b>20 points</b></p>	<p>f. Underline the sentence. I don't like to go to the gym. I don't like to go to the gym. I don't like to go to the gym. I don't like to go to the gym. I don't like to go to the gym. I don't like to go to the gym.</p> <p><b>10 points</b></p>	<p>g. Choose the best option. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym.</p> <p><b>25 points</b></p>	<p>h. Write the correct verb form. I need to finish my work. I need to finish my work. I need to finish my work. I need to finish my work. I need to finish my work. I need to finish my work.</p> <p><b>15 points</b></p>
<p>i. Correct the mistake. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym.</p> <p><b>20 points</b></p>	<p>j. Write the correct verb form. I need to finish my work. I need to finish my work. I need to finish my work. I need to finish my work. I need to finish my work. I need to finish my work.</p> <p><b>15 points</b></p>	<p>k. Underline the sentence. My friend is a doctor. My friend is a doctor. My friend is a doctor. My friend is a doctor. My friend is a doctor. My friend is a doctor.</p> <p><b>20 points</b></p>	<p>l. Underline the sentence. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym.</p> <p><b>25 points</b></p>
<p>m. Write the correct verb form. I need to finish my work. I need to finish my work. I need to finish my work. I need to finish my work. I need to finish my work. I need to finish my work.</p> <p><b>15 points</b></p>	<p>n. Choose the best option. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym.</p> <p><b>10 points</b></p>	<p>o. Correct the mistake. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym. I want to go to the gym.</p> <p><b>20 points</b></p>	<p>p. Underline the sentence. My friend is a doctor. My friend is a doctor. My friend is a doctor. My friend is a doctor. My friend is a doctor. My friend is a doctor.</p> <p><b>25 points</b></p>



## Lesson 1

# On the Other Hand!

Read and answer the questions.

1. Answer the following questions.

- What answer do you recommend?
- What is the most important factor in your decision?
- What are the most important factors that affect their job choice?
- Do you like to be a partner when choosing a career?

**Reading Strategy**  
Read and answer the questions.

2. Read the text and answer questions 4b.

Everybody is different. The idea of becoming a Professional that Ben's friends have always been, experiences and expectations. So, how do you choose the career that's best for you? Whether you're trying to decide on your first job or you're at a point in your career where you need to make a big decision, you should consider what makes the right choice for you.

**What are you cut out for?**  
Do you seem to get along with people who work in an office? Do you prefer to work outdoors? Do you like to work in a team or alone? Do you prefer to work in a quiet environment or a noisy one? Do you like to work in a fast-paced environment or a slow-paced one? Do you like to work in a team or alone? Do you prefer to work in a quiet environment or a noisy one? Do you like to work in a fast-paced environment or a slow-paced one?

**What's your work style?**  
Do you prefer to work in a team or alone? Do you prefer to work in a quiet environment or a noisy one? Do you like to work in a fast-paced environment or a slow-paced one? Do you like to work in a team or alone? Do you prefer to work in a quiet environment or a noisy one? Do you like to work in a fast-paced environment or a slow-paced one?

**Reading Strategy**  
Read and answer the questions.

3. Answer the following questions based on the text.

- Why is it important to consider your natural talents when choosing a career?  
Answers may vary.
- What type of work environment has specific demands and strict guidelines?  
Answers may vary.
- What are some types of different work locations?  
Answers may vary.
- Discontented who work in jobs that don't match their talents?  
Answers may vary.
- Should someone who doesn't like their work in a high-pressure job? Why or why not?  
Answers may vary.

**Reading Strategy**  
Identify the vocabulary of career, how you can use it, and how to use it to establish relationships between ideas and increase understanding.

4. What are your present and future expectations for money?  
Answers may vary.

5. What are your present and future expectations for work?  
Answers may vary.

6. How important is having a lot of money to you?  
Answers may vary.

7. How important is having a lot of money to you?  
Answers may vary.

8. Would you prefer to have strict deadlines or do you prefer a more relaxed atmosphere?  
Answers may vary.

**Writing**


1. Each subject is described in two sentences. Use them to make one. Use the connector of center use indicated.

a. Social interaction or work  
*Some people prefer working in a team environment. Other people prefer working alone. However,*

b. Reasons why we work  
*Some people prefer working for a large corporation. Others prefer to work for a small company. Other people prefer to work for themselves. However,*

c. Stress levels at work  
*Some people prefer working in a high-stress environment. Other people prefer to work in a low-stress environment. However,*

d. Exploring career options  
*Some people prefer working in a traditional industry. Other people prefer to work in a new industry. However,*



**Writing Strategy I**  
 Identify the main idea of the text. Use the connector of center use to write a sentence that summarizes the main idea.

**Writing Strategy II**  
 Use the connector of center use to write a sentence that summarizes the main idea of the text.

1. **Write a paragraph** about your viewpoint regarding work-life balance. Use the previous information on idioms to develop your ideas.

2. **Write a paragraph** about your viewpoint regarding work-life balance. Use the previous information on idioms to develop your ideas.

**Final Conversation**

**LESSON 4**

## I Passed with Flying Colors!

1. Read the sentences. Underline each item with an appropriate expression in the Word Bank.

**Word Bank**

a. I passed with flying colors.     d. Oh no, not later than!

b. I dropped out of the program.     e. I am definitely not out of the house!

c. My boss has been sick for the past week, so I have to finish up all the work that he left behind.     f. You're not even close to the finish line!

d. You are very experienced with this software, so could you help me get started with it?     g. I am not even close to the finish line!

e. After completing the first year, you have just another year to go before you graduate.     h. You're not even close to the finish line!


f. Chem 101 is a tough course, but you did extremely well in it.     i. You're not even close to the finish line!

g. You're not even close to the finish line!     j. You're not even close to the finish line!

h. You're not even close to the finish line!     k. You're not even close to the finish line!

i. You're not even close to the finish line!     l. You're not even close to the finish line!

j. You're not even close to the finish line!     m. You're not even close to the finish line!



**Vocabulary Strategy**  
 Use a dictionary to help you find the meaning of the words in the Word Bank.

**Get your ideas to make**

1. **Write a paragraph** about your viewpoint regarding work-life balance. Use the previous information on idioms to develop your ideas.

1. **Write a paragraph** about your viewpoint regarding work-life balance. Use the previous information on idioms to develop your ideas.

2. **Write a paragraph** about your viewpoint regarding work-life balance. Use the previous information on idioms to develop your ideas.

## UNIT 3

### Lesson 1

# Renewable Energy

1. Use the appropriate prefixes or suffixes in the Word Bank to complete the paragraphs in *Electricity*.

**Word Bank**

**Suffixes**

- 1. -ous
- 2. -ful
- 3. -ive
- 4. -ly
- 5. -er
- 6. -er

**Prefixes**

- 1. re-
- 2. im-
- 3. in-
- 4. sub-
- 5. un-
- 6. mis-

2. Read the text from an environmental newspaper and match the concepts in the Word Bank with the corresponding link from the paragraphs.

Generate the amount of substances in the Earth's atmosphere that prevent sunlight from reaching the Earth's surface. This is called the **greenhouse effect**. The amount of the gas in the atmosphere is increasing rapidly. In order to combat this environmental problem, the world's cities should be planned to **reflect** as much sunlight as possible. One way of doing this is to use **cool** white surfaces for buildings and roads. **Another** way is to use **reflective** materials for roofs and walls.

**Another** way to combat the greenhouse effect is to use **renewable** energy. This is energy that comes from natural sources such as sunlight and wind. **Another** way is to use **renewable** energy. This is energy that comes from natural sources such as sunlight and wind. **Another** way is to use **renewable** energy. This is energy that comes from natural sources such as sunlight and wind.

3. Complete the renewable energy or generation information. Use the *Passive Voice* and the *Verb* form.

Generate the amount of substances in the Earth's atmosphere that prevent sunlight from reaching the Earth's surface. This is called the greenhouse effect. The amount of the gas in the atmosphere is increasing rapidly. In order to combat this environmental problem, the world's cities should be planned to reflect as much sunlight as possible. One way of doing this is to use cool white surfaces for buildings and roads. Another way is to use reflective materials for roofs and walls.

Another way to combat the greenhouse effect is to use renewable energy. This is energy that comes from natural sources such as sunlight and wind. Another way is to use renewable energy. This is energy that comes from natural sources such as sunlight and wind.

## UNIT 3

### Lesson 1

# Renewable Energy

4. Change the *Active Voice* sentences into the *Passive Voice*.

1. The scientist **will** explore the earth's history and **discover** its secrets soon.

2. The scientist **will** explore the earth's history and **discover** its secrets soon.

3. The scientist **will** explore the earth's history and **discover** its secrets soon.

4. The scientist **will** explore the earth's history and **discover** its secrets soon.

5. The scientist **will** explore the earth's history and **discover** its secrets soon.

6. The scientist **will** explore the earth's history and **discover** its secrets soon.

7. The scientist **will** explore the earth's history and **discover** its secrets soon.

8. The scientist **will** explore the earth's history and **discover** its secrets soon.

9. The scientist **will** explore the earth's history and **discover** its secrets soon.

10. The scientist **will** explore the earth's history and **discover** its secrets soon.

## UNIT 3

### Lesson 1

# Renewable Energy

11. Use the verbs in parentheses in the *Passive Voice* and in the correct tense.

1. The scientist **will** explore the earth's history and **discover** its secrets soon.

2. The scientist **will** explore the earth's history and **discover** its secrets soon.

3. The scientist **will** explore the earth's history and **discover** its secrets soon.

4. The scientist **will** explore the earth's history and **discover** its secrets soon.

5. The scientist **will** explore the earth's history and **discover** its secrets soon.

6. The scientist **will** explore the earth's history and **discover** its secrets soon.

7. The scientist **will** explore the earth's history and **discover** its secrets soon.

8. The scientist **will** explore the earth's history and **discover** its secrets soon.

9. The scientist **will** explore the earth's history and **discover** its secrets soon.

10. The scientist **will** explore the earth's history and **discover** its secrets soon.

## Lesson 2

# Conserving the Environment

1. Complete the following semantic series. Use words from the Word Bank.

**Vocabulary Strategy**

Look at the context and try to guess the meaning of words you don't know. For example, if you see a picture of a person holding a fishing rod, and you see the word "fish," you can guess that "fish" means to catch fish.

**Word Bank**

- concept
- environment
- maintain
- recycle
- sustain
- waste
- recycle

"It's important to **maintain** our **environment**." — Alex

"My neighbor told me to **recycle** my old **waste**."

"The experts are already **working** to **maintain** the **environment**."

"We need to **recycle** our **waste** so we can **maintain** the **environment**."

"I don't love the **environment** of **waste**. **Recycling** is **important** to **maintain** the **environment**."

"We should **recycle** our **waste** so we can **maintain** the **environment**."

Grammar word vocabulary

2. Complete each sentence with the corresponding word above. Check if it is the best answer to complete the statements.

- It is important to **maintain** our **environment**. (use word from word bank)
- We need to **recycle** our **waste** so we can **maintain** the **environment**. (use word from word bank)
- The experts are already **working** to **maintain** the **environment**. (use word from word bank)
- We should **recycle** our **waste** so we can **maintain** the **environment**. (use word from word bank)
- It is important to **maintain** our **environment**. (use word from word bank)
- We need to **recycle** our **waste** so we can **maintain** the **environment**. (use word from word bank)
- The experts are already **working** to **maintain** the **environment**. (use word from word bank)
- We should **recycle** our **waste** so we can **maintain** the **environment**. (use word from word bank)

3. Write in the sentences in order to make each one. Use a relative pronoun (who, which, that or whose)

- This is a good organic product. It is used to fertilize my garden.
- Organic fertilizers are good. They help keep our soil healthy.
- Organic fertilizers are good. They help keep our soil healthy.
- Organic fertilizers are good. They help keep our soil healthy.
- Organic fertilizers are good. They help keep our soil healthy.
- Organic fertilizers are good. They help keep our soil healthy.
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- Organic fertilizers are good. They help keep our soil healthy.

**Caution: Toxic Pesticides Poisoning Humans**

Pesticides are substances which are used to kill insects and other pests. They are used in agriculture, in gardening, and in many other ways. Some pesticides are very toxic and can be harmful to humans. They can be absorbed through the skin or inhaled as dust or gas. They can also be absorbed through the mouth if they get on the lips or are eaten. Some pesticides can be absorbed through the eyes or nose. Some pesticides can be absorbed through the lungs if they are inhaled. Some pesticides can be absorbed through the stomach if they are eaten. Some pesticides can be absorbed through the skin if they get on the skin. Some pesticides can be absorbed through the mouth if they get on the lips or are eaten. Some pesticides can be absorbed through the eyes or nose. Some pesticides can be absorbed through the lungs if they are inhaled. Some pesticides can be absorbed through the stomach if they are eaten. Some pesticides can be absorbed through the skin if they get on the skin.



LESSON 1

Green Products

1. Check  your knowledge about Iceland.

4. The economy Iceland benefited from...  
 a. tourism  
 b. fishery products  
 c. geothermal energy  
 d. geothermal energy
5. Iceland's energy...  
 a. is produced from the sun  
 b. is produced from hydrogens  
 c. is produced from the earth

Reading Strategy  
 Through context clues in the text of the paragraph...

2. Read the text and match the following topic sentences with their corresponding paragraph.

- a. Back in 1990 the Iceland's Constitution of Nature was established as a set of ecological guidelines for the country now.  
 b. Scores to the use of the world's most geologically active countries, Iceland has selected geothermal energy as its main power source.  
 c. Situated at the top of the world, in the North Atlantic Ocean, between Europe and North America, Iceland is an extremely beautiful island that is a volcanic island which is very hot.  
 d. Despite its energy coming from renewable sources, Iceland's energy sector is not as sustainable as it seems.  
 e. Iceland is the only country in the world that uses geothermal energy to produce electricity.  
 f. In 2011, Iceland was given the title of the most sustainable country in the world, ahead of other prominent countries like Norway and Sweden.  
 g. The city of Reykjavik (the first and biggest) had the use of renewable energy after other fuel projects failed.

Iceland: No. 1 for Sustainability and Conservation

It possesses many of the ideal components of a sustainable society, including a government and citizens who are eco-friendly, use and conserve resources, have a high quality of life, and a strong commitment to the conservation of nature. And recently, Iceland has earned the title of the world's most sustainable country, a result of its geothermal energy and its high quality of life.

The effective means that Iceland is using to increase its sustainability are the result of its government's commitment to sustainable development. Iceland's government has taken the lead, with the use of renewable energy, geothermal energy, and a strong commitment to sustainable development. Iceland's government has taken the lead, with the use of renewable energy, geothermal energy, and a strong commitment to sustainable development.

Reading

and less expensive than hydrogen vehicles, the country may decide to elect to switch into this future.

The purpose of the Act is to limit the production of new cars with the investment in an alternative energy source. The country will not build cars that are not built in Iceland, and it will not build cars that are not built in Iceland.

The country has set out in the Act, including the country's goal of becoming the first country in the world to have a 100% renewable energy source, and it is now looking for ways to do so.

The country has set out in the Act, including the country's goal of becoming the first country in the world to have a 100% renewable energy source, and it is now looking for ways to do so.

3. Answer the following questions based on the text.

- a. Environmentalists...  
 1. very different from other countries.  
 2. very similar to other countries.  
 3. very different from other countries.  
 4. very similar to other countries.
- b. Iceland's...  
 1. geothermal energy.  
 2. hydroelectric energy.  
 3. solar energy.  
 4. wind energy.
- c. Iceland's main type of energy production comes from...  
 1. hydro energy.  
 2. geothermal energy.  
 3. wind energy.  
 4. solar energy.
- d. Iceland's electricity production comes from...  
 1. hydro energy.  
 2. geothermal energy.  
 3. wind energy.  
 4. solar energy.



Writing

1. Decide on an environmental problem which affects your city or country and answer the questions. Then use this plan to create the outline of two paragraphs.

a. What is the problem?

b. What are the causes of the problem?

c. What are the consequences of the problem?

d. What are the solutions?

Paragraph 1	Paragraph 2
Main topic (problem)	Main topic (solution)
Secondary ideas (causes)	Secondary ideas (consequences)
Topic sentence	Topic sentence

2. Use the information from exercise 1 to write the first two paragraphs of your article.

**Writing Strategy**  
Use topic sentences from these tables to help you.

Paragraph 1	Paragraph 2
Topic sentence	Topic sentence
Secondary ideas	Secondary ideas

First Communication

LESSON 4

In the Long Run

1. Match each sentence below with a picture. Then, change the underlined words for an expression on the right from the Word Bank.

1. One day, the parents of a new village became convinced that people in the town had to change the way they lived.

2. Unlucky, the village had no resources for the people to live in. They had to move to a new city.

3. At first, the village had no electricity and no water. There was no school, no hospital and no shops.

**Word Bank**

a. in the long run  
b. however  
c. in the end  
d. at first  
e. not before  
f. not yet  
g. day in and day out

2. Use the appropriate expression from the Word Bank to complete the following text.

At the end of the day, all 70 employees, men, boys, girls and women, were very tired. They were so tired that they were not able to do their work. The company was not able to do its work and it was not able to do its work. It felt a major problem for the company. In the end, the company was not able to do its work. The company is not able to do its work and it is not able to do its work. At the end of the day, the company was not able to do its work. At the end of the day, the company was not able to do its work.

3. Use the expressions to write what you would say in each situation below.

- a. You want to tell someone you paid for your ecological friendly house.  
*At the end of the day, I paid for my ecological friendly house.*
- b. Mention how you modernize the way you do your work.  
*At the end of the day, I modernized the way I do my work.*
- c. State that you are not thinking about the future.  
*At the end of the day, I am not thinking about the future.*
- d. Say that you are not thinking about the future.  
*At the end of the day, I am not thinking about the future.*
- e. Say that you are not thinking about the future.  
*At the end of the day, I am not thinking about the future.*



1. Read the sentences, match each person with a task. Enter a number and complete the notes.

**Vocabulary Strategy**  
Look for a person with a task that has the same word in it.

**Word Bank**  
• homework  
• dinner  
• presentation  
• show  
• presentation

Megan My teacher always talking me off the case (effective) (ever) (pleasant) things. He said I am going to another school, where you in class. numbers

1. I've never before (pleasant) things, but when he says things I get to many other things that help

2. I don't like watching TV, or talking on the phone. (pleasant) all

3. I've never before (pleasant) things, but when he says things I get to many other things that help

4. I've never before (pleasant) things, but when he says things I get to many other things that help

5. I don't like watching TV, or talking on the phone. (pleasant) all

6. I've never before (pleasant) things, but when he says things I get to many other things that help

7. I don't like watching TV, or talking on the phone. (pleasant) all

2. Write complete sentences in the Second Conditional, according to the conditions (C) and results (R) given.

C1 If I had more time, I would go to the gym.  
R1 I would be healthier and lose weight.

C2 If I had more money, I would buy a new car.  
R2 I would be able to travel around the world and see all the interesting places.

C3 If I had more free time, I would read more books.  
R3 I would know more about the world and have more interesting conversations.

C4 If I had more friends, I would be happier.  
R4 I would have more fun and enjoy life more.

3. Look at the following pictures and use the words in parentheses to write sentences in the Second Conditional.



- If I had more free time, I would go to the gym. (lose weight)
- If I had more money, I would buy a new car. (travel around the world and see all the interesting places)
- If I had more free time, I would read more books. (know more about the world and have more interesting conversations)
- If I had more friends, I would be happier. (have fun and enjoy life more)

4. Read and complete the conversation with the appropriate form of the verb in parentheses and match each question with an answer from the box.

**Question Bank**  
1. What do you like to do in your free time?  
2. How do you spend your free time?  
3. Do you like to read?  
4. Do you like to travel?  
5. Do you like to go to the gym?  
6. Do you like to go to the gym?  
7. Do you like to go to the gym?  
8. Do you like to go to the gym?

**Answers**  
1. I like to read.  
2. I like to go to the gym.  
3. Yes, I do.  
4. Yes, I do.  
5. Yes, I do.  
6. Yes, I do.  
7. Yes, I do.  
8. Yes, I do.

**Match**  
1. What do you like to do in your free time?  
2. How do you spend your free time?  
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4. Do you like to travel?  
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Writing

1. Write 4 things you wish you could change about your personality, appearance or health.

Things I wish I could change about myself

Express wish (I wish I was taller)

Write a topic sentence (I wish I was taller)

Write a supporting sentence (I wish I was taller)

Write a concluding sentence (I wish I was taller)

**Writing Strategy**  
Use the wish you have written to help you write a topic sentence, supporting sentence, and concluding sentence before writing a draft.

2. Considering the question "why do I wish to change my personality, appearance or health?" write sentences using the second conditional to answer the question for each wish you listed above.

Example wish: *I wish I were taller. I would like a better job looking after me.*

Why a: \_\_\_\_\_

Why b: \_\_\_\_\_

3. Now, considering your wishes, write a topic sentence for each wish that explains why your wish is important.

Example topic sentence: *I wish I were taller because height is a marker for success in our world.*

Topic sentence: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

4. Using your wishes and the topic sentences you wrote in paragraphs 3, write an introductory paragraph about what you wish to change in your personality, appearance and/or health.

**Writing Strategy**  
To write a good text, each paragraph should contain:  
1. Using the main point of the paragraph.  
2. Supporting details and specific vocabulary ideas such as metaphors, similes, and analogies.  
3. Thoughts that are developed to create an overall effect.

Unit 10: Communication

LESSON 4

# Kicking the Habit



1. Read the text about the problems Owen and his family had then complete sentences a-d with ideas from the Word Bank.

Owen is a high-achieving student at his school. He always gets top grades and he has a very healthy diet. He spends his study time of eating to learn so after ten at the time, not to mention how tired they are of eating, but complete about during a lesson with Owen. What actually exists in his own bedroom, but of the table to get to university. As for his, the school life at the expense between his new private teachers, but he refuses to let them. Every day after all, he can use a sign of hope in most parents moving his change.

**Word Bank**

- fed up with
- nerve-racking
- kick the habit
- light at the end of the tunnel

a. \_\_\_\_\_ for the time being, \_\_\_\_\_ his and Owen can't live their own bedrooms.  
b. \_\_\_\_\_ Owen knows there is a \_\_\_\_\_ light at the end of the tunnel, \_\_\_\_\_ that's why  
c. Owen's parents live \_\_\_\_\_ for him \_\_\_\_\_ with his responses.  
d. Owen really needs to \_\_\_\_\_ kick the habit \_\_\_\_\_ of being clumsy.

**Vocabulary Strategy**  
Using a strategy such as creating a word bank can help you find the right word for a task. Think of some adjectives.

2. Look back at the previous text and write a definition for each item.

4. fed up \_\_\_\_\_ need of \_\_\_\_\_  
b. for the time being \_\_\_\_\_ for now \_\_\_\_\_  
c. kick the habit \_\_\_\_\_ stop a bad habit \_\_\_\_\_  
d. light at the end of the tunnel \_\_\_\_\_ see a line of hope \_\_\_\_\_

3. Answer the following questions using the stems in italics and then discuss with a partner.

4. Describe a situation where you'd be up with someone or something.

5. Mention something you could like to change, which for the time being, isn't possible.

6. Write about when you or someone you know managed to kick a habit.

7. Discuss a habit that you thought there was no solution to a problem and then, suddenly you could see light at the end of the tunnel.

# UNIT 5

## Lesson 1

### The Forecast

1. Use the clues to complete the crossword puzzle with words from the Word Bank.  
**Clues**  
**Across**  
a. across or over  
d. to land or say a phrase  
e. to help or back  
f. to be in a bad mood  
g. with foam  
**Down**  
h. to surprise  
i. device  
k. practice  
l. to hurt

2. Complete the magazine with words from the Word Bank, making changes if necessary. Then, match them with the advertisements below.

<b>FINANCIAL</b> <b>Portuguese Economy</b> Rise in By Banks	<b>ENTERTAINMENT</b> NBC Universal's Annual Viewing Event Announced for Rise in Viewers for 2013	<b>SPORTS</b> BIO JACKSON Annual Competition Fans After Rivalry Rise to Top
---	---	--

<b>WORLD NEWS</b> Economic Country China Rising
---

**Word Bank**

- back
- forecast
- boat
- surprise
- practices
- lost

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# UNIT 5

## Lesson 2

### Breaking News Captions

Read the Breaking News captions from different newspaper websites and then complete the sentences reporting what they say.

**Di Biologists Get**  
The Washington Post: Kenya's great migration party's official statement documents that not everyone had access to water in the savanna. *Did they not receive a letter from \_\_\_\_\_ in the course to take in the election?*

**Editor**  
The Sun: Monogamy is predicted the best marital system which has rocketed the most counts. It's good monogamy. *Did you find \_\_\_\_\_ at the moment?*

**Dr. Wang Says**  
The Morning Herald: Family government matters is starting out looking the local state. For once that's not a bad thing. *Did you see \_\_\_\_\_ job waiting for you?*

**Grammar Strategy**  
Pay attention to the verb forms of irregular verbs.

4. Read the following conversation and then use Reported Speech to mention what Brown said.

Shows they later, I've said this. I hope you on the BBC. *Brown: Did you know that they have formed a party for the first time in the history of the party?*

Did that, when you were with? *Shows: Did you know that they have formed a party for the first time in the history of the party?*

Shows: They don't know, apparently, unless you can address through the country and have access to an MP's card? *Shows: They don't know, apparently, unless you can address through the country and have access to an MP's card?*

Did they just stop? People shouldn't keep making in past. They are still asleep.

- a. First, Brown said that \_\_\_\_\_ a couple before they had passed a motion covering a national party to be formed.
- b. \_\_\_\_\_ a motion for, \_\_\_\_\_ the member and had said he is an MP.
- c. Then, \_\_\_\_\_ said that \_\_\_\_\_ a motion to be formed, that is, a motion to form a party.
- d. Next, \_\_\_\_\_ mentioned that \_\_\_\_\_ on the formation of their motion.
- e. Finally, he said that \_\_\_\_\_ had been made, formed and called members to make sure.

41

## Lesson 2 Making Headlines

**1. Use the pictures to complete the requests, warnings or pieces of advice with words from the Word Bank.**

**Police CMO's Officers** \_\_\_\_\_ anyone who takes the bus this far.

**Lawyer Jolly's phone** \_\_\_\_\_ all the contracts I have to put.

**Schoolkids** Please do not \_\_\_\_\_ all kinds of things, eat healthy.

**Word Bank**

- arrest
- check
- receive
- threaten

**Accel Jewel's phone** do not \_\_\_\_\_ it by car.

**Guide for firefighters** \_\_\_\_\_ the \_\_\_\_\_ \_\_\_\_\_ fire \_\_\_\_\_.

**Environmental Activists** High \_\_\_\_\_ levels increase \_\_\_\_\_ \_\_\_\_\_ of \_\_\_\_\_.

**2. Now write each request, warning or piece of advice from exercise 1 in reported speech.**

4. The police chief \_\_\_\_\_ and his officers \_\_\_\_\_ anyone who \_\_\_\_\_ the bus this far.

5. The lawyer \_\_\_\_\_ anyone who \_\_\_\_\_ the contracts for \_\_\_\_\_ in \_\_\_\_\_.

6. Henry's assistant \_\_\_\_\_ her assistant that \_\_\_\_\_ the \_\_\_\_\_ the \_\_\_\_\_.

7. Peter's boss \_\_\_\_\_ Peter \_\_\_\_\_ all the \_\_\_\_\_ in \_\_\_\_\_ as an \_\_\_\_\_ in \_\_\_\_\_.

8. The teacher \_\_\_\_\_ the \_\_\_\_\_ \_\_\_\_\_ all kinds of \_\_\_\_\_, eat healthy.

**Grammar Strategy**

Use reported speech to report what someone says or writes.

1. The teacher \_\_\_\_\_ the \_\_\_\_\_ \_\_\_\_\_ all kinds of \_\_\_\_\_, eat healthy.

**3. Think of a piece of advice, a warning or a request that each of the following people might make. Write a sentence in reported speech.**

E.g. My parents told me to talk with my friends.  
My parents told me to talk with my friends.  
My parents told me to talk with my friends.

a. Brother in a letter to sister to brother:  
My brother told me to \_\_\_\_\_.

b. Teacher to students:  
My teacher told me to \_\_\_\_\_.

### 4. Read and complete the comic using Reported Speech.

**Day 1: Morning. Students are in the classroom.**

She's from another class. Look, report by hand. Do you use a computer?

But look, our teacher told us to report by hand. It's important. We should use a computer.

**Day 2: Morning. In the library.**

Students, you have to hand in your book reports before the end of the day.

What do I have to do?

Hand in your book reports before the end of the day.

**Day 3: Morning. In the classroom.**

Good. Do my book reports use a computer? Do I have to hand in the book reports?

Oh, you mean do you use a computer? Of course not! I write it by hand.


**Day 4: Morning. After school.**

What? The teacher said to use a computer. I did not use a computer.

Oh, no! I forgot to write my report on the computer. I did not use a computer.

What? I didn't have to use a computer. I think you have a spelling problem.





**154** **Lesson 1**  
**Finding Your Voice**

**1. Look at the title of the article. Answer the questions to predict what you think the article is about.**

- a. Why is **freedom** considered the world's leading aspiration?
- b. How do countries become world superpowers?
- c. Which country do you think will become the world's next superpower?

**Reading Strategies**

Use prior knowledge and context clues such as pictures, pronunciation and etymological words, and the context of the surrounding sentences and words to infer the meaning of unknown vocabulary.

**2. Read the newspaper article. Infer the meaning of the words in bold face and underline the "you're" that help you with the definition.**

**3. Look at the expression of the word from the story below and use a context clue to infer the meaning of the word. Write the meaning of the word in the space provided.**

**1. struggle** — a very great conflict; effort to win or to overcome

**2. struggle** — the effort of thinking

**3. however** — only; the way that is quickly changing. It is becoming clear that the fight to achieve the new superpower status has moved from the arena of politics and force alone. The powerful nations are now vying for the right to have advanced technology to create a new superpower. The country which can create itself faster than

**4. Use reported speech to answer the following questions.**

- a. According to the article, how have superpowers been defined in the past? **Superpowers are the political entities that have the power to influence other nations.**
- b. What do you think the author's prediction is about the future of superpowers? **Superpowers will be replaced by global powers who will become the next superpowers.**
- c. According to the text, how do you define a global power? **A global power is a nation that has the ability to influence other nations.**
- d. By the year 2020, which two nations will be the most powerful superpowers? **The United States and China.**

**4**

**155** **Lesson 2**  
**Reading Your World**

**1. Read the article. Answer the questions to predict what you think the article is about.**

- a. Why is **freedom** considered the world's leading aspiration?
- b. How do countries become world superpowers?
- c. Which country do you think will become the world's next superpower?

**Reading Strategies**

Use prior knowledge and context clues such as pictures, pronunciation and etymological words, and the context of the surrounding sentences and words to infer the meaning of unknown vocabulary.

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- c. According to the text, how do you define a global power? **A global power is a nation that has the ability to influence other nations.**
- d. By the year 2020, which two nations will be the most powerful superpowers? **The United States and China.**

**4**

Writing

**1. Read the box cards about China and Brazil and use Reported Speech to write what was stated on each card.**

**CHINA**  
China's economy is growing rapidly.  
China is now a superpower.  
China has become a superpower.  
China has become a superpower.  
China has become a superpower.

**BRASIL**  
Brazil is a developing country.  
Brazil is a developing country.  
Brazil is a developing country.  
Brazil is a developing country.  
Brazil is a developing country.

**2. Use the facts from above, into a brief magazine article about why **China or Brazil** may become the world's next superpower.**

**Example 1 (Brazil):**  
The rising superpowers of the 21<sup>st</sup> century, China and Brazil, are Brazil's superpower.

**Example 2 (China):**  
Brazil's superpower.

**Example 3 (China):**  
Brazil's superpower.

Reading

**1. Underline the idioms.**

**Writing Strategy**  
Use Reported Speech to write what was stated on each card.

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**1. Underline the idioms.**

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# UNIT 6

## Lesson 1

### 20th Century Inventions

### Word Bank

• atom • CD • sat • GPS  
• email • after • search

• laser • robot  
• CD-ROM • email • cell  
• CD • fax • MP3  
• game • net

1. Complete each phrase with the correct particle from the Word Bank.

a. laser \_\_\_\_\_  
b. CD-ROM \_\_\_\_\_  
c. CD \_\_\_\_\_  
d. game \_\_\_\_\_

2. Read the history competition. Then, match the phrase verbs in bolds with their definition.

a. **force** **to make** electric  
b. **rely** **to depend on**  
c. **allow** **to be allowed to**  
d. **compete** **to fight** somebody

**Teacher:** OK, class, we are going to have a competition to see who can write and provide a 100-word explanation about an invention that has changed the world. OK, you have 10 minutes to write. I'll be back in 10 minutes to read your entries. I'll be back in 10 minutes to read your entries. I'll be back in 10 minutes to read your entries. I'll be back in 10 minutes to read your entries.

**Tom:** OK, class, we are going to have a competition to see who can write and provide a 100-word explanation about an invention that has changed the world. OK, you have 10 minutes to write. I'll be back in 10 minutes to read your entries. I'll be back in 10 minutes to read your entries. I'll be back in 10 minutes to read your entries. I'll be back in 10 minutes to read your entries.

# UNIT 6

## Lesson 1

### 20th Century Inventions

### Word Bank

• atom • CD • sat • GPS  
• email • after • search

• laser • robot  
• CD-ROM • email • cell  
• CD • fax • MP3  
• game • net

3. Check if each phrase verb is separable or inseparable and check the correct answer.

a. **Change**

**separable** (change + me) → change me up  
 I need a search engine to help clean up the mess up.  
 I can't change the car until I have a new car.  
 I can't change the car until I have a new car.

b. **Check**

**separable** (check + the box) → check the box out  
 The teacher of the top part of the class checked the box out.  
 The teacher of the top part of the class checked the box out.  
 The teacher of the top part of the class checked the box out.

c. **Get up**

**separable** (get up + the car) → get up the car  
 The car got up the car.  
 The car got up the car.  
 The car got up the car.

4. Change the subjects in infinitives for an object pronoun (me, her, it, or them) and depending on the phrase with which the preposition in this exercise is used, indicate if the infinitive is separable or inseparable.

a. **Check**

**separable** (check + me) → check me out  
 I checked the car out.  
 I checked the car out.  
 I checked the car out.

b. **Check**

**inseparable** (check + the car) → check the car out  
 I checked the car out.  
 I checked the car out.  
 I checked the car out.



**Lesson 3**

**A Pivotal Accomplishment**



**1. Read the opening three sentences (lines 1-3) and draw read the article about the discovery of penicillin. Decide which sentence best summarizes each paragraph.**

**Reading Strategy**

Put the arrow to the left or right to indicate which sentence best summarizes the paragraph.

**1** While the germs that cause pneumonia are everywhere, it is not possible to see them with the naked eye.

**2** One sometimes finds what one is not looking for.

**3** While the germs that cause pneumonia are everywhere, it is not possible to see them with the naked eye.

**4** Fleming had a great idea for how to use penicillin.

**5** Fleming had a great idea for how to use penicillin.

**6** Fleming had a great idea for how to use penicillin.

**7** Fleming had a great idea for how to use penicillin.

**8** Fleming had a great idea for how to use penicillin.

**9** Fleming had a great idea for how to use penicillin.

**10** Fleming had a great idea for how to use penicillin.

**2. Read the three conditional sentences below (lines 4-6) and draw read the article about the discovery of penicillin. Decide which sentence best summarizes each paragraph.**

**4** If Fleming had not conducted extensive tests, he would have realized differently.

**5** If Fleming had not conducted extensive tests, he would have realized differently.

**6** If Fleming had not conducted extensive tests, he would have realized differently.

**7** If Fleming had not conducted extensive tests, he would have realized differently.

**8** If Fleming had not conducted extensive tests, he would have realized differently.

**9** If Fleming had not conducted extensive tests, he would have realized differently.

**10** If Fleming had not conducted extensive tests, he would have realized differently.

**Lesson 4**

**1. Read the opening three sentences (lines 1-3) and draw read the article about the discovery of penicillin. Decide which sentence best summarizes each paragraph.**

**Reading Strategy**

Put the arrow to the left or right to indicate which sentence best summarizes the paragraph.

**1** While the germs that cause pneumonia are everywhere, it is not possible to see them with the naked eye.

**2** One sometimes finds what one is not looking for.

**3** While the germs that cause pneumonia are everywhere, it is not possible to see them with the naked eye.

**4** Fleming had a great idea for how to use penicillin.

**5** Fleming had a great idea for how to use penicillin.

**6** Fleming had a great idea for how to use penicillin.

**7** Fleming had a great idea for how to use penicillin.

**8** Fleming had a great idea for how to use penicillin.

**9** Fleming had a great idea for how to use penicillin.

**10** Fleming had a great idea for how to use penicillin.

**2. Read the three conditional sentences below (lines 4-6) and draw read the article about the discovery of penicillin. Decide which sentence best summarizes each paragraph.**

**4** If Fleming had not conducted extensive tests, he would have realized differently.

**5** If Fleming had not conducted extensive tests, he would have realized differently.

**6** If Fleming had not conducted extensive tests, he would have realized differently.

**7** If Fleming had not conducted extensive tests, he would have realized differently.

**8** If Fleming had not conducted extensive tests, he would have realized differently.

**9** If Fleming had not conducted extensive tests, he would have realized differently.

**10** If Fleming had not conducted extensive tests, he would have realized differently.

Writing

1. You are a business inventor who made an important invention in the 20<sup>th</sup> century. You have now been invited to write an article for a scientific magazine about how you came up with the invention. In line with the article, complete the graphic organizer below.

**Introduction**  
Who are you involved in the invention?

*My partner and I*

**Discovery / Inventions**

**Conclusion**  
Summarize your opinion of the invention.

*It was a really useful invention.*

**Paragraph 1**  
Why was this invention needed?

*It was needed because of the problems that were caused by the invention.*

**Paragraph 2**  
How did you invent the invention?

*My partner and I worked together to create the invention.*

**Paragraph 3**  
Why is your invention important?

*My invention is important because it helps people to solve their problems.*

**Writing Strategy**

When writing an informative text, pay attention to the following writing strategies:

- Use a clear, logical structure to organize your ideas.
- Use a variety of sentence structures to make your writing more interesting.
- Use a variety of vocabulary words to describe your invention.
- Use a variety of punctuation marks to make your writing more effective.
- Use a variety of linking words to connect your ideas.
- Use a variety of adjectives and adverbs to describe your invention.
- Use a variety of pronouns to refer to your invention.
- Use a variety of tenses to describe your invention.
- Use a variety of voice and mood to describe your invention.
- Use a variety of rhetorical devices to make your writing more persuasive.
- Use a variety of figurative language to make your writing more engaging.
- Use a variety of direct quotations to support your ideas.
- Use a variety of indirect quotations to support your ideas.
- Use a variety of paraphrasing to support your ideas.
- Use a variety of summarizing to support your ideas.
- Use a variety of concluding to support your ideas.

2. Using the article on penicillin, read the section you wrote in the graphic organizer above. Then, write an introduction for your article for a scientific magazine.

**Introduction** I was one year \_\_\_\_\_ and I was in my workshop, looking for a way to cure \_\_\_\_\_ where \_\_\_\_\_

**Paragraph 1** At the time, there were no other medicines like the \_\_\_\_\_ . It was a really needed invention because \_\_\_\_\_

**Paragraph 2** I originally came up with the idea of inventing the \_\_\_\_\_ back in \_\_\_\_\_

**Paragraph 3** This invention has had many effects on society, both positive and negative. It \_\_\_\_\_

**Conclusion** I can be concluded that the \_\_\_\_\_ is / has been \_\_\_\_\_

Read Comprehension

**LESSON 4**

## Paving the Way Forward

1. Read the situations described and match each one with a sentence from the box.

a. Computers are one of the most amazing inventions. They have facilitated the development of things like the airplane, the internet, and music.

b. Dedicating so many years to his career without taking any breaks should be treated with reverence.

c. The first and best way to solve a problem is to try to solve it yourself.

d. The inventor of the computer hasn't been without problems. However, at 100 years old, these long years have proved well worth the effort.

**Scenarios**

They were just what I designed computer \_\_\_\_\_

They don't see eye \_\_\_\_\_

They passed the way \_\_\_\_\_

They paid the way \_\_\_\_\_

They passed the way \_\_\_\_\_

They passed the way \_\_\_\_\_

2. Look at the following picture and use an idiom to complete the description below.

3. Answer the questions using the idiom on the box.

a. The reason that I left my company was \_\_\_\_\_

b. People from both sides of the wall were \_\_\_\_\_

c. After the invention of the computer, many people \_\_\_\_\_

d. The first person from both sides began to \_\_\_\_\_ their problems.

e. \_\_\_\_\_ negotiations \_\_\_\_\_ the way \_\_\_\_\_ for the British with being supported from their friends and family.

f. Why won't people here become \_\_\_\_\_ with the original concept?

g. Are there any other genuine reasons for being making what you are doing \_\_\_\_\_?

h. What business political figures would the leaders of the Women's Suffrage Movement have seen eye to eye with?

## *English B1.2*

In *English B1.2*, 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 the 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 about his / her topics of interest or to recommend careers based on information provided in advance. His / Her low vocabulary range impedes communication.	Has a limited repertoire of words and expressions to talk about his / her topics of interest or to recommend careers based on information provided in advance. 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 about his / her topics of interests or to recommend careers based on information provided in advance. 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 about his / her topics of interests or to recommend careers based on information provided in advance. His / Her vocabulary control facilitates communication.
Accuracy	Shows very limited control of grammatical structures and patterns to talk about his / her topics of interests or to recommend careers based on information provided previously. Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, grammatical structures and patterns to talk about his / her topics of interests or to recommend careers based on information provided previously. Confuses grammatical structures and patterns systematically, which usually causes communication breakdowns.	Uses a basic repertoire of grammatical structures and patterns to talk about his / her topics of interests or to recommend careers based on information provided previously. Some confusion may be present, but this does not affect communication.	Uses structures and patterns to talk about his / her topics of interests or to recommend careers based on information provided previously. The appropriate use of the structures and patterns facilitates communication.



<p>Fluency</p>	<p>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.</p>	<p>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.</p>	<p>Has enough language to keep going comprehensively, even though pauses for grammatical and lexical planning. Repair is evident, especially in longer stretches of production.</p>	<p>Has an outstanding language command to keep going comprehensively, even though occasionally pauses for grammatical and lexical planning.</p>
<p>Interaction</p>	<p>Has great difficulty to talk about his / her topics of interests or to recommend careers based on information provided in advance. Finds it hard to initiate, maintain, respond and close the conversation. Requires constant repetition of the message delivered by the other speaker.</p>	<p>Can, with a lot of effort, talk about his / her topics of interests or recommend careers based on information provided in advance. Very rarely understands enough to keep the discussion going of his /her own accord. Repetition on part of the other speaker is required.</p>	<p>Can, with some hesitation, talk about his / her topics of interests or recommend careers based on information provided in advance. Responses are adequate in the ongoing conversation most of the time.</p>	<p>Can successfully talk about his / her topics of interests or recommend careers based on information provided in advance. Is able to provide extra details spontaneously in the ongoing conversation.</p>
<p>Coherence</p>	<p>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.</p>	<p>Connects ideas inappropriately, especially when asking questions. Natural conversation tone is not achieved. Task input is inadequately covered or omitted. Meaning is usually lost.</p>	<p>Organizes, with some sufficiency, his / her ideas when talking about his / her interests or recommend careers based on information provided before. The message is clear, although there are some hesitant sentences. Task input is used.</p>	<p>Organizes his / her ideas successfully, especially when talking about his / her interests or recommending careers based on information provided before. The message is clear and concrete and the task input is fully used.</p>

## Test Training A (Units 1 and 2) - 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 hardly related to the information suggested in the prompt (review of his/her favorite movie).	The information included in the text is sometimes unclear and confusing. A lot of the information related to the task prompt (review of his/her favorite movie) 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 (review of his/her favorite movie).
Grammatical accuracy	Inappropriate use of past tenses (Simple Past, Past Progressive and Present Perfect), gerunds, infinitives and connectors of contrast to review his / her favorite movie. Little demonstration or no understanding of their use.	Attempts to use past tenses (Simple Past, Past Progressive and Present Perfect), gerunds, infinitives and connectors of contrast to review his / her favorite movie. Sometimes demonstrates understanding of their use; however, the message is still confusing.	Appropriate use of past tenses (Simple Past, Past Progressive and Present Perfect), gerunds, infinitives and connectors of contrast to review his / her favorite movie. A few mistakes may be present, but they do not impede a clear message.	Past tenses (Simple Past, Past Progressive and Present Perfect), gerunds, infinitives and connectors of contrast to review his / her favorite movie are successfully used. This makes the message clear.

Vocabulary range	Very limited control and range of words and expressions related to the field of cinema. Frequent misuse of vocabulary completely obscures the message.	Limited control of words and expressions related to the field of cinema. Lexical limitations may obscure the message.	Shows control of an average range of vocabulary related to the field of cinema. Some confusion might be present, but it does not greatly impede communication.	Shows an excellent and accurate control of words and expressions related to the field of cinema.
Organization and cohesion	The text lacks of punctuation marks and capitals. The message consists mostly of a vague arguments 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 (between 30 and 45 words).	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 its supporting sentences, but this is not done consistently. The text is still shorter than suggested in the task (between 30 and 45 words).	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.	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 (between 30 and 45 words).
Appropriateness of register and format	The expressions and the layout used make the text's register (formal) and format (movie review) mostly inappropriate for or inconsistent with the task.	The expressions and the layout used make the text's register (formal) and format (movie review) somewhat inappropriate for or inconsistent with the task.	The expressions and the layout used make, most of the time, the text's register (formal) and format (movie review) appropriate for the task.	The expressions and the layout used consistently make the text's register (formal) and format (movie review) appropriate for the task.

## 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 when discussing topics of interest.	Excellent (10)	Is able to talk about his / her interests or recommend careers based on information provided before. Is able to ask for information and give his / her personal views and opinions in order to interact appropriately.
		Good (6-9)	Although can talk about his / her interests or recommend careers based on information provided before, some occasional language mistakes do not allow him / her to complete the task appropriately.
		Needs practice (0-5)	Fails to talk about his / her interests or to recommend careers based on information provided before. 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 limited repertoire of words and expressions to discuss solutions to ecological problems.	Has a limited repertoire of words and expressions to discuss solutions to ecological problems. Uses some memorized phrases.	Has a good repertoire of words and expressions to discuss solutions to ecological problems.	Has an outstanding repertoire of words and expressions to discuss solutions to ecological problems.
Accuracy	Does not manage the Passive Voice and Second Conditional to discuss solutions to ecological problems. Grammar aspects studied in previous levels are wrongly used.	Shows limited control of the grammatical structures (Passive Voice and Second Conditional) to discuss solutions to ecological problems. Confuses expressions systematically, which may cause communication failure.	Correctly uses the Passive Voice and Second Conditional to discuss solutions to ecological problems. Sometimes confuses the use of verb tenses and expressions, but monitors himself/herself; so, those mistakes do not greatly affect communication.	Uses in an appropriate way the Passive Voice and Second Conditional to discuss solutions to ecological problems.

<p><b>Fluency</b></p>	<p>Manages very short and isolated sentences with mainly pre-packaged utterances. Too much pausing to search for expressions and speech is slow and hesitant. Communication is greatly affected.</p>	<p>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.</p>	<p>Has enough language to keep going comprehensively, even though pauses for grammatical and lexical planning. Repair is evident, especially in longer stretches of production.</p>	<p>Has an outstanding language command to keep going comprehensively, even though some pausing for grammatical and lexical planning may occur.</p>
<p><b>Interaction</b></p>	<p>Has great difficulty responding to simple statements and asking questions. Finds it hard to initiate and hold a face-to-face conversation when discussing solutions to ecological problems. Requires repetition of the message delivered by the other speaker because he / she is unable to understand.</p>	<p>Can, with a lot of effort, respond to simple statements and initiate and hold a face-to-face conversation. Very rarely understands enough to keep the conversation going. Repetition on part of the other speaker is required to maintain the conversation.</p>	<p>Can, with some hesitation, respond to simple statements and hold a face-to-face conversation about solutions to ecological problems. Both, responses and questions, are adequate in the ongoing conversation most of the time.</p>	<p>Can successfully respond to simple statements and hold a face-to-face conversation about solutions to ecological problems. Is able to provide extra details spontaneously in the ongoing conversation.</p>
<p><b>Coherence</b></p>	<p>Finds it very difficult to organize his / her ideas, especially when asking questions or following the conversation where using Passive Voice and / or Second Conditional is needed. Total or notable omission of task input and meaning is not conveyed.</p>	<p>Connects ideas inappropriately, especially when asking questions or following the conversation where using Passive Voice and / or Second Conditional is needed. Task input is inadequately covered or omitted. Meaning usually gets lost.</p>	<p>Can organize, with some sufficiency, his / her ideas when asking questions or following the conversation where using Passive Voice and / or Second Conditional is needed. The message is clear although there are some hesitant sentences. Task input is used.</p>	<p>Is able to organize his / her ideas successfully, especially when asking questions or when following the conversation where using Passive Voice and / or Second Conditional is needed. The message is clear and concrete.</p>

## 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 paraphrase the information provided originally.	The topic and the task are not completely developed. It lacks most of the intended message. Reflects a failed effort to paraphrase the original sentences.	The topic and the task are developed, but the paraphrased sentences lack part of the intended message. Provides most of the information delivered in the main sentences, but some relevant points are missing.	The topic and the task are well-developed, achieving the intended message. All the original information requested to be paraphrased is provided.
Grammatical accuracy	Shows insufficient control of simple and complex grammatical structures (Passive Voice and Second Conditional) to paraphrase the original information. Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, simple and complex grammatical structures (Passive Voice and Second Conditional) to paraphrase the original information. Confuses these structures and patterns systematically, which causes communication breakdowns.	Uses a basic repertoire of simple and complex grammatical structures (Passive Voice and Second Conditional) to paraphrase the original information. Some confusion may be present, but this does not impede communication.	Successfully uses simple and complex grammatical structures (Passive Voice and Second Conditional) to paraphrase the original information. The appropriate use of these structures and patterns facilitates communication.
Vocabulary range	The range of vocabulary to paraphrase the original information is very limited. Frequent misuse of vocabulary completely obscures the message.	The range of vocabulary to paraphrase the original information is limited. Lexical limitations may obscure the message.	Shows control of an average range of vocabulary to paraphrase the original information. Some circumlocutions might be present, but they do not greatly impede communication.	Shows an excellent range and accurate control of words to paraphrase the original information.

<p>Organization and cohesion</p>	<p>Paraphrases the original information ignoring the suggested indications. Incorrect use of the input provided makes the message mostly incomprehensible.</p>	<p>Does not include all information delivered in the original sentences. Recurrent incorrect use of the input provided to carry out the task.</p>	<p>Paraphrases the sentences with most of information in them. Most of the time the input is used correctly.</p>	<p>Excellent completion of the paraphrased sentences. Correct use of the input provided makes the message clear and easily understandable.</p>
<p>Appropriateness of register and format</p>	<p>The register (formal) and format (paraphrase) are inappropriate or inconsistent with the task.</p>	<p>The register (formal) and format (paraphrase) are sometimes inappropriate or inconsistent with the task.</p>	<p>Paraphrased sentences have a formal register and are well-structured, which are, most of the time, appropriate for the task.</p>	<p>Paraphrased sentences have a formal register and are well-structured, 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 (5 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 (5)	Successfully draws logical conclusions based on the information provided in long texts.
		Good (3-4)	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 (0-2)	Fails to draw logical conclusions based on the information provided in long texts.
Writing (10 points)	Can take messages that communicate enquiries and explain problems.	Excellent (10)	Excels at paraphrasing information related to the environmental conservation.
		Good (6-9)	Is able to paraphrase information related to the environmental conservation. Some inaccuracies in grammar and vocabulary may be present, but they do not affect communication.
		Needs practice (0-5)	Fails to paraphrase information related to the environmental conservation. Incorrect use of grammar and vocabulary.
Speaking (10 points)	Can explain the main points of an idea or problem.	Excellent (10)	Successfully proposes strategies to solve an ecological problem.
		Good (6-9)	Proposes strategies to solve an ecological problem. Some lexical and grammatical mistakes and hesitations may be present, but these do not greatly affect communication.
		Needs practice (0-5)	Shows difficulty to propose strategies to solve an ecological problem. 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 debate about two important inventions for humans.	Has a basic repertoire of words and expressions to be part of a debate about two important inventions for humans.	Has a good repertoire of words and expressions to be part of a debate about two important inventions for humans.	Has an outstanding repertoire of words and expressions to be part of a debate about two important inventions for humans.
Accuracy	Shows very limited control of grammatical structures and patterns to provide arguments and stand up for his / her ideas. Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, grammatical structures and patterns to provide arguments and stand up for his / her ideas. Confuses these structures and patterns systematically, which causes communication failure.	Uses grammatical structures and patterns to provide arguments and stand up for his / her ideas. Sometimes confuses these structures and patterns, but communication is not greatly affected.	Successfully uses grammatical structures and patterns to provide arguments and stand up for his / her ideas. 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 debate about two important inventions for humans 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 debate about two important inventions for humans. Rarely understands enough to keep the debate going of his / her own accord.	Can, with some hesitation, ask and answer questions, and initiate, maintain and close a face-to-face debate about two important inventions for humans. Responses are adequate in the ongoing debate most of the time.	Can successfully ask and answer questions, and initiate, maintain and close a face-to-face debate about two important inventions for humans. Is able to provide extra details spontaneously in the ongoing debate.
Coherence	Does not organize his / her ideas, especially when debating about two important inventions for humans. Total or notable omission of task input. Meaning is not conveyed.	Connects ideas inappropriately, especially when debating about two important inventions for humans. 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 two important inventions for humans. 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	<p>The text largely lacks data or it is poorly related to the information requested (providing arguments that support the importance of an invention).</p> <p>Reduced writing. Too many circumlocutions, which make the text incomprehensible.</p>	<p>The information provided in the text is disorganized. Arguments are not supported by consistent ideas. Some circumlocutions make the message confusing.</p>	<p>The text presents the intended message. Some of the task input is used. Some circumlocutions are still present, but they do not obscure communication.</p>	<p>The text fully presents the information requested. It includes arguments to show the importance of an invention. Ideas are clear. Task input is entirely used and letter sections are clearly differentiated.</p>
Grammatical accuracy	<p>Inappropriate use of Reported Speech and Third Conditional to provide arguments that support the importance of an invention. Little demonstration or no understanding of their use.</p>	<p>Attempts to use Reported Speech and Third Conditional to provide arguments that support the importance of an invention. Sometimes demonstrates understanding of their use; however, the message is still confusing.</p>	<p>Appropriate use of Reported Speech and Third Conditional to provide arguments that support the importance of an invention. A few mistakes may be present, but they do not impede a clear message.</p>	<p>Reported Speech and Third Conditional to provide arguments that support the importance of an invention are used correctly. This makes the message clear.</p>
Vocabulary range	<p>Low range of vocabulary to provide arguments that support the importance of an invention. Permanent use of inappropriate words impedes communication.</p>	<p>Limited range of vocabulary to provide arguments that support the importance of an invention. Lexical limitations may distort communication.</p>	<p>Average range and control of vocabulary to provide arguments that support the importance of an invention. Some circumlocutions might be present, but they do not greatly impede communication.</p>	<p>Shows sufficient range and accurate control of vocabulary to provide arguments that support the importance of an invention.</p>

<p>Organization and cohesion</p>	<p>The text lacks punctuation marks and capitals. Wrong or no attempts at using connectors. Sentences do not seem to connect together or to follow a logical sequence. The message is too short and simple. Too far below the number of words required by the task (about 100 words).</p>	<p>Attempts to capitalize and use punctuation marks, but most of the time this is done incorrectly. The text is confusing. Attempts to use connectors, the text doesn't flow logically. The message is much shorter than requested in the task (about 100 words).</p>	<p>Capitals and punctuation marks, most of the time, used appropriately. Use of connectors helps to make the text flow logically. The text is close to the number of words required (100 words).</p>	<p>The structure of the text does not lead 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. The message is clear, precise and within the number of words required (about 100 words).</p>
<p>Appropriateness of register and format</p>	<p>The expressions and the layout used make the text's register (formal) and format (argumentative) 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 (argumentative) 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 (argumentative) appropriate for the task and its audience.</p>	<p>The expressions and the layout used make the text's register (formal) and format (argumentative) 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 (6 points)	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects.	Excellent (6)	Easily understands the general topic and extracts the essential information from a straightforward and clearly structured report.
		Good (4-5)	Understands the general topic and extracts the essential information from a straightforward and clearly structured report, but shows some misunderstanding at times.
		Needs practice (0-3)	Has difficulty to understand the general topic and extract the essential information from a straightforward and clearly structured report.
Reading (5 points)	Can recognize significant points in straightforward newspaper articles on familiar subjects.	Excellent (5)	Easily understands straightforward newspaper articles and reports about contemporary issues.
		Good (3-4)	Understands straightforward newspaper articles and reports about contemporary issues, but gets confused at times, affecting comprehension.
		Needs practice (0-2)	Shows great difficulty to understand straightforward newspaper articles and reports about contemporary issues. This clearly indicates that comprehension has not occurred.
Writing (10 points)	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point.	Excellent (10)	Accurately produces an argumentative text that aims at arguing the importance of an invention.
		Good (6-9)	Is able to produce an argumentative text that aims at arguing the importance of an invention. 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 an argumentative text that aims at arguing the importance of an invention.
Speaking (10 points)	Can express his / her ideas and opinions with precision, and present and respond to complex lines of arguments convincingly.	Excellent (10)	Excels at making a brief oral presentation providing arguments to show the importance of an invention.
		Good (6-9)	Makes a brief oral presentation providing arguments to show the importance of an invention, and uses expressions to sound more natural. Some grammatical and lexical mistakes are sometimes identified. However, they do not greatly hinder communication.
		Needs practice (0-5)	Has many difficulties making a brief oral presentation providing arguments to show the importance of an invention. Often does not use expressions to sound more natural, and cannot reject his / her partner's arguments.

**MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA**

School's Name: \_\_\_\_\_ Year: \_\_\_\_\_

1. INFORMATIVE DATA		Grade / Course: 3 <sup>o</sup> BGU	Class:
<p><b>Teacher:</b> _____</p> <p><b>Book:</b> English B1.2</p>	<p><b>Unit: 1</b> Let's Talk Movies</p>		
<p><b>Aims:</b> Expose as a Foreign Language</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• 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 multiracial society.</li> <li>• O.EFL 5.4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access (written/ language) learning resources to support themselves and others within the communication process, conveying tables of forestry and forestry PIB responsible academic behavior.</li> <li>• O.EFL 6.7 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).</li> </ul>			
<p><b>Periods:</b> 30. 6 class periods per lesson</p>		<p><b>Weeks:</b> 6</p>	
2. UNIT PLAN			
Skills and Performance Criteria			
<p><b>Communication and Cultural Awareness</b></p> <p>EFL 5.1.4 Identify and interpret how cultural and language patterns in English are used when exchanging ideas on familiar topics according to a B1.2 level. (Example: slang idioms, humor, etc.)</p>		<p><b>Evaluation Criteria</b></p> <p>CE EFL 5.3 Interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts.</p>	
<p><b>Oral Communication: (Listening and Speaking)</b></p> <p>EFL 6.2.11 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>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>CE EFL 5.8 Interaction – Intercultural: 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>EFL 6.3.2 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.).</p>		<p>CE EFL 5.11 Identify and apply a range of reading strategies in order to make both meaningful and selected information within a text that might be of practical use for one's own academic needs.</p>	
<p><b>Writing</b></p> <p>EFL 5.2 Apply new and prior knowledge in order to plan and create texts and determine if the new knowledge adds value to or contradicts prior information.</p> <p>EFL 5.4.5 Justify and explain the rationale for a position on an argument, using persuasive language, tone, evidence and well-developed arguments through essays, editorials, movie and book reviews, position papers and brochures.</p>		<p>CE EFL 5.15 Plan and produce well-constructed informational texts by applying the writing process and using appropriate language and organization in argument through carefully selected information and appropriate language, tone and evidence.</p>	
<p><b>Language through the Arts</b></p> <p>EFL 5.10 Express confidence, accuracy, fluency and expression to demonstrate understanding and to convey an interpretation of meaning.</p>		<p>CE EFL 5.16 Use a range of criteria to evaluate and recommend literary texts to others, and recognize how chosen criteria affect evaluation.</p>	
Methodological Strategies		Performance Indicators	
<p><b>Communication and Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• Participating in short role plays using a range of verbs and nonverbal communication.</li> <li>• Talking in pairs about a video learners have watched using only English.</li> <li>• Demonstrating appropriate language use during class, group and pair discussions.</li> <li>• Watching a video and identifying disparate language use.</li> <li>• Comparing nonverbal and body language between L1 and L2.</li> </ul>		<p><b>Communication and Cultural Awareness</b></p> <p>EFL 5.3.1 Learners can interpret cultural and language patterns in English, including nonverbal communication in appropriate contexts (I.3, 1.4, S.1, S.2).</p> <p><b>Oral Communication</b></p> <p>EFL 5.8.1 Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic.</p>	
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• New Curriculum EFL for Subarea BGU</li> <li>• Student's Book English B1.2</li> <li>• Interactive version</li> <li>• Audio CD</li> <li>• Teacher's Guide</li> <li>• Photocopiable worksheets (WS)</li> </ul>		<p><b>Activities / Instruments</b></p> <ul style="list-style-type: none"> <li>• Decide on a movie to watch at home.</li> <li>• Take notes about its genre, setting, plot, characters, etc.</li> <li>• Make a short summary of the plot. Name: True Grit. Cast: Jeff Bridges, Matt Damon, etc... Setting: American Old West. Main events: A girl was looking for a man who had murdered her father...</li> </ul>	



SURSELECCIÓN DE FUNDAMENTOS EDUCATIVOS

DIRECCIÓN MACROCURRÍCULO DE CURRÍCULO

<p>• Quiz Time (05)</p> <p>• Creating selfe videos for class assignments and sharing them on a class blog.</p> <p><b>Oral Communication: (Listening and Speaking)</b></p> <ul style="list-style-type: none"> <li>Showing a movie trailer and asking learners to share their opinions in pairs and say whether they would go see that movie or not.</li> <li>Doing a mingle activity where learners ask and answer questions about things they have or haven't done, in order to extend the exchange.</li> <li>Establishing a clear expectation of English use for classroom activities.</li> <li>Using personal notes from the teacher to learners who use L2 negatively.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Underlining interesting facts in a text and then doing a title research on the topic.</li> <li>Writing an interesting idea from a text to inspire extra research on a topic.</li> <li>Predicting main ideas by reading the title and using other contextual clues (e.g., illustrations, subheadings, etc.).</li> <li>Skimming online reference web sites for ones that have the information needed for a research project.</li> <li>Comparing a text for the main characters.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writing new words and phrases in a vocabulary notebook and then writing a text using three words from your vocabulary notebook.</li> <li>Using new words or information from a class lesson and creating an oral game to play between, then playing and playing the game with other friends.</li> <li>Exchanging writing in pairs in order to make suggestions about things that could be improved.</li> </ul> <p><b>Language through the Arts</b></p> <ul style="list-style-type: none"> <li>Brainstorming features and conventions of a genre and then creating a presentation that uses those features and conventions.</li> <li>Discussing how visual presentation can change your response to a literary text.</li> </ul>	<p>• Investigate the film director of the movie you save in Stage 1. Take notes using the new time expressions: <i>After directing</i> <i>Bairn</i>, <i>be directed</i> <i>Plaver</i>, <i>of the Apes</i>, <i>and</i> <i>Bairn</i> <i>Rears</i>.</p> <p><i>Rears</i>, the film tells about the movie you watched and a mini biography of the director.</p> <ul style="list-style-type: none"> <li>Pay attention to connectors of sequence, time expressions and verbs in all tenses.</li> </ul> <p><b>Techniques</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Use knowledge to associate word meanings.</li> <li>Pay attention to the time expressions.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Use pictures to predict content and order.</li> <li>Use context clues to understand content.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use idiomatic expressions to share an experience.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Use time phrases and time expressions to help readers follow the sequence of events.</li> </ul> <p><b>Instruments for oral and written evaluation</b></p> <ul style="list-style-type: none"> <li>Rubrics</li> <li>Oral observations/individual in pairs</li> <li>Essay Tests</li> <li>Practical Exams</li> <li>Writing Tests</li> <li>Training Test</li> </ul>
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3. ADAPTED CURRICULUM

<p><b>Students with Special Needs</b></p> <p>Teachers who work with students with special needs learn how to identify disabilities and use appropriate accommodations to meet the needs and interests of all students. They should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.</p> <p><b>CLL Competencies</b></p> <p><b>Science/Technology/Arts:</b> Work in groups to make a PowerPoint presentation of a film review and a mini biography.</p>	<p><b>Specifications of the Material to Be Applied</b></p> <p>It is advisable to use mainly visual materials and music, as well as short texts, in the case of assessment instruments. On the other hand, the instruments should include: learning objectives and goals per lesson; differentiating instruction by item or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.</p> <p><b>Transversal Axes</b></p> <p><b>Social:</b> Gender equality, intercultural awareness, respect, multiculturalism, responsibility, citizenship.</p>
<p><b>Prepared by</b> Teacher: Signature: Date:</p>	<p><b>Reviewed by</b> Teacher: Signature: Date:</p>





MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: \_\_\_\_\_ Year: \_\_\_\_\_

1. INFORMATIVE DATA		Grade / Course: 3 <sup>o</sup> BQU	Class:
Teacher:	Unit: 2		
Book: English B1.2	Professional!		
<p>Objectives:</p> <p><b>O.EFL.1</b> 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.</p> <p><b>O.EFL.6.6</b> Through selected media, participate in rationally selected 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.</p>			
<p>Periods: 30. 6 class periods per lesson</p> <p>Weeks: 6</p>			
2. UNIT PLAN			
Communication and Cultural Awareness	Skills and Performance Criteria	Evaluation Criteria	
<p>Participating in short oral plays using a range of verbal and non-verbal communication strategies to express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.)</p> <p><b>Oral Communication: (Listening and Speaking)</b></p> <p>EFL 5.3.9 Stim and scan reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs.</p> <p><b>Reading</b></p> <p>EFL 5.3.0 Stim and scan reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs.</p> <p><b>Writing</b></p> <p>EFL 5.4.2 Identify a variety of types and formats of potential resources and the value, purpose and use of these resources (e.g. articles, reports, multimedia, website, database, book, thesaurus, scholarly popular, current historical, etc.)</p> <p>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.)</p> <p><b>Language through the Arts</b></p> <p>EFL 5.5.6 Continue to learn projects to produce original works and solve problems while effectively negotiating and managing interactions to accomplish social and classroom tasks.</p>	<p><b>Communication and Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• New Curriculum English</li> <li>• Superior BQU English</li> <li>• B1.2 (including interactive version)</li> <li>• Audio CD</li> <li>• Teacher's Guide</li> <li>• Student's Guide</li> <li>• Worksheets (SG)</li> <li>• Quiz Time (SB)</li> </ul> <p><b>Methodological Strategies</b></p> <ul style="list-style-type: none"> <li>• Participating in short oral plays using a range of verbal and non-verbal communication strategies to express opinions and make evaluations.</li> <li>• Using a definition or example to explain a concept or word that one does not yet have the exact language for.</li> <li>• Watching a video and identifying clear/possible language use</li> <li>• Comparing nonverbal and body language between L1 and L2</li> <li>• Responding to classroom activities and pair work through short expressions or monologues.</li> </ul> <p><b>Oral Communication: (Listening and Speaking)</b></p> <ul style="list-style-type: none"> <li>• Playing a conversation game, where learners move their listeners around the board after choosing a card and answering the</li> </ul>	<p><b>CE.EFL.3</b> Communicate effectively using a variety of modes and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed.</p> <p><b>CE.EFL.5.8</b> 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 to select information within a text that might be of practical use for one's own academic needs</p> <p><b>CE.EFL.5.11</b> 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</p> <p><b>CE.EFL.5.14</b> Identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and</p> <p><b>CE.EFL.5.15</b> 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><b>CE.EFL.5.19</b> Engage in collaborative activities and produce a variety of practical groupings in order to solve problems and reflect on literary texts, and provide criteria for evaluating the effectiveness of the group.</p>	
		Performance Indicators	Activities / Techniques / Instruments
		<p><b>Communication and Cultural Awareness</b></p> <p>EFL.5.4.1 Learners can communicate effectively using a range of verbal and non-verbal including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (1.1.3, J.4)</p> <p><b>Oral Communication</b></p> <p>Learners are (expected 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. (U.3, L.4, S.1, J.3, J.4)</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Do some research about a job profile, skills, salary, and benefits and write a short text. A nurse must be social and good at working with patients and their families.</li> <li>• Prepare your university prospectus with illustrations and a description of each career investigated.</li> </ul> <p><b>Technique</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Associate words with similar meanings to increase vocabulary.</li> </ul>



<p><b>Question</b></p> <ul style="list-style-type: none"> <li>Working in pairs to complete an information gap activity</li> <li>Doing a mingle activity where learners ask and answer questions about things they have or haven't done, in order to extend the exchange.</li> <li>Writing a clear exposition of English use for classroom functions. Formal assessment could involve personal notes from the teacher to learners who use L2 regularly.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Doing a mingle activity where learners ask and answer questions about things they have or haven't done. Observing to see whether learners are able to ask questions and answer them.</li> <li>Asking a movie trailer and asking learners to share their opinions in pairs and say whether they would go see that movie or not.</li> <li>Using checkboxes to record an answer or statement if needed to encourage listening. Establishing a clear exposition of English use for classroom functions.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Identifying the best resources for a writing project in pairs.</li> <li>Using a list of criteria in order to evaluate a web site.</li> <li>Using a checklist in order to evaluate the project.</li> </ul> <p><b>Language through the Arts</b></p> <ul style="list-style-type: none"> <li>Writing a checklist in pairs to use to evaluate another group's project.</li> <li>Searching the internet for illustrations and examples of effective group collaborations and then sharing why they are effective.</li> <li>Creating a checklist in pairs in order to help each other understand errors in concepts.</li> </ul>	<p><b>Reading</b></p> <p>LEF.S.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating and detecting contradictions and discrepancies in the information in order to find the main message in order to support an idea or argument. (I.2, I.4, J.3)</p> <p><b>Writing</b></p> <p>LEF.S.14.1 Learners can identify, critically evaluate and recommend a variety of potential resources that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4)</p> <p><b>Language through the Arts</b></p> <p>LEF.S.19.1 Learners can engage in collaborative activities through a variety of cooperative techniques, and produce criteria for reflecting 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"> <li>Classify words according to word endings to remember vocabulary.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Use pictures to predict content and order before listening.</li> <li>Use pictures to predict content and order before listening.</li> <li>Use pictures to predict content and order before listening.</li> <li>Use pictures to predict content and order before listening.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Use connectors of contrast in a text.</li> </ul> <p><b>Instruments for oral and written evaluation</b></p> <ul style="list-style-type: none"> <li>Rubrics</li> <li>Portfolio</li> <li>Oral interviews individual in pairs</li> <li>Essay Tests</li> <li>Writing Exams</li> <li>Writing Tests</li> <li>Training Test</li> </ul>
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### 3. ADAPTED CURRICULUM

#### Students with Special Needs

Teachers who work with students with special needs should be able to identify the 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:** Prepare a presentation on 3 professions and present it at a university careers fair in the secondary prospectus.

#### Prepared by

Teacher:  
Signature:  
Date:

#### Revised by

Teacher:  
Signature:  
Date:

#### Specifications of the Material to Be Applied

It is advisable to use mainly visual resources 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 level 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, social



**MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA**

School's Name: \_\_\_\_\_ Year: \_\_\_\_\_

1. INFORMATIVE DATA		Grade / Course: 3 <sup>o</sup> BGU	Class:
Teacher:	Area: Español as a Foreign Language		
Book: English B1.2	Unit: 3 Environmental friendliness		
Objectives:			
O.EFL 5.2 Draw on the 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 Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for the purpose of identifying the main points and important details of the texts.			
O.EFL 5.6 Through selected needs, 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			
<p><b>Communication and Cultural Awareness</b></p> <p>EFL 6.1.6 Demonstrate an ability to make informed choices about and take action on issues of prejudice and discrimination.</p> <p><b>Oral Communication: (Listening and Speaking)</b></p> <p>EFL 6.2.15 Engage in an extended conversation on most general topics and keep it going by responding and responding to suggestions, opinions, attitudes, advice, feelings, etc.</p> <p>EFL 6.3.3 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><b>Writing</b></p> <p>EFL 6.4.1 Critically evaluate information from references, including those found on the web, and print and digital sources to assess the reliability of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audiovideo, multimedia website, database, book, thesaurus, scholarly/popular, current/factual, etc.)</p> <p><b>Language through the Arts</b></p> <p>EFL 6.5.9 Engage in collaborative activities through a variety of student groupings to share, create and evaluate original works of art or design (e.g. posters, presentations, role-play, small groups, cooperative learning projects, foras, debate circles, process writing groups, etc.)</p>			
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• New Curriculum EFL for Subnivel BGU</li> <li>• Student's Book English (Interactive version)</li> <li>• Audio CD</li> <li>• Teacher's Guide</li> <li>• Posters and pictures about the topic</li> <li>• Worksheets (WG)</li> <li>• Quiz Time (SB)</li> </ul>		<p><b>Performance Indicators</b></p> <p><b>Communication and Cultural Awareness</b></p> <p>LEFLS 2.1 Learners can exhibit an ability to discuss culture by analyzing cultural products while making informed choices about and taking action on issues of prejudice and discrimination.</p> <p><b>Oral Communication</b></p> <p>LEFLS 8.1 Learners can present information through well-developed arguments in prepared presentations and other forms of oral communication. (L.2, L.3, J.2)</p> <p><b>Reading</b></p> <p>LEFLS 10.1 Learners can find specific</p>	
<p><b>Evaluation Criteria</b></p> <p>CE EFL 5.7 Demonstrate an ability to discuss culture by analyzing cultural products and references 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 topics in extended conversations on familiar social and academic topics by expressing opinions and feelings and CE EFL 5.10.10 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 5.14 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 5.19 Engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on theory tests, and produce criteria for evaluating the effectiveness of the group.</p>		<p><b>Activities / Techniques / Instruments</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Investigate the different forms of renewable energy available and choose one form to create a poster about it.</li> <li>• Energy hypothesis: basket, greenhouse, energy, biomass.</li> <li>• Investigate more about your group's selected information about how it is made, what it is used for, and what its advantages and disadvantages are. (Example: The Sun's rays are captured and converted into electricity by solar panels. That energy is used for heating, lighting, etc.)</li> <li>• Use the information found to prepare a</li> </ul>	



<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read quickly looking for words each paragraph.</li> <li>• To get familiar with the topic of a text, take a quick look at the Reading a text and answering information questions.</li> <li>• Choosing from a list of words to complete gaps from a reading.</li> <li>• Reading a paragraph about a familiar content area subject and answering related sentences.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Finding a variety of online references to practice a grammar structure, then recommending the best one to the class.</li> <li>• Using new words or information from a class lesson and creating a game with the rest of the class.</li> <li>• 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.</li> </ul> <p><b>Language through the Arts</b></p> <ul style="list-style-type: none"> <li>• Discussing how visual presentation can change your response to a literary text.</li> <li>• Creating a group presentation using <a href="http://bubble.com">bubble.com</a>.</li> <li>• Finding a reliable source to back up a statement.</li> </ul>	<p>Identify the main points in simple straightforward texts on subjects of personal interest of familiar academic topics while making informed decisions about one's own reaction to the text. (1, 1, 1, 2, S, 2)</p> <p><b>Writing</b></p> <p>LEF.L5.14.1 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. (1, 1, 2, S, 3, S, 4)</p> <p><b>Language through the Arts</b></p> <p>LEF.L5.18.1 Learners can use a variety of criteria for evaluating and recommending literary texts to others, and recognize how certain criteria affects evaluation. (S, 1, S, 4, J, 2, J, 4)</p>	<p>senior for a science fair about the form of renewable energy chosen by your group. Solar energy is the conversion of the sun's rays, which are captured by solar panels, into electricity. It can be used for lighting, heating, nonuclear, etc. The advantages are... and the disadvantages are...</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Identify the main idea of a paragraph.</li> <li>• Understand some compound nouns and relative pronouns.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use some compound nouns and relative pronouns.</li> <li>• Use passive voice when the focus is on the action.</li> </ul> <p><b>Instruments for oral and written evaluation</b></p> <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Portfolio</li> <li>• Oral interviews individual in pairs</li> <li>• Essay Tests</li> <li>• Practical Exams</li> <li>• Training Test.</li> </ul>
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**3. ADAPTED CURRICULUM**

**Students with Special Needs**

Teachers who work with students with special needs learn how to identify and use appropriate accommodations in their results and assessment tasks. They should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.

**CLL Components**

**Science/Technology/Arts:** Prepare seminar about renewable energy at a science fair.

**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 use the appropriate instruments and rights to specialized intelligences: presenting information in multiple formats; using review games to make learning fun.

**Transversal Axes**

Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.

<p><b>Prepared by</b></p> <p>Co-author:</p> <p>Signature:</p> <p>Date:</p>	<p><b>Approved by</b></p> <p>Co-author:</p> <p>Signature:</p> <p>Date:</p>
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MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: \_\_\_\_\_ Year: \_\_\_\_\_

1. INFORMATIVE DATA		Grade / Course:	Class:
Teacher:	Unit: 4 Imagine That!	3 <sup>rd</sup> BGU	
Book: English B1.2	Objectives: O.EFL 5.1 Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturity, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity. O.EFL 5.4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning resources. O.EFL 5.5 Express their own views and opinions on topics that affect themselves and others within the communication process, conveying habits of courtesy and integrity into responsible academic behavior. 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	
<b>Skills and Performance Criteria</b> <b>Communication and Cultural Awareness</b> EFL 5.1.2 Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities. <b>Oral Communication: (Listening and Speaking)</b> EFL 5.2.12 appreciate vocabulary, expressions, language routines and interaction styles in EFL 5.2.12 appropriate contexts, such as: permission, sharing, offering, apologizing to friends, giving advice, making a suggestion, etc. <b>Reading</b> 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 those materials as a means of acquiring and strengthening literacy skills and language acquisition. <b>Writing</b> EFL 5.4.9 Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) <b>Language through the Arts</b> EFL 5.5.10 Respond to and interpret responses to and interpretations of published literary texts and the works of artists, relating to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)		<b>Communication and Cultural Awareness</b> CE.EFL.5.1 Display an understanding of the diversity 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.5.2 Production – Accuracy and intelligibility. Use appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. 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. CE.EFL.5.13 Produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. CE.EFL.5.16 Respond to and interpret literary texts, including original stories written by peers, relating to details and literary elements of the text.	
<b>Methodological Strategies</b> <b>Communication and Cultural Awareness</b> - Writing a weekly journal entry about a cross-cultural experience. - Reading a myth from another repertoire and sharing a similar one. - Reflecting on differences between people from other countries and regions. - Comparing nonverbal and body language between L1 and L2 cultures. - Watching a video or reading a text about different cultural practices and talking about similarities and differences in small groups. <b>Oral Communication: (Listening and Speaking)</b> - Recording in-class conversations and dialogues in order to make notes of correct and appropriate language usage and intelligibility. - Having learners make a video to say what they know about		<b>Performance Indicators</b> <b>Communication and Cultural Awareness</b> I.EFL.5.1 Learners can demonstrate an understanding of the diversity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) <b>Oral Communication</b> I.EFL.5.2 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)	
<b>Resources</b> • New Curriculum EFL for Sublevel BGU • English Book English (B1.2) (including interactive version) • Audio CD • Teacher's Guide • Posters and pictures • Video • Photocopiable worksheets (TO) • Quiz Time (SB)		<b>Activities / Techniques / Instruments</b> <b>Activities</b> • Create 3 imaginary situations and using the information provided, create a short story about a situation. What would you do if you were lost in the forest at night with no food or shelter? • Use the imaginary situations to conduct a survey with the students from other groups. • Analyze the answers collected in the survey, identifying the most common responses. • Organize the results for a PowerPoint presentation: 65% of the people interviewed said they would build a shelter using trees and build a fire for warmth.	



<p>a topic before coming to class. Observing that they can say what they want without too many long pauses.</p> <ul style="list-style-type: none"> <li>- Singing songs that practice helpful language.</li> <li>- Asking the learners to read a dialogue in pairs. Learners record themselves and then listen to the recording in order to assess their pronunciation.</li> <li>- Role playing situations, production of phonemes, rhythm and intonation.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Read quickly looking for words each paragraph.</li> <li>- To get familiar with the topic of a text, take a quick look at the vocabulary it contains.</li> <li>- Comparing and contrasting the opinions of two experts on a topic.</li> <li>- Identifying the main idea of a text.</li> <li>- Identifying unreliable resources on the internet.</li> <li>- Identifying reliable resources on the internet.</li> <li>- Finding sources that could be used to find out more information.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Writing a variety of online references to produce a grammar exercise, then recommending the best one to the class.</li> <li>- 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.</li> <li>- Writing an email to a friend recommending a movie you've seen.</li> <li>- Writing a text message to a friend about a movie you've seen or how it made you feel, then comparing ideas in pairs.</li> </ul> <p><b>Language through the Arts</b></p> <ul style="list-style-type: none"> <li>- Taking pictures to tell a story using a digital storyboard.</li> <li>- Producing short, creative texts using digital storytelling.</li> <li>- Writing an online review of a movie or TV show, where learners can access writing prompts and authentic texts which may help inspire their own creative writing.</li> <li>- Using a checklist to mark off literary elements present in a text.</li> </ul>	<p>LEFL 5.12. Learners can respond 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.</p> <p><b>Writing</b></p> <p>LEFL 5.13. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (1, 2, 3, 4, J2)</p> <p>LEFL 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>	<p><b>Techniques</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Play attention to the conjunction or to identify synonymous words.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Identify main ideas and supporting ideas.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Use idiomatic expressions to share an experience.</li> <li>- Write a text.</li> <li>- Compare arguments and state facts to support ideas in a text.</li> </ul> <p><b>Instruments for oral and written evaluation</b></p> <ul style="list-style-type: none"> <li>- Rubric</li> <li>- Interview</li> <li>- Oral interviews (individual/ in pairs)</li> <li>- Essay Tests</li> <li>- Practical Exams</li> <li>- Writing Tests</li> <li>- Training Test</li> </ul>
<p><b>3. ADAPTED CURRICULUM</b></p> <p><b>Students with Special Needs</b></p> <p>Teachers who work with students who have 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><b>CLIL Components</b></p> <p><b>Science/Technology/Arts:</b> Conduct a survey to find out what you would do in several imaginary situations.</p> <p><b>Prepared by:</b> _____ Teacher: _____ <b>Signature:</b> _____ <b>Date:</b> _____</p>	<p><b>Specifications of the Material to be Applied</b></p> <p>It is advisable to use mainly visual resources. The case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: setting 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><b>Transversal Aes</b></p> <p>Intercultural awareness, tolerance, respect, multiculturalism, responsibility, sustainability.</p> <p><b>Approved by:</b> _____ Teacher: _____ <b>Signature:</b> _____ <b>Date:</b> _____</p>	





SUBSECRETARÍA DE FUNDAMENTOS EDUCATIVOS  
DIRECCIÓN NACIONAL DE CURRÍCULO

**MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA**

School's Name: \_\_\_\_\_ Year: \_\_\_\_\_

<b>1. INFORMATIVE DATA</b>	
Teacher: _____	Grade / Course: 3 <sup>o</sup> BGU
Book: English 81.2	Unit: 5 In The News
<b>Objectives:</b> O.EFL 4.2 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 the role of diversity in building an intercultural and multinational society. 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.	
Periods: 30, 6 class periods per lesson	Weeks: 6

<b>2. UNIT PLAN</b>	
<b>Skills and Performance Criteria</b>	<b>Evaluation Criteria</b>
<p><b>Communication and Cultural Awareness</b></p> <p>EFL 5.1.6 Demonstrate an ability to make informed choices about and take action on issues of prejudice and discrimination.</p> <p><b>Oral Communication: (Listening and Speaking)</b></p> <p>EFL 5.2.7 Present information clearly and effectively in a variety of oral forms for a range of purposes, including: personal narrative, research reports, essays, articles, posters, charts and other graphics, etc.)</p> <p><b>Reading</b></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 5.4.5 Justify and explain the rationale for a position on an argument, using persuasive language, tone, evidence and well-developed arguments through essays, editorials, movie and book reviews, position papers and brochures.</p>	<p>CE.EFL.5.2 Demonstrable an ability to discuss culture by analyzing cultural products and relevant issues from Ecuador and other countries while making informed decisions about and taking action on issues of prejudice and discrimination.</p> <p>CE.EFL.5.3 Fluency – Fluency: Present information clearly and influence an audience effectively through well-developed arguments in prepared presentations and other forms of oral communication.</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.5.16 Plan and produce well-constructed informational texts by applying the writing process (planning, drafting, revising, editing, proofreading) to write an argument, through carefully selected information and appropriate language, tone and evidence.</p> <p>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.</p>
<p><b>Language through the Arts</b></p> <p>EFL 5.5.5 Create original expressive blocks using appropriate vocabulary and elements of the literature.</p> <p><b>Methodological Strategies</b></p> <p><b>Communication and Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>Recognizing instances of discrimination or prejudice in one's daily life and analyzing reasons for them in small groups</li> <li>Researching through the internet about other cultures and ways of life</li> <li>Working in small groups to complete a cultural project. (Example: different musical genres in Ecuador; traditional food in Latin America, etc.)</li> <li>Reading a list of actions people take and evaluating and discussing each one</li> <li>Simulating desirable social and cultural behaviors through role play activities</li> </ul> <p><b>Oral Communication: (Listening and Speaking)</b></p> <ul style="list-style-type: none"> <li>Researching a topic and preparing a presentation for the class.</li> <li>Recording a video about one's opinion of a story read in class.</li> </ul>	<p><b>Performance Indicators / Instruments</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Agree on 1 or 2 sections of the television news (world news, local news, sports, business, weather)</li> <li>Read the news (print, internet or television) that is taking place around the world or a piece of news that has made the headlines: Entertainment, New movie, Hunger Games made more than \$300 million USD in the first week</li> <li>Share with your group the piece of news you investigated. The group decides on 1 or 2 pieces of news to present.</li> <li>Write the scripts that each person will be responsible for. (And now we are going to</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>New Curriculum EFL for Sublevel BGU</li> <li>Student's Book English 81.2 (including CD-ROM)</li> <li>Audio CD</li> <li>Teacher's Guide</li> <li>Posters and pictures about the topic</li> <li>Handouts, worksheets (WS)</li> <li>Quiz Time (SB)</li> </ul>	<p><b>Activities / Techniques / Instruments</b></p>



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<p>Sharing opinions in a way that encourages others to perform a specific action.</p> <ul style="list-style-type: none"> <li>Using a digital presentation to raise awareness about a local issue. </li></ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reading a short news article and completing an outline.</li> <li>Writing an editorial on a news article that is current event and has a personal opinion.</li> <li>Reading a blog post and writing a comment.</li> <li>Reading a short text and showing comprehension by completing the accompanying graphic organizer.</li> <li>Agreeing or disagreeing with a strong opinion stated in a text and providing evidence.</li> <li>Reading a text and answering information questions.</li> <li>Choosing from a list of words to complete gaps from a reading. <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Finding a variety of online references to practice a grammar structure. Then incorporating the best one in the class by creating an online game to practice them, then sharing and playing the game with the rest of the class.</li> <li>Reading a dialogue which serves as a model text, then writing a similar dialogue on a different topic while implementing new vocabulary.</li> <li>Writing new words and phrases and vocabulary in your notebook. <p><b>Language through the Arts</b></p> <ul style="list-style-type: none"> <li>Using a checklist to mark off literary elements present in a text. (Example: setting, main character, title, etc.)</li> <li>Responding through pictures, physical expression or charts (ICT) to a text.</li> <li>Using ICT to research about a topic of learner's choice and writing a short, creative story with the findings.</li> </ul> </li></ul></li></ul>	<p>LEFL 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 after reading a limited selection of their own selection to the text. (L.1, L.2, L.2)</p> <p><b>Writing</b></p> <p>LEFLS 15.1 Learners can plan and produce well-structured informational texts by applying the writing process and while demonstrating an understanding of the writing process through appropriate language, tone and evidence. (L2, L.3, L.4, S.3, J.1)</p> <p><b>Language through the Arts</b></p> <p>LEFLS Learners can respond to and analyze literary texts and media texts written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	<p>peers to our <i>Buzzes'</i> correspondent. <i>Stacy Rowe</i>. <i>Avy in Style</i></p> <p><b>Techniques</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Look at the text around new words to predict the meaning of the words.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Use information to make logical conclusions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use cues to help listeners to understand a message.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Use context clues to help readers understand difficult words and complex sentences.</li> </ul> <p><b>Assessments for oral and written evaluation</b></p> <ul style="list-style-type: none"> <li>Bubble</li> <li>Portfolio</li> <li>Oral Interviews individual in pairs</li> <li>Essay Tests</li> <li>Practical Exams</li> <li>Group Tests</li> <li>Training Test</li> </ul>
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<p><b>3. ADAPTED CURRICULUM</b></p> <p><b>Students with Special Needs</b></p> <p>Teachers who work with students with disabilities in order to design personalized plans based on assessment results and emotional data. Thus, they should modify the objectives and indicators in accordance with these results, and adapt the corresponding activities.</p> <p><b>CLIL Components</b></p> <p><b>Science/Technology/Arts:</b> Investigate a current event or situation from around the world and develop a news report or present as a television news program to your class.</p> <p><b>Prepared by</b></p> <p>Teacher: _____ Signature: _____ Date: _____</p> <p><b>Revised by</b></p> <p>Teacher: _____ Signature: _____ Date: _____</p>	<p><b>Specifications of the Material to Be Applied</b></p> <p>It is advisable to use easily accessible news articles. 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><b>Transversal Axes</b></p> <p>Intercultural awareness, tolerance, respect, multiculturalism, responsibility, autonomy</p> <p><b>Approved by</b></p> <p>Teacher: _____ Signature: _____ Date: _____</p>
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MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: \_\_\_\_\_ Year: \_\_\_\_\_

1. INFORMATIVE DATA		Grade / Course: 3 <sup>o</sup> BGU	Class:
Teacher:	Unit: 6 Going Back in Time		
Book: English B1.2	Objectives: CE.EF.5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic diversity. Enjoy an enriched perspective of their own L1 and of language use for communication and learning. CE.EF.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. (CE.P1 level)		
Periods: 30, 6 class periods per lesson	Weeks: 6		
2. UNIT PLAN			
Skills and Performance Criteria			
<b>Communication and Cultural Awareness</b>	<b>CE.EF.5.2</b> Apply self-correcting and self-monitoring strategies in social and classroom contexts. Use a variety of strategies to identify, understand, and make resolutions. (Example: asking questions, starting over, rephrasing, explaining alternative pronunciations, etc.)	<b>CE.EF.5.2</b> Communicate effectively using a variety of media and formats.	<b>CE.EF.5.2</b> 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.
<b>Language (Listening and Speaking)</b>	<b>EFL.5.1.9</b> Participate effectively in a variety of oral forms for a range of audiences and purposes. (Example: summarizing, paraphrasing, personal narratives, research reports, essays, articles, posters, charts and other graphics, etc.)	<b>CE.EF.5.3</b> Produce – Fluency: Present information clearly and influence an audience effectively through well-developed arguments in prepared presentations and other forms of oral communication.	<b>CE.EF.5.3</b> Produce – Fluency: Present information clearly and influence an audience effectively through well-developed arguments in prepared presentations and other forms of oral communication.
<b>Reading</b>	<b>EFL.5.3.9</b> Scan and skim reference materials, in print or online, in order to identify information relevant to a particular use for one's own research and academic needs.	<b>CE.EF.5.11</b> 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.	<b>CE.EF.5.11</b> 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.
<b>Writing</b>	<b>EFL.5.4.4</b> 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: using Google Drive, infographic makers, audio and video editing, presentation apps, etc.)	<b>CE.EF.5.15</b> 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.	<b>CE.EF.5.15</b> 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.
<b>Language through the Arts</b>	<b>EFL.5.5.2</b> Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including tone and implied meanings. (Example: summarizing, explaining and identifying word choice, symbols, plots of view, etc.)	<b>CE.EF.5.17</b> 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.	<b>CE.EF.5.17</b> 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.
Communication and Cultural Awareness			
<ul style="list-style-type: none"> <li>Participating in short role plays using a range of verbal and nonverbal communication</li> <li>Talking in pairs about a video learners have watched using only English</li> <li>Watching and identifying desirable language use</li> <li>Comparing nonverbal and body language between L1 and L2 cultures</li> <li>Creating stills videos for class assignments and sharing them on a class blog</li> <li>Paraphrasing an idea when a peer asks for clarification</li> </ul>	<ul style="list-style-type: none"> <li>New Curriculum EFL for Sublevel BGU</li> <li>Student's Book English B1.2 (including interactive version)</li> <li>Teacher's Guide</li> <li>Posters and pictures about the topic</li> <li>Phonoscappable worksheets (TG)</li> </ul>	<b>Performance Indicators</b>	<b>Activities / Techniques / Instruments</b>
		<b>Communication and Cultural Awareness</b>	<b>Activities</b>
		EFL.5.3.1. Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (1, 3, 4, 5, 1, 5, 2)	<ul style="list-style-type: none"> <li>Discuss and select various important inventions from the 20th century which have changed the way society functions.</li> <li>Agree on 1 invention to investigate further: appropriate context, compact disc, air, the ballpoint pen, etc.</li> <li>Compare date and the invention you chose to research further: who invented it, how and why it was invented, the positive and negative impacts and hypothetical situations, about</li> </ul>

Using a definition or example to explain a concept or word that one does not yet have the exact language for.

**Oral Communication: (Listening and Speaking)**

- Researching a topic and preparing a presentation for the class.
- Recording a video about one's opinion of a story read in class.
- Participating in a debate in a way that encourages others to perform a specific action.
- Using information to convince a partner to take action.
- Summarizing a peer's opinion about a video seen in class.

**Reading**

- Scanning a text for the main characters.
- Identifying the main ideas and using relevant 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 questions the learner has about the topic.
- Underlining main ideas from texts and then using them to write questions the learner has about the topic.
- Identifying the correct format for an academic text.

**Writing**

- Finding a variety of online references to practice a grammar exercise.
- 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 scene in dialogue on a different topic while implementing new vocabulary from the text.

**Language through the Arts**

- Identifying a literary tradition from another culture or time period and finding an example of it to share with the class. (Example: aha, bank, verse, a couplet, etc.)
- Practicing a traditional form of music or dance from the film and pictures.
- Summarizing the main idea of a song.
- Underlining the words in a text that influence the reader.

what would have happened if the invention hadn't occurred.

- In your groups, organize the information you have researched about your selected invention into a PowerPoint presentation.
- Present your presentation to the class. Be interested in the positive and negative impacts it has had. Also include pictures or any other visual material you consider relevant.

**Techniques**

- Look for chronological order or concept repetitions to establish a sequence.
- Use pictures and other context clues to predict meanings of unknown vocabulary.
- Use the text to predict what will happen next.
- Understand a sequence of events.

**Speaking**

- Use your *mean that...* to show understanding of what a person is saying.

**Writing**

- Use tables, tables, numbers, tables, bold text or different fonts to organize and/or emphasize information.

**Instruments for oral and written evaluation**

- Proofs
- Portfolios
- Oral interviews (individual/ in pairs)
- Essay Tests
- Practical Exams
- Writing Tests
- Training Test

**Oral Communication**

LEFL5.1 Learners can present information clearly and influence an audience effectively through well-developed arguments in prepared presentations and other forms of oral communication. (I.2, I.3, J.3)

**Reading**

LEFL5.11 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 personal or academic needs. (I.1, I.2, I.4, I.5)

**Writing**

LEFL5.15 Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an understanding of the audience and the purpose. Appropriate language, tone and evidence. (I.2, I.3, I.4, I.5, J.1)

**Language through the Arts**

LEFL5.17 Learners can demonstrate and apply their understanding of the relationship between interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

**3. ADAPTED CURRICULUM**

**Students with Special Needs**

Teachers who work with students with special needs learn how to modify 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**

**TechnologyAes:** Research an important invention that has changed the way society functions and make a PowerPoint presentation.

**Revised by**

Teacher: \_\_\_\_\_  
Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

**Specifications of the Material to be Applied**

It is advisable to use mainly visual materials and texts, as well as other tasks, in the case of assessment. Teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: Using 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 Aes**

Students will demonstrate tolerance, respect, multiculturalism, responsibility, solidarity.

**Approved by**

Teacher: \_\_\_\_\_  
Signature: \_\_\_\_\_  
Date: \_\_\_\_\_



# Suggested Online Resources

## Unit 1

- \* Biography of Tim Burton  
<http://www.biography.com/people/tim-burton-9542431#early-films>
- \* Watching Movies at Home or Going to the Theater  
<http://theeverygirl.com/this-or-that-going-to-the-movies-or-watching-movies-at-home>

## Unit 2

- \* What Are You Into?  
<https://bigfuture.collegeboard.org/explore-careers>
- \* The Choice that Challenges Us All  
<http://liveyourlegend.net/avoid-the-wrong-path/>

## Unit 3

- \* Documentary: Home  
<https://www.youtube.com/watch?v=jqxENMKaeCU>
- \* The Story of Bottled Water  
<http://storyofstuff.org/movies/story-of-bottled-water/>
- \* Documentary: Earthflight  
<https://www.youtube.com/watch?v=62-F5PyEEck>

## Unit 4

- \* Why Do We Daydream?  
<http://www.abc.net.au/health/features/stories/2014/05/06/3998712.htm>
- \* The Importance of Imagination  
<http://operationmeditation.com/discover/the-importance-of-imagination/>
- \* Ways to Break Bad Habits  
<http://lifehacker.com/top-10-ways-to-break-bad-habits-1694247761>

## Unit 5

- \* What Is Journalism?  
<http://www.robertniles.com/journalism/>
- \* Why Journalism Matters  
[http://www.scilogs.com/communication\\_breakdown/why-journalism-matters/](http://www.scilogs.com/communication_breakdown/why-journalism-matters/)
- \* The Importance of Student Writing  
<http://www.contributoria.com/issue/2014-03/52da80f86b560a448000034/>

## Unit 6

- \* Top 10 Inventions of the 20th Century  
[http://www.top10.net/top-10-inventions-of-the-20th-century.php?utm\\_source=feedburner&utm\\_medium=email&utm\\_campaign=Feed:+top10+Lists+TopTenz.net](http://www.top10.net/top-10-inventions-of-the-20th-century.php?utm_source=feedburner&utm_medium=email&utm_campaign=Feed:+top10+Lists+TopTenz.net)
- \* Great Inventions  
<http://www.scientificamerican.com/article/inventions-what-are-the-10-greatest-of-our-time/>

## Students

- \* [www.bbc.co.uk/worldservice/learningenglish](http://www.bbc.co.uk/worldservice/learningenglish)
- \* [esl.about.com/od/beginningenglish/a/start.htm](http://esl.about.com/od/beginningenglish/a/start.htm)
- \* [learnenglish.teens.britishcouncil.org](http://learnenglish.teens.britishcouncil.org)
- \* [www.eslpod.com](http://www.eslpod.com)
- \* [vocab.sushi.com](http://vocab.sushi.com)
- \* [www.examenlsh.com](http://www.examenlsh.com)
- \* [dictionary.cambridge.org](http://dictionary.cambridge.org)
- \* [www.ello.org](http://www.ello.org)
- \* [www.nationalgeographic.com/education/st/?ar\\_a=4](http://www.nationalgeographic.com/education/st/?ar_a=4)
- \* [education.nationalgeographic.com/education/st/?ar\\_a=4](http://education.nationalgeographic.com/education/st/?ar_a=4)
- \* [www.youtube.com/user/JCCProse](http://www.youtube.com/user/JCCProse)
- \* [www.brainpop.com](http://www.brainpop.com)
- \* [www.discoveryeducation.com/students](http://www.discoveryeducation.com/students)
- \* [www.phrasenix.com](http://www.phrasenix.com)

## Teachers / Parents

- \* [teachingenglish.org.uk](http://teachingenglish.org.uk)
- \* [vocab.sushi.com/pro/teachers](http://vocab.sushi.com/pro/teachers)
- \* [www.englishgrammar.org](http://www.englishgrammar.org)
- \* [education.nationalgeographic.com/education/?ar\\_a=1](http://education.nationalgeographic.com/education/?ar_a=1)
- \* [education.nationalgeographic.com/education/fm/?ar\\_a=3](http://education.nationalgeographic.com/education/fm/?ar_a=3)
- \* [www.discoveryeducation.com/teachers](http://www.discoveryeducation.com/teachers)
- \* [www.discoveryeducation.com/parents](http://www.discoveryeducation.com/parents)

# Useful Websites

# 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:

- \* Breen, M.P. (1997) "Theory and Practice of Education", in *Signs* 19, October-December (ISSN 11318600).
- \* 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.
- \* Kumaravadivelu, B. (2003). *Beyond Methods*. New Haven. Yale University Press. E lessons.
- \* Oxford, R. (1990) *Language Learning Strategies: What Every Teacher Should Know*, Heinle Cengage Learning.

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