yes, we can!

Secondary

3

Teacher’s Guide

Richmond
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In this level, students will be exposed to connectives, register, reflexive pronouns, irregular verb forms, and basic composition skills. In their learning process, students need your reinforcement, encouragement and patience. Keep in mind that young students need and want correction. However, you should always encourage them to speak and write even if their production is not perfect. Try to create an environment where English is exciting and fun to learn, where students are free to express their opinions and are encouraged to be creative. You can make learning a wonderful experience!

Welcome to Level 3 of Yes, We Can!

Teaching Teenagers

How to Motivate Teenagers
Not children anymore, but not quite adults either, teenagers find themselves in a difficult place. Interests vary, emotions run high and frustrations deep. However, the average teenager is inquisitive and has an endless thirst for knowledge. If we can understand the unique characteristics of teenage learners and employ effective teaching methods and resources, we will motivate and challenge a teenage class to learn with interest.

Today’s Teenagers
Teenagers look for meaning in what they are taught by relating it to their own lives. The latest generation of teenagers has grown up surrounded by text messages, music players, Facebook, and Messenger, among other means of communication and entertainment. Keeping up to date with technology and events that interest teenagers is vital to getting and holding their attention.

Making Decisions
Teenagers appreciate participating in decisions about what happens in the classroom so that they feel some ownership of and commitment to the learning program. It’s important to find ways to encourage teen participation in decision-making without allowing total teen control of your classroom.
Adapted from: Teaching Teenagers: How to Motivate and Interest Them http://www.suite101.com/content/teaching-teenagers--how-to-motivate-and-interest-them-a229340#ixzz1JPuogHnq

**What They Are Like**
Teenagers have great learning potential, but they are difficult to motivate and manage. It also takes longer to build up a trusting relationship with them, but once you find the correct balance of respect and authority, teaching teenagers can be a rewarding and fun-filled experience.

**Their Look**
We may not like the look of some teens: pants hanging low on their hips, hair in their face, a peculiar walk and a mysterious look in their eyes. But their appearance does not mean teenagers are unreachable. Behind that hard shell, there is a sensitive person, eager to learn with fun and engaging activities.

**Their Identity**
Between the ages of 13 and 19, teenagers try out different identities and like their teachers to see them as individuals with their own ideas. Most teenagers prefer their teachers to value and respect them rather than to be their friends. Academic closeness is acceptable between teachers and teenagers, but not intimate friendship, which is regarded with disrespect.

**Their Lives**
Teenagers do not usually leave their lives outside the classroom. They often bring in their excitement if they’ve just gotten a romantic text message; their bad mood when they haven’t received an expected phone call; or their anxiety because they haven’t told their parents about the exam they failed. All these situations affect your students’ behavior.

**How to Motivate them**
As a rule, most teenagers are quite self-centered. We should look for activities that allow students to express themselves freely and talk endlessly about a topic they are interested in: their own ideas.
Course Philosophy and Methodology

About the Program
Yes, We Can! Secondary exposes students to real-life situations through interesting oral, written and visual texts. The program provides a wide variety of activities so that students can develop their language skills and prepare for the outside world. This book has been written to optimize the foreign language learning process and aims to make students effective and active users of English.

Methodology
This program suggests that learning should take place within three different social environments: familiar and community, literary and ludic and formation and academic.
Language skills are developed as follows: speaking and listening are part of the familiar and community environment; reading comprehension is promoted within the literary and ludic environment; and written production is approached in the formation and academic environment.
The purpose of the program is for students to acquire the necessary abilities and knowledge to participate in the social practices of English, which are the ways in which a person communicates in the language. Students are taught to interpret and produce contextualized oral and written texts. In other words, students learn to do what native speakers of English do with language as a means of communication.

Competency-based Teaching
Students need to learn to do, to know and to be through a language in order to gain competency. Yes, We Can! Secondary provides communicative situations and specific activities to help students gain competency in English. This is called Competency-based teaching. Students can become competent only when three areas are covered: knowledge, skills and values and attitudes. There also must be a guide or facilitator who ensures that students are provided with opportunities to learn. This is the role of the teacher.

Content
The lesson topics stem naturally from the related social environments, which ensures that students are involved in real-life situations and thus learn when and how to use language. Moreover, the units are carefully planned so that students identify with familiar contexts, which makes learning meaningful and fun.
Course Structure

Each level of Yes, We Can! Secondary consists of five units. Each unit covers two social practices of the language in two different environments. In this way, each unit is divided into two sections, A and B, which are organized as follows:

The Beginning
This section provides students with an overview of the topic of the unit. It seeks to activate students' previous knowledge and familiarize them with what they will be doing. Students have a chance to personalize the topic by means of questions, exercises and tasks in which they share their opinions or experiences.

The Plan
This section is part of The Beginning. It lists the objectives of the unit so that students know what they will have achieved by the end of it. It is related to the Self-Evaluation section at the end of the unit.

The Steps
These are a series of activities that lead students to acquire the necessary language for the final product. This section covers eight pages and includes activities to be performed individually, in pairs or in groups. The activities develop from controlled to free, and depend on the social environment and practices focused on in that part of the unit. For example, if students have to write a text at the end of a unit, The Steps will ensure they acquire the necessary skills and language to do so.

The Presentation
This is the last section of each unit. It contains clear instructions to guide students to create a final product. By this stage, students will have acquired the necessary language and skills to prepare and perform the final task. However, the number of sessions needed to create the final product is not stated, as this will depend upon students' progress and the teacher's preference. It is important to read about the final product in advance so that students have what they need at their disposal when they start working.

The End
This section is found within The Presentation. It consists of Group Reflection and Self-Evaluation sections. Students complete the Group Reflection by answering a series of questions about their experiences and performance throughout the unit.

The Self-Evaluation refers students back to The Plan at The Beginning, and helps them evaluate their progress by marking each objective.

- Tip Box
This provides guidance on how to perform an activity or specific language to help students produce an oral or written text. Read this box with students to make them feel more confident about doing an activity.

- Worksheets
These are found at the end of the Student's Book. There are two worksheets per unit with exercises or tasks for further practice. The Worksheets may also include tips to help students perform the activities more easily. Students are referred to the Worksheets at the optimal moment in the unit. Make sure students use the correct one by looking at the number included in the icon:

- Portfolio
A portfolio is a collection of a student's work. It can be organized in a file, a binder or even a box. Portfolios are a useful tool because students can see their progress and evaluate their learning. They can add or take away material whenever they want in order to keep it updated. In Yes, We Can! Secondary students are encouraged to keep certain pieces of work in their portfolio, but they can also add any other work they like. Work suggested for inclusion in the portfolio is marked with an icon:

- Five-Minute Activities
In order to learn, students need to be exposed to vocabulary and structures many times. For example, students may recognize a word after seeing it only once, but it is unlikely they will be able to use it until they have been exposed to the word four or more times. The acquisition of language structures and tenses takes even longer. These Five-Minute Activities help recycle and review language students have already seen. We recommend you do one of these activities at the end of each class. You can do them in any order.
Resources

- **Language Reference**
  The Student’s Book includes a section with explanations of the grammar and examples of the functional language covered in each unit. The aim is to provide students with a model so that they can put the language into practice effectively.

- **Dictionary**
  The Dictionary at the end of the Student’s Book includes a selection of words taken from the texts of the units. Each entry includes a Spanish translation, a definition in English and an example of the word in a sentence. The Dictionary also presents students with idiomatic expressions from everyday language. It is organized by page and by unit so that students can easily find the words they need. The use of the Dictionary is suggested throughout the course in order to promote students’ independence when dealing with unknown vocabulary. It is marked with the following icon: 📚

- **Bibliography**
  The bibliography at the end of the Student’s Book provides students with a selection of books and websites. These aim at helping students put into practice the language they have studied.

- **Worksheets**
  At the end of the Student’s Book, students have a section of Worksheets. There are two worksheets for every unit. Activities that require a worksheet are marked with the following icon: 📋

- **Assessments**
  For each two-part unit, there is a two-page photocopiable assessment at the back of this Teacher’s Guide. This assessment guides students to transfer onto paper what they have learned during the unit. It focuses on language and / or the skills developed throughout the unit. When using the assessments, follow these steps:
  1. Make a copy of the assessment for every student.
  2. Read all the instructions out loud and make sure everyone understands what they have to do.
  3. Get students to work on the assessment individually.

Apart from formal written assessments, you can evaluate your students’ progress in a variety of ways:
- careful analysis of their work, including homework
- informal oral evaluation as students are working
- observation and systematic record-keeping of learners during everyday classroom activities
- a portfolio with a collection of each student’s work
- self-assessment by learners

- **Evaluation Card (photocopiable)**
  There is an Evaluation Card in the Teacher’s Corner at the end of every two-part unit. This Evaluation Card is divided into two sections. The first section contains a checklist with a set of editing symbols that is used to mark written texts. Whenever students produce a written text, they should check their own or one another’s work and use symbols from the list to indicate any mistakes they find. Correcting their own work is more useful to students than being provided with the answers. The second section consists of a series of questions for students to use in reflecting on the correction of their written work and on their participation when working with others.
Teacher’s Corner

This section is found at the end of each unit. It provides tips for busy teachers with ideas for classroom management, class planning, student evaluation and other similar tasks. It also includes website and song suggestions.

📚 Time to Read! (Fiction and Nonfiction Readers)

“A person who won’t read has no advantage over one who can’t read.” Mark Twain

We are aware of the importance of reading as a part of everyday life, including the classroom. Yes, We Can! Secondary is accompanied by a series of fiction and nonfiction stories to foster the habit and skill of reading. The stories include a series of activities to develop reading strategies.

For your convenience, you can find the answers to those activities in the Answer Key on pages T121-T122.

Components
Five-Minute Activities

- Detectives
This game provides practice the affirmative, negative as well as questions to form the past tense.
Choose a volunteer to go outside – he or she is the detective. Give a coin to one of the students in the class to hide on their person – he or she is the thief. The detective returns and accuses any member of the class: “Did you take the money?” The accused, whether guilty or innocent, answers: “No, I didn’t take the money,” X (names one of the others) took it.” The detective then accuses X, using the same formula as before, and so on, until ten or fifteen people have been accused (it is up to the students to make sure that the real thief is named). The detective watches the accused people and has to try to detect by their behavior which one is lying. Give him or her three guesses.
You can use the same procedure with different questions or situations. For example, saying that the criminal did other crimes in order to practice other verbs: broke a window, stole a book, ate someone’s lunch, etc. The questions can also be different: “Do you have / Have you got …?” etc.

- Expanding Texts
This activity consists of forming grammatical sentences by adding words or phrases.
Write a simple verb in the center of the board. Invite students to add one, two or three words to it. For example, if the word was go they might suggest I go or Go to bed! They should go on suggesting additions of a maximum of three consecutive words each time, making a longer text until you, or they, have had enough.
The rule is that they can only add at the beginning or end of what is already written – otherwise you will end up with a rather untidy series of additions. Add or change punctuation each time as appropriate. For example,
Go
Go to bed!
“Go to bed!” said my mother.
“Go to bed!” said my mother angrily.
“You must go to bed!” said my mother angrily.
“No!” I answered.

- Describing Feelings
Ask students to close their eyes; they might want to place their heads on their arms. Ask them to think about their day so far, or about a good or special day they remember. If possible, play some nice music so they feel relaxed and comfortable. After a few minutes, students who are willing to do so can say what their feelings are. You can also have students share their ideas and feeling in pairs or small groups.

- Odd One Out
Write six words on the board from one broad lexical set. For example, mix, add, pour, experiment, drop, wait. Ask students which word does not belong to the others and ask them to justify why the word is the odd one out. For example, the word experiment is the odd one out because it’s a noun, and the other words are verbs that can be used to describe the steps to follow in the context of an experiment.

- Oral Cloze
Read a story or interesting passage, which can be from the Student’s Book. Stop occasionally before a key word and get the students to guess what it is going to be; they can either volunteer the word orally, or write it down. If the passage is one they have worked on recently, this can function as a review exercise of key vocabulary.

- What Has Just Happened?
Write a series of exclamations on the board – not more that about ten. In pairs or groups, students choose an exclamation, think of an event which might have caused someone to say it, and write down a brief description of the event. For example, they might choose What? and write: Someone hasn’t heard clearly what was just said.
Then they choose another and do the same. After two minutes, invite students to read out their sentences without identifying the exclamations that gave rise to them; the rest of the class guess what the exclamations were.
Scope and Sequence

Unit 1

a Making Complaints

Social Practice Interpret and convey instructions found in daily life.
Environment Family and community
Objectives
Review complaints about a health service using context clues.
Listen to oral complaints (e.g. through the phone or the Internet, etcetera) about a health service.
Recognize subject matter and purpose.
Establish form of communication.
Recognize the attitudes of speakers.
Relationship between participants, attitude, etcetera.
Speech register.
Detect ways to adjust the actions of speaking and listening (e.g. pauses, rhythm, tone, etcetera).
Context clues: sounds, turns of participation.
Determine place or target of a complaint.
Structure of complaints: opening, body and closure.
Interpret central sense, main ideas and some details of a telephone complaint.
Clarify meaning of words either by using an English dictionary or from their context.
Activate previous knowledge.

Connectives (e.g. furthermore, on one hand... on the other...).
Infer central sense.
Detect and interpret technical or specialized information.
Establish motive or reason for a complaint.
Identify main ideas and information that explains or complements them.
Detect expressions to suggest solutions.
Recognize strategies to emphasize meaning (e.g. rephrasing, adjusting volume / speed, negotiate meaning, etcetera).
Phonic, syntactic and semantic elements of texts.
Verbs: modal (e.g. can, would).
Acoustic features.
Compose an oral complaint about a health service.
Express motive or reason. Choose word repertoire relevant to a complaint.
Use and adapt a pertinent speech register based on the addressee.
Use strategies to modify the meaning (e.g. volume, tone, rhythm, amount of details, etcetera).
Compose expressions to suggest solutions.
Use linguistic resources to devise complete ideas in a complaint.
The Product: Leave a telephone complaint voice mail.
Group reflection and self-evaluation.

b Expressing Emotions

Social Practice Read and understand different types of literary texts distinctive of English speaking countries.
Environment Literary and ludic
Objectives
Determine subject matter.
Recognize purpose (e.g. persuade, frighten, etcetera).
Detect intended audience from explicit information.
Identify text arrangement.
Understand central sense, main ideas and some details of a suspense narrative.
Read and re-read narratives.
Use diverse comprehension strategies (e.g. self-questioning, vocabulary, text arrangement and structure, etcetera).
Elements in narrative: narrator, characters, events, etcetera.
Detect frequently used words.
Express and justify personal impressions towards a text.
Listen to others’ opinions and justifications to recognize different interpretations.
Infer main ideas from details.

Answer questions to infer characters’ emotional states from explicit information.
Relate emotional states to characters.
Make links in texts using explicit and implicit information (e.g. main idea and details that enhance it, sequence of key events, etcetera).
Distinguish specific characteristics of language (e.g. connectives, determinants, adverbs, etcetera).
Organize paragraphs to form texts.
Complete sentences to express emotional states.
Describe characters’ emotional states.
Make sentences from words that express emotional states.
Adjectives: comparative, superlative.
Pronouns: reflexive (e.g. myself, ourselves), relative.
Express and justify personal impressions towards a text (e.g. I didn’t like... because..., It was interesting... but..., etcetera).
The Product: Create an inventory of emotions.
Group reflection and self-evaluation.
## Unit 2

### a Experimenting with Science

**Social Practice** Understand and write instructions.

**Environment** Formation and academic

**Objectives**
- Select instruction manuals to perform experiments based on contextual clues.
- Examine distribution and function of text and graphic components.
- Recognize text arrangement.
- Identify purpose and intended audience.
- Read instruction manuals.
- Clarify meaning of words.
- Anticipate central sense through self-questioning.
- Go through procedure components (e.g. steps, descriptions, activities, times, etcetera).
- Distinguish the details that describe steps. Verb forms: imperative.
- Follow instructions to confirm understanding.
- Recognize instruction order.
- Adverbs of sequence.
- Determine procedure components.

### b Reacting to TV Shows

**Social Practice** Interpret and convey information published in various media.

**Environment** Familiar and community

**Objectives**
- Establish genre, subject matter, purpose and intended audience.
- Distinguish set(s) or place(s) where actions occur.
- Determine the roles of participants.
- Distinguish visual effects.
- Interpret central sense and some details of a TV program.
- Clarify the meaning of words.
- Reflect on the relationship between actions, images, dialogues and sound effects.
- Interpret technical or specialized information.
- Infer the central sense.

### Make questions about the procedures to complete sentences.

### Establish number of steps.

### Use panels, ordinary numbers or words that indicate sequence to point out steps.

### Write simple and complex sentences.

### Verb tenses: simple present.

### Arrange sentences in a certain procedure’s sequence.

### Aid sentences with illustrations.

### Complete sentences with the descriptions of steps and activities.

### Punctuation: period, comma, apostrophe, question mark.

### Read to review punctuation and spelling conventions.

### Verify the arrangement of the sequence in sentences.

### Remove, add, change and/or rearrange information to improve a text.

### Write final version.

**The Product:** Create an album of instructions for experiments.

**Group reflection and self-evaluation.**
Unit 3

a Playing with Language

Social Practice  Participate in language games to work with specific linguistic features.
Environment  Literary and ludic

Objectives
Identify games by name.
Recognize subject matter, purpose and intended audience.
Determine elements that construct a word game.
Recognize function of graphic and text components.
Establish number of words involved in the game.
Identify participants and role they play.
Determine number of players and participation turns.
Recognize steps taken by a player to participate in a game.
Language and language games as means to promote recreational activities.
Locate sentences with irregular verb forms in diverse texts.

b Writing about History

Social Practice  Read and rewrite informative texts from a particular field.
Environment  Formation and academic

Objectives
Select descriptions of historic events.
Activate previous knowledge.
Graphic and text components.
Identify subject matter and intended audience.
Recognize text organization.
Read history texts.
Identify new terms to broaden vocabulary.
Anticipate subject matter from familiar words or phrases.
Point out information about key events.
Ask questions to differentiate main ideas from secondary ideas.
Recognize order and meaning of a text.
Identify chronological order.
Compose simple and complex sentences paraphrasing main ideas.
Complete flow charts with information that broadens main ideas.
Rewrite sentences to include information that broadens main ideas.
Emphasize and clarify ideas in a text.
Determine the order of key events in a timeline.
Group sentences which give similar information to form paragraphs.
Write a short report, based on a model.
Read to review punctuation and spelling conventions.
Add, remove, change and / or reorganize information.
Adjust language in accordance to the intended audience and purpose.
Write a final version.
The Product: Create an anthology of historical event reports.
Group reflection and self-evaluation.
### Unit 4

#### a Sharing the Unexpected

**Social Practice** Understand and incite oral exchanges regarding leisure situations.

**Environment** Familiar and community

**Objectives**
- Listen to descriptions of unexpected situations.
- Identify subject matter, purpose and intended audience.
- Establish the speakers’ profiles.
- Determine the place where an exchange occurs.
- Distinguish attitudes and emotions.
- Observe and understand non-verbal communication in an exchange.
- Listen to descriptions of unexpected situations shared in oral exchange.
- Infer central sense from explicit information.
- Formulate questions to understand a description.
- Identify main ideas and ideas that enhance, exemplify and explain them.
- Notice English variant.
- Recognize strategies used to rephrase ideas.
- Clarify meaning of words.
- Compose sentences to describe unexpected situations.
- Include details to main ideas.
- Determine sequence of enunciation.
- Produce descriptions of unexpected situations.
- Adverbs of time and place.
- Use non-verbal communication.
- Change direct speech into indirect speech and vice versa.
- Use strategies to repair a failed conversation.
- Produce descriptions of unexpected situations spontaneously.
- Maintain an exchange and use strategies to add meaning.
- Anticipate central sense and main ideas to carry out a conversation.
- Anticipate central sense and main ideas to carry out a conversation.
- Anticipate central sense and main ideas to carry out a conversation.
- Adjust diction and intonation.
- Rephrase ideas.
- The Product: Give a testimonial about unexpected situations.
- Group reflection and self-evaluation.

#### b Performing a Play

**Social Practice** Understand and express differences and similarities between cultural features from Mexico and English speaking countries.

**Environment** Literary and ludic

**Objectives**
- Revise short plays suitable for a young audience from their oral reading.
- Recognize text arrangement.
- Identify author(s).
- Determine subject matter, purpose and intended audience.
- Understand central sense, main ideas and details in a short play suitable for a young audience from shared reading.
- Read a short play.
- Distinguish stage directions.
- Point out genre of a short play (e.g. tragedy, comedy, farce, etcetera).
- Recognize protagonist(s), secondary character(s) and/or incidental character(s).
- Recognize central sense.
- Point out details (e.g. attitudes and behaviours, place and setting in which the actions occur, etcetera).
- Clarify meaning of words.
- Verb tenses: (present continuous and present perfect).
- Use diverse comprehension strategies.
- Formulate and answer questions to explain and describe attitudes and behaviours.
- Determine current actions, which continue to exist nowadays and / or begin in the past and conclude in the present.
- Participate in the dramatized reading of a short play to aid its comprehension.
- Read dialogues from a play to practice pronunciation.
- Relate rhythm, speed, intonation and volume with the meaning of dialogues.
- Link non-verbal communication with the meaning of dialogues.
- Perform a dramatized reading of a short play.
- The Product: Perform a play.
- Group reflection and self-evaluation.
## Unit 5

### a Preparing a Debate

**Social Practice** Produce texts to participate in academic events.

**Environment** Formation and academic

**Objectives**
- Determine purpose and intended audience.
- Predict subject matter from previous knowledge.
- Review a topic of interest from various sources based on contextual clues.
- Choose texts about a subject matter of interest in various sources.
- Read texts.
- Anticipate central sense from explicit information.
- Clarify meaning of words.
- Recognize expressions used by the author to express opinions in agreement and / or disagreement about a subject matter.
- Identify main ideas in agreement or disagreement with a personal stance.
- Establish connections between a personal stance and information in agreement or disagreement with it.
- Use strategies to point out the information in agreement or disagreement with a personal stance.
- Distinguish a link between different parts of texts.
- Write agreeing and / or disagreeing arguments about a subject matter of interest to take part in a debate.
- Search information from various sources.
- Select information to write agreeing and disagreeing arguments.
- Organize information in agreement or in disagreement with a personal stance on a graph.
- Paraphrase information to broaden, exemplify and explain sentences that express agreeing and disagreeing arguments.
- Emphasize or clarify agreements and / or disagreements.
- Employ words and punctuation marks to link sentences in a paragraph.
- Write a short text that expresses agreements and / or disagreements.
- Edit agreeing and disagreeing arguments.
- Read to review punctuation and spelling conventions.
- Solve doubts and promote feedback.
- Write a final version.

**The Product:** Debate.

**Group reflection and self-evaluation:**

### b Organizing Activities

**Social Practice** Interpret and convey instructions found in daily life.

**Environment** Familiar and community

**Objectives**
- Listen to instructions to plan a field trip or visit.
- Recognize place and medium.
- Perceive intentions.
- Identify volume and tone.
- Infer meaning from explicit information.
- Compose instructions.
- Recognize composition of sentences.
- Understand central sense and details regarding a field trip plan.
- Recognize general information regarding a field trip plan.
- Use words and expressions to link ideas.
- Determine speech register.
- Rephrase ideas.
- Include non-verbal communication.
- Use strategies to influence, establish or negotiate meaning.
- Employ strategies to repair a failed conversation.
- Offer instructions.
- Give further explanations to clarify instructions.
- Rephrase instructions to confirm comprehension.
- Judge the relevance of instructions.

**The Product:** Present an activity schedule.

**Group reflection and self-evaluation:**
Unit 1a
Making Complaints

Social Practice  Interpret and convey instructions found in daily life.
Environment  Family and community

Objectives
Review complaints about a health service using context clues.

Before the Book
Common Complaints
Write the word complaint on the board and elicit or explain its meaning. In their notebooks, have students write down three common complaints they make: My little brother is annoying. I don’t like traffic. We get too much homework. Ask for volunteers to share some of their complaints.

The Beginning
1 Identify the place in the picture and discuss services you receive there.
Have students describe what they can see in the picture: clinic, doctor, wheelchair, stethoscope. Write the words on the board and model their pronunciation for the class to repeat. Divide the class into groups and have students list services you can receive in a health clinic. Monitor and provide vocabulary as necessary. Elicit ideas and write them on the board.

- Read these complaints about health services. Mark (√) the ones that are common in your community.
Ask students to discuss their own experiences with health clinics. Have several students share their ideas. Read out each complaint and elicit or explain the meaning of unfamiliar words with drawings, definitions, synonyms and examples. In groups, have students put a check mark beside the complaints that are common in their community.

- Add two more complaints. Then discuss what causes the problems.
In groups, have students discuss other complaints people might make about health clinics. Monitor and provide vocabulary. Write down some of their complaints on the board. Then hold a class discussion on why the problems occur: Why do people sometimes have to wait a long time to see the doctor? Why do doctors sometimes get the diagnosis wrong?

The Plan
Invite volunteers to read the objectives one by one. Then get students to share their ideas about the meaning of each objective. Encourage the class to say what expectations they have of the unit.

Five-Minute Activity
Choose an activity from page x and do it with the class.
Objectives

Listen to oral complaints (e.g., through the phone or the Internet, etcetera) about a health service.
Recognize subject matter and purpose.
Establish form of communication.
Recognize the attitudes of speakers.
Relationship between participants, attitude, etcetera.
Speech register.

Before the Book

Complaint Charades
Have a pair of students come to the front of the classroom and show them a slip of paper. Tell them to act out the complaint written on the paper without saying a word. Have the rest of the class guess what the complaint is. Repeat the procedure with the remaining complaints.

The Steps

1. Say what’s happening in the pictures. Then listen and check.

Write on the board: appointment, pain, allergic reaction, ankle. Elicit or explain the meaning of each word and tell students that they will hear the words in some dialogues. Divide the class into pairs. Point to the first picture and have students discuss what is happening. Elicit their ideas but don’t confirm or correct them at this stage. Play Track 1. Pause after the first dialogue and ask students whether their predictions were correct. Repeat the procedure with the remaining pictures and dialogues.

Listen again. Underline the correct options to complete the sentences.

Have students read the statements and the possible answers. Check everyone understands. Play Track 1 again. Ask students to underline the correct option for each statement before checking their answers in pairs.

Answer the questions.

In pairs, have students discuss and answer the two questions. Go over the answers with the class. Finally, ask students whether they have ever had a problem with a health service: Have you ever had to wait long to see a doctor? Has any of your friends or relatives had this problem? Has a doctor or a nurse been rude to you? Elicit why it is important to complain sometimes in those situations: Because people who are sick need to be treated quickly and well. When we complain, we can make a difference for the next patient. Explain that we all need to complain politely without getting angry.

Time to read! Nonfiction pp. 5-8

Ask students if they live with elderly people (grandparents, aunts, etc.). Have them tell you what these people need besides love and care (medical attention, medicine, etc.). Ask students to turn to page 5 and read the title aloud. Explain that we say Hear me out when we want someone’s attention. Elicit ideas about the topic: People complaining about lack of attention to their problems. Next, have students read the corresponding pages on their own. When they have finished, ask: What country is the information from? What’s a nursing home? (A place where old people live if they cannot live with family or on their own.) Finally, invite volunteers to say what more they can learn from this reading.

Five-Minute Activity
Choose an activity from page x and do it with the class.
Objectives

- Recognize subject matter and purpose.
- Recognize the attitudes of speakers.
- Detect ways to adjust the actions of speaking and listening (e.g., pauses, rhythm, tone, etcetera).
- Context clues: sounds, turns of participation.
- Relationship between participants, attitude, etcetera.

Preparation

Write these adjectives on slips of paper: polite, rude, angry, bored, excited, sad, embarrassed, nervous.

Before the Book

Tone Words

Write on the board: How may I help you? Give a volunteer a slip of paper and have the student read out the question on the board using the tone of the adjective on the paper. Ask the rest of the class to guess the adjective. Then write the adjective on the board and have the class say the question with the correct tone.

2 Listen to a conversation between Sarah and a laboratory clerk. Say what Sarah’s problem is.

Point to the picture and have students predict what the conversation will be about. Elicit ideas but don’t confirm or correct them at this stage. Play Track 2. In pairs, have students discuss if the predictions were correct. Elicit that Sarah’s problem is that the laboratory clerk was rude and did not even look for Sarah’s test results.

Listen again and answer the questions.

Write these words on the board and elicit or explain their meaning: rude, polite, results, blood test. Read the questions with the class and check everyone understands. Play Track 2 again. Have students write the answers. Nominate open pairs to ask and answer the questions.

Write three things you would do in Sarah’s situation.

Tell students to imagine that they are in Sarah’s situation and that the laboratory clerk has treated them rudely. Ask them what they would do. In pairs, have students write three possible responses.

Discuss with your teacher what the best solution would be.

Elicit possible solutions and write them on the board: complain to the manager, explain to the clerk that it is important to be polite, ask the clerk if there is a reason why she is rude, etc. Make sure students explain their suggestions. Discuss as a class which solution seems like the best option.

Value

Maturity

Tell students that it’s important to be mature when dealing with problems. Point out that there is usually more than one way to react and that the best thing to do is consider the options and their consequences. Ask What would happen if Sarah started yelling at the clerk? What would happen if Sarah asked to see the manager? Which solution is best?

Five-Minute Activity

Choose an activity from page x and do it with the class.
Complete: Draw this table on the board for students to copy and complete:

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>At a restaurant you order orange juice but you get soda.</td>
<td></td>
</tr>
<tr>
<td>At a soccer game the person in front of you is blocking your view.</td>
<td></td>
</tr>
<tr>
<td>In class you look in your bag and see someone has stolen your phone.</td>
<td></td>
</tr>
</tbody>
</table>

For each problem, have students write a possible solution. Have several volunteers share their ideas.

3 Listen to what Sarah did next and say where she is now.

Ask students what problem Sarah had and remind them of key vocabulary: results, blood test, rude. Play Track 3. In pairs, have students discuss where they think Sarah is now. Elicit that she is talking to the manager of the laboratory.

Listen to the conversation again. Underline the correct option in the speech bubbles.

Read the speech bubbles with the class and elicit or explain the meaning of new words. Explain that students will listen to the track again and underline the correct option in italics in each speech bubble. Play Track 3 again and have students complete the activity. To check, invite pairs of volunteers to act out the dialogue imitating the people's tone of voice.

Complete the sentences about Sarah’s two conversations. Write 1 or 2.

Explain that conversation 1 refers to Sarah’s conversation with the clerk, and conversation 2 with the manager. In pairs, have students decide which conversation each sentence refers to.

Language Awareness

Using Do / Does to Emphasize Meaning
Elicit from students when they use the auxiliary do / does: In the interrogative and negative (do / does not) sentences in the simple present tense. Explain that sometimes when we speak English and want to make sure that the meaning is clear to the listeners, we can use do / does in affirmative sentences: I do believe you. He does tell the truth. Invite students to look at the Activity 3 and find an example of the emphatic do: I do apologize. Elicit why the person used it in that case: To make sure the girl understood how he felt. Finally, get volunteers to come up with some examples of the use of emphatic do.

Answer the questions with a partner.

Write words on the board: complaint, interrupt, raise your voice, attitude. Elicit or explain their meaning. In pairs, have students write answers to the questions. Elicit ideas from several pairs and discuss differences of opinion.

Five-Minute Activity
Choose an activity from page x and do it with the class.
Objectives

Interpret central sense, main ideas and some details about a telephone complaint.

Listen to a complaint.

Clarify meaning of words.

Activate previous knowledge.

Connectives (e.g., furthermore, on one hand... , on the other).

Before the Book

Clinical Complaints

Write this sentence head on the board: I want to complain about... In pairs, have students complete the sentence in three ways about things they might complain about in a hospital. Elicit ideas from several pairs.

4 Listen to Ken and say who he is talking to.

4

Play Track 4. Have students say who they think Ken is talking to (the manager of the complaints department).

Listen again and circle T (True) or F (False).

Read the five sentences with the class and elicit or explain the meaning of unfamiliar vocabulary. Play Track 4 again. Have students circle t or f for each sentence. Get volunteers to read out a sentence each and then say if it’s true or false.

Read the lines from the conversation and guess the meaning of the words in bold. Then check their meaning in the Dictionary.

Divide the class into pairs and have students guess the meaning of the words in bold from their context. Elicit possible meanings from pairs and have them justify their answers. Pain might mean “dolor” because Ken was complaining a lot. Don’t confirm or correct ideas at this stage. Have students look up the words in the Dictionary at the back of the book to check their guesses. Elicit the answers from the class.

Complete the sentences with the words in bold from the previous exercise.

Have pairs use the words in bold: pain, staff, look into, assure to complete the four sentences. Have volunteers read out a completed sentence each to report their answers.

Listen and complete the extract.

Have students read the extract and predict which words in the box complete the gaps. Play Track 5 and have students complete the extract. Have students check their answers in pairs.

Mark the function of the missing expressions.

They connect ideas.

They describe someone or something.

Listen and complete the extract.

Have students read the extract and predict which words in the box complete the gaps. Play Track 5 and have students complete the extract. Have students check their answers in pairs.

Mark the function of the missing expressions.

Underline the expressions students used to complete the text. Discuss with the class the function of the phrases and elicit their meaning in Spanish. Elicit other words that connect (connectives) and write them on the board: because, although, however, etc.

Write these on the board:

Adding ideas: furthermore, and

Contrasting ideas: but, however, although, on one hand... , on the other.

Expressing cause and effect: so, because

Elicit examples for the use of each of the connector and write them next to the corresponding heading.

Finally, have students copy the information into their notebooks.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Listen to a conversation between José’s mother and a social worker and mark the correct picture of José.

In pairs, have students discuss what is wrong with the young man in each of the pictures. Elicit the answers but don’t correct or confirm them at this stage. Play Track 6 again. Have students mark the picture that illustrates the conversation.

Listen again and choose the correct answers to the questions.

Read the questions and possible answers with the class and elicit or explain the meaning of unfamiliar vocabulary. In pairs, have students predict the correct answers. Play Track 6 again. Have students listen carefully and circle the correct answers. Nominate open pairs to ask and answer the questions.

Language Awareness

Vocabulary in Context

Explain that there are many ways to determine the meaning of unfamiliar words in English. Using context clues is one important way. For example, by looking at the rest of the sentence, you can often determine the meaning of the word, such as in question 4 of the previous exercise. Sometimes, you can understand a word because it is a cognate, which means it is similar to a word in your first language. For example, *infection* in English and *infección* in Spanish are cognates. Other times it is necessary to look up the meaning of a word in a dictionary.

Match the words from the conversation with the definitions. Look up the words in the Dictionary if necessary.

Have students match the words with the definitions and then check in the Dictionary at the back of the book. Elicit the answers from the class. Then ask which column contains technical terms (the first) and which contains more informal terms (the second). Finally, get volunteers to make up riddles for their classmates to guess the words: *I use it when I have a stuffy nose—decongestant.*

Five-Minute Activity

Choose an activity from page x and do it with the class.
Objectives

Compose an oral complaint about a health service. Express motive or reason. Choose word repertoire relevant to a complaint.

Before the Book

Complaint Categories

Copy the following sentences and chart onto the board:

The staff at the hospital was very rude to me.
The doctor said I had a cold, when really I had stomach flu.
The insurance company won’t cover the costs of my surgery.
The hospital charged me five hundred dollars just to put a band-aid on my knee!

| Complaints about diagnoses |
| Complaints about hospital fees |
| Complaints about health insurance |
| Complaints about doctors and nurses |

Have students categorize the complaints according to their type. Elicit or explain the meaning of vocabulary as necessary. Have students think about their own experiences with health services and add any personal complaints to the chart.

Underline the types of complaints about health services you have listened to in the unit.

1. Complaints about diagnoses.
2. Complaints about hospital fees.
3. Complaints about health insurance.
4. Complaints about doctors and nurses.

Think of a specific problem with a health service and complete the chart.

Discuss which expressions you can use to complain about your problem.

1. How can I help you?
2. Could you say that again, please?
3. I want to complain about...
4. I’m not happy with the service...
5. The problem is that...
6. Tell me what happened, please.

Discuss which expressions you can use to complain about your problem.

Read the phrases with the class and elicit which are used to make a complaint. Have students go to the Language Reference on page 104 for more language about complaints.

Time to read! Nonfiction pp. 9-12

Have volunteers remind the class what they learned from the first part of this reading. Elicit the title: “Hear Me Out!” Assign students to read the corresponding pages of the reading. Have them identify the different ways in which people complain and which they think is the most effective one. Finally, ask students whether their guesses about the content of these pages were correct.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Compose an oral complaint about a health service. Use and adapt a pertinent speech register based on the addressee. Phonic, syntactic and semantic elements of texts. Word repertoire suitable for this practice of language.

7. Look at the pictures and answer the questions.

Answers may vary.

1. Who would you go to fi rst to complain about a health service?
2. Who can help you the most and why?
3. Would the conversations be formal or informal?

Circle Yes or No and discuss the answers with your teacher.

Talking formally or informally can depend on...
1. who you talk to. Yes No
2. where you are talking. Yes No
3. what you have to say. Yes No

Rewrite the sentences in a more formal way.
1. Help me solve my problem.
2. The service is awful.
3. When is the doctor going to see me?
4. The nurse doesn’t care at all.

Objectives
Compose an oral complaint about a health service. Use and adapt a pertinent speech register based on the addressee. Phonic, syntactic and semantic elements of texts. Word repertoire suitable for this practice of language.

Before the Book
Formal or Informal
Copy the following situations and chart on the board: A birthday party. A phone call to complain about a doctor’s appointment. A meeting with the principal. A soccer game. Dinner with your friend’s parents. In small groups, have students categorize the situations as formal or informal. Then have them brainstorm more formal and informal situations. Elicit their ideas and write them on the board. Ask if their choice of language changes according to the situation and how.

Time to read! Nonfiction pp. 13-14
Assign students to read page 13. Ask them to identify the strategies the people from the text used when they complained. Have them say which tips they think are the most important. Finally, have students turn to page 14. Form pairs and have them solve the tasks and check with another pair.

Five-Minute Activity
Choose an activity from page x and do it with the class.
Objectives

Compose an oral complaint about a health service.
Use strategies to modify the meaning (e.g., volume, tone, rhythm, amount of details, etcetera).
Compose expressions to suggest solutions.
Use linguistic resources to devise complete ideas in a complaint.

Preparation Write an example of a complaint about a health service on the board (it can be the same example that you used on page 10).

Before the Book

Formal Scramble
Scramble the words in the following formal complaints and write them on the board. In pairs or small groups, have students unscramble the complaints: I’d like to make a complaint. I wish to complain about a member of staff. The treatment that I received was unsatisfactory.

8 Write a draft of your complaint about the problem you chose on page 10. Use the chart on that page as a guide.

Write a draft of your complaint about the problem you chose on page 10. Use the chart on that page as a guide.

Have students look back at the chart they completed on page 10. Tell students to use the notes in the chart to help them write a draft of their complaint. Have students go to the Language Reference on page 104 for ideas on what language to include in their complaint.

Revise your draft by writing an X in the appropriate column.

Use the chart in the Student’s Book and evaluate the complaint you wrote on the board in order to model the activity for students. Have students read their complaints and mark the appropriate columns to evaluate their drafts. Monitor and provide help as necessary. Have students write a final version of their complaint and add it to their portfolios.

Practice expressing your complaint. With the help of your teacher, check what emotion you are showing: concern, anger, confidence, etc.

Remind students of the importance of tone in order to express meaning. Have students practice reading their complaints to you and the rest of the class. Tell them what type of tone they are using, and whether or not it is appropriate.

9 Make your complaint to a partner. Suggest three solutions for his or her problem using the phrases in the box.

I suggest you…     I think you should…     Perhaps you could…

Read out your complaint to the class and elicit suggestions from students. Encourage them to use the phrases in the box to make their suggestions. Then divide the class into pairs and have students take turns reading out their complaints and writing suggestions as to how their partner could deal with the problem.

Say if you agree or disagree with your partner’s suggestions.

Have several volunteers share their partner’s suggestions and say whether they agree with them or not.

Go to Worksheet 1.

Go to Worksheet 1.
Objectives

The Product: Leave a telephone complaint voice mail.
Group reflection and self-evaluation.

Suggested Materials voice recorders

Before the Book

Complaints Department

Read these complaints to the class and have students propose solutions as if they were the manager of a complaints department or similar: The doctor said my ankle was bruised but really it was broken. I’m sure I was charged too much for my treatment. The hospital food is disgusting. The doctor is refusing to attend to me because I don’t have insurance. I only have a broken toenail but I have been waiting for six hours.

The Presentation

1. Make a voice mail complaint.

Explain that this activity will allow you to assess how well students have learned the skills from the unit. Point out that the skills include:
- Writing a complaint
- Choosing formal/informal language as appropriate
- Taking notes before writing a draft
- Revising a draft using a rubric
- Using appropriate tone when expressing a complaint
- Suggesting solutions for other people’s complaints

Read the instructions carefully with the class and check everyone understands. In pairs, have students choose a complaint and repeat the procedures from steps 6 and 8 from the unit. Monitor and provide help as necessary. However, it is important that you encourage students to work more independently than previously in the unit. If possible, when students are finished, have them record themselves reading their complaints. Play some of the complaints for the rest of the class to propose possible solutions.

Group Reflection

Join pairs to form groups of four or six students. Read the questions out loud and have groups discuss the answers together. Lead a discussion on the topic of how to evaluate the way they used the appropriate intonation and level of formality. Ask what they would like to focus on in later classes.

Self-Evaluation

Have students turn to page 4. Read the objectives for this part of the unit again and ask students to mark them according to their own opinion. Put students into pairs or small groups and have them compare their answers together.

Five-Minute Activity

Choose an activity from page x and do it with the class.

Go to Assessment 1a on page T104.
Unit 1b

Expressing Emotions

Social Practice  Read and understand different types of literary texts distinctive of English speaking countries.

Environment  Literary and ludic

Objectives

Determine subject matter.
Recognize purpose (e.g. persuade, frighten, etcetera).
Detect intended audience from explicit information.
Identify text arrangement.

Before the Book

Dogs
Ask students about dogs: Do you like dogs? Who has a dog? What breeds make the best pets/guard dogs/seeing eye dogs? Ask if anyone is afraid of dogs, and if some kinds of dogs are scarier than others. Encourage students to share personal anecdotes about dogs.

The Beginning

1 Read an extract from The Hound of the Baskervilles. Then circle the best options to complete the sentences.

Read the sentences and options with the class and elicit or explain the meaning of unfamiliar vocabulary. Then have students read the extract and circle the best options to complete the sentences. Ask volunteers to read a sentence each to check the answers.

Look at the extract again and answer the questions.

Read the questions with the class. Then have students read the text again and write their answers to the questions in their notebooks. Discuss the answers as a class. Finally, elicit or explain the meaning of unfamiliar vocabulary in the text.

The Plan

Invite volunteers to read the objectives one by one. Then get students to share their ideas about the meaning of each objective. Encourage the class to say what expectations they have of the unit.

Five-Minute Activity

Choose an activity from page x and do it with the class.
The Steps

1 Read another extract from The Hound of the Baskervilles and circle T (true) or F (false).

*Come now, Watson, didn't you think that it was a hound? I am not a child. Don't be afraid to tell the truth,* said Henry.

"Stephen was with me when I first heard it. He said that it might be a strange bird."

"No, no. It was a hound," replied Henry. "My God, can there be some truth in all these stories? Is it possible that I am really in danger from so dark a cause? You don't believe it, do you, Watson?"

"No, no."

"And yet it was one thing to laugh about it in London, and it is another to stand out here in the darkness of the moor and to hear such a cry as that. And me alone! There was the footprint of the hound beside him as he lay dead. It all fits together. I don't think that I am a coward, Watson, but that sound seemed to freeze my very blood. Feel my hand!"

It was as cold as a block of marble.

Tips

Remember:

Synonyms are words that have similar meanings. For example, pretty/beautiful, smart/intelligent.

Antonyms are words that have opposite meanings. For example, tall/short, happy/sad.

Find synonyms for these words in the text.

1. dog
2. kid
3. mysterious

Find antonyms for these words in the text.

1. impossible
2. alive
3. melt

Before the Book

Baskervilles Review

In groups, have students recall everything they can of the extract on the previous page. Write these headings on the board to help them: Where? What happened? Who? How did they feel? Then ask: What do the characters in the extract think made the noise? What do you think?
Objectives

Use diverse comprehension strategies (e.g. self-questioning, vocabulary, text arrangement and structure, etcetera).

Elements in narrative: narrator, characters, events, etcetera.

Detect frequently used words.

Express and justify personal impressions towards a text.

Listen to others’ opinions and justifications to recognize different interpretations.

Before the Book

Synonyms and Antonyms

In pairs, have students write a list of synonyms and another list of antonyms. Then join two pairs to form groups of four and have them ask and answer about the words they listed: What’s a synonym of “happy”? What’s an antonym of “day”? Have several pairs ask the class about some of their words.

2 Match the narrative elements with the examples from The Hound of the Baskervilles.

Explain that almost all fictional works contain the narrative elements on the left. In pairs have students match the narrative elements with the examples from the text. Elicit the answers from different pairs and have the rest of the class say if they agree.

Find words in the two extracts for the definitions.

In the same pairs, have students read the definitions and then look back in the two extracts from The Hound of the Baskervilles to find the words they define. Explain that the first letter of each word has been provided. Elicit the answers as full sentences: “Darkness” is the partial or total absence of light.

Discuss why the words appear more than once in the extracts.

Discuss with the class why they think the words appear more than once. Establish that they create a mood of suspense or horror for the story.

3 Ask and answer the questions. Justify your answers.

Join pairs to form groups of four. Have students ask and answer the questions and justify their answers. Stress that all students should get a chance to give their opinion. Elicit ideas form several students.

Five-Minute Activity

Choose an activity from page x and do it with the class.
The evening arrived, and the boys took their places at the dinner table. The master, in his cook's uniform, stood beside the big pot of food, his assistants behind him. The thin soup of oats and salt was served and quickly eaten. The boys whispered to each other and winked at Oliver while his neighbors pressured him. He was desperate with hunger and reckless with misery. He rose from the table, and advancing to the master, bowl and spoon in hand, said boldly, "Please, sir, I want some more." The master was a fat, healthy man, but he turned very pale. Shocked, the master looked at the small rebel for some seconds, and then put his hand on the pot of gruel for support. The assistants were paralyzed with wonder, the boys with fear. "What!" said the master at length, in a quiet voice. "Please, sir," replied Oliver, "I want some more." The master tried to hit Oliver's head with a big spoon, then held him with one arm and called aloud for the principal.

4 Read an extract from *Oliver Twist* and underline the correct answers to the questions.

1. Where does the story take place?
   a) In a private school  
   b) In an orphanage  
   c) In a restaurant.

2. Why does the boy ask for more food?
   a) He's greedy.  
   b) He's naughty.  
   c) He's hungry.

Before the Book

Charles Dickens

Form ten groups. Hand out the envelopes and invite groups to arrange the sentences in order. When they are ready, invite volunteers to read the text out loud. Then explain that they will read several excerpts from *Oliver Twist* during next classes. Tell students that some of the texts have been adapted for them to do the activities. Explain that the original was written in old English, which is difficult to understand. Finally, invite students to visit the website: http://www.kidssouls.com/charles.htm to learn more about Charles Dickens and his novels.

4 Read an extract from *Oliver Twist* and underline the correct answers to the questions.

Read the questions with the class and check everyone understands what they have to do. Have students read the extract and underline the correct answers. Nominate open pairs to ask and answer the questions.

Objectives

Understand central sense, main ideas and some details of a suspense narrative.

Read and re-read narratives.

Infer main ideas from details.

Answer questions to infer characters' emotional states from explicit information.

Suggested Materials. Write this information about Charles Dickens on a piece of paper and make copies for ten groups. Then cut the information in five or six parts and put each set in an envelope:

Charles Dickens lived in the 19th century in England. He was a sensitive, delicate child and always preferred reading books to playing with other kids. When he was 12, his father was sent to prison for having debts and Charles had to work in a factory. Then he moved to London and began working as a reporter. He was 21 when he wrote his first piece of fiction. Charles Dickens wrote *Oliver Twist* in 1838. It's a story about an orphan and his many adventures.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Objectives

Relate emotional states to characters.
Make links in texts using explicit and implicit information (e.g. main idea and details that enhance it, sequence of key events, etcetera).

Before the Book

Finally, form pairs and get students to talk about famous people or people they know who could be described using these and other adjectives. Elicit answers from several pairs.

Language Awareness

-ed and -ing Adjectives

Use this opportunity to clarify the difference between amazed/amazing and other adjectives that follow this pattern. Write on the board: The juggler is amazing. The crowd is amazed. Explain that the adjective that end in -ing describe the way someone is. The adjectives that end in -ed describe the way people feel. Elicit other adjectives that follow the same pattern: frightened / frightening, bored / boring, worried / worrying, surprised / surprising. Write these sentence parts on the board for students to complete: He is worried because... /...is an exciting person because... Elicit ways to complete the sentences from the class.

5 Read another extract from Oliver Twist and use the adjectives to describe the people in the pictures.

Invite students to look at the pictures and read the captions. Elicit what a crowd is: many people in one place. Have volunteers read parts of the extract while you mime what is happening to facilitate understanding. When they have finished reading, point out the adjectives in the box. Elicit which adjectives have positive meaning and which ones have negative meaning. Say afraid and elicit who this adjective describes: Oliver. Then form groups of four and allow a couple of minutes for students to match the remaining adjectives with the characters that they describe. Invite them to write the adjectives on the lines. Finally, name a character and have volunteers say the corresponding adjectives.

- Underline the parts of the text that helped you choose the correct description.

In the same groups as above, have students find in the extract the sentences that helped them decide which adjectives described each character. Elicit a volunteer to find and read a sentence that helped them decide that the gentleman was rich: A man dressed in fine clothes and an expensive hat is walking down the street. Allow a couple of minutes for groups to finish the activity. Finally, have volunteers read the sentences aloud and get other student to name the adjectives.

- Read the extract again. Discuss and answer the questions. Possible answers:

1. why are the people chasing Oliver? Because they hear "Stop the thief!"
2. What happened between Oliver and the gentleman before the chase? He robbed the man.
3. Why do you think the gentleman is kind to Oliver? Because the boy is scared.
4. Do you think Oliver is still in the orphanage? No, he isn’t.

Before you choose the correct description, have students discuss what helps them decide which sentence is right. Finally, name a character and have volunteers read and confirm or correct them.

Five-Minute Activity

Choose an activity from page x and do it with the class.
6 Read another extract from *Oliver Twist* and complete the sentences.

“1. Nancy and Oliver __robbed__ for Fagin.
2. Nancy has been a thief for __twelve__ years.
3. Nancy is angry at __Fagin__.
4. At the end __Nancy__ attacks Fagin.

Answer the questions.

1. How many times does “said” appear in the extract?

2. What other words describe how someone speaks?

3. Why are these phrases repeated: “Don’t you know it?”; “day and night”; “much worse”?

Find the words in the text and complete the table.

<table>
<thead>
<tr>
<th>Connectives</th>
<th>Adjectives</th>
<th>Nouns</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>n</strong></td>
<td><strong>i</strong></td>
<td><strong>e</strong></td>
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<td><strong>d</strong></td>
</tr>
</tbody>
</table>

Detect frequently used words. Distinguish specific characteristics of language (e.g. connectives, determinants, adverbs, etcetera).

Objectives

Before the Book

Word Ladders

Divide the class into teams of four or five students and give each team a board marker. Name a category: *Animals*. Have group members take turns coming to the board and writing a word from the category. Explain that the second word has to start with the last letter of the first word, and so on: tiger, rat, turtle, elk, kangaroo. All team members have to write one word to complete each round. Other possible categories include: *things you find at school, adjectives, sports, toys, free-time activities, transportation*, and so on. Award two points to the team that finishes first and one point to any other team that completes a word ladder.

Value

Compassion

Use this opportunity to talk to students about compassion. Compassion is having sympathy and concern for the sufferings or misfortunes of others. Although the gentleman believes that Oliver stole his watch, he still treats him kindly because he recognizes the difficult life that Oliver leads. The gentleman perhaps believes that in other circumstances, Oliver wouldn’t have behaved this way and so he is prepared to give him a chance. Stress the importance of helping other people in need and of trying to understand the reasons for their behavior.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Objectives

Organize paragraphs to form texts.
Complete sentences to express emotional states.
Describe characters’ emotional states.
Make links in texts using explicit and implicit information (e.g. main idea and details that enhance it, sequence of key events, etcetera).
Listen to others’ opinions and justifications to recognize different interpretations.

Before the Book

Text Prediction

Have students recall how the previous extract ended: *Sikes holding Nancy until she fainted*. Generate interest in the next extract by having students predict what will happen to Nancy and Sikes.

7 Number the paragraphs from another extract from *Oliver Twist* in order.

Elicit from students which is the first paragraph (bottom left) or tell them if they are having difficulty. Then divide the class into pairs and have them order the remaining paragraphs. Elicit the meaning of unfamiliar vocabulary using the context for help.

- Complete the sentences. Look up the words in the Dictionary if necessary.

Elicit the meaning of the adjectives from students or have students look up the adjectives in the Dictionary at the back of the book. In pairs, have students use the adjectives to complete the sentences, referring back to the text if necessary. Have volunteers read out a sentence each to check the answers.

8 Answer the questions.

Join pairs to form groups of four. Have students discuss the answers to the questions. Elicit the answers from several groups. Accept any plausible answer as long as students are able to justify their opinions.

Tips

Read the text in the Tips box with students. Then go over the answers for activity 8 with the whole class, encouraging students to express their opinions. You can also ask them their opinion about other aspects of the text: *Do they think it is interesting? Do they think it is exciting?*

- Go to Worksheet 2.

Ask students to turn to page 119. Elicit what students already know about each character. Then have them match the characters with the profiles. In the same groups, have students answer the questions. Then discuss and answer the questions as a class.

Time to read! *Fiction* pp. 8-11

Ask students the following questions:
*How does Bob feel? How does Marvin feel? What do you think Bob should do?* Ask students to read the corresponding pages. Have students raise their hand if they think Lindsay’s advice was good. If there are students who disagree with her advice, ask them to justify their answers. Then ask: *Who’s Marvin’s other victim? (Dave)* Elicit predictions about the ending of the story. Accept all answers.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Read an extract from *Frankenstein*. Decide who speaks first, Victor Frankenstein or the monster.

"I am alone and miserable. Man will not associate with me. But one as deformed and horrible as myself would not deny herself to me. You must create a female for me."

"Yes, we are worse," replied the hidalgo. "And these are the terms. I am content to reason with you. I am malicious because I am miserable. And I hate to be everyone. You can create a woman. Should I feel sorry for humanity? They don’t feel sorry for me. You would not call it murder if you could kill me, the work of your own hands. Should I respect humanity when they condemn me?"

1. What does the monster want Frankenstein to do?

   Create a companion for him.

2. Why does Frankenstein refuse?

   He is worried they will cause devastation in the world.

3. Who do you feel sympathy for?

   Answers may vary.

Look up the adjectives in the Dictionary and use them to describe the emotional states of Frankenstein and the monster.

- Frankenstein: defiant, horrified, repentant
- The monster: lonely, reasonable, unhappy

Share your ideas with other pairs.

Join two or three pairs to form groups and have students discuss their ideas and justify them. Ask volunteers to say which characters the adjectives describe and to explain why.

**Five-Minute Activity**

Choose an activity from page x and do it with the class.
Objectives

Adjectives: comparative, superlative.
Pronouns: reflexive (e.g. myself, ourselves).
Express and justify personal impressions towards a text (e.g. I didn’t like... because..., It was interesting... but..., etcetera).

Suggested Materials  a small mirror

Before the Book

Looking at Yourself

Look at yourself in a mirror. Make a funny face and say I am looking at myself. Say it again, but this time point to yourself while you say it: I am (point to yourself) looking at myself (point to yourself again). Repeat with talk to myself, point at myself. Then invite a student to look in the mirror and say to the class: She (He) is looking at herself (himself). Elicit what the relationship between the subject and the object of each of the sentences is: The subject and the object of the action is the same person.

11 Underline reflexive pronouns in the sentences.

Invite students to go to the Language Reference on page 104 and read about reflexive pronouns. Tell students that they are going to work by themselves to identify reflexive pronouns in sentences. Have them read the sentences (which come from the texts in the unit) and underline the reflexive pronouns. Check the answers as a class.

► Complete the sentences with reflexive pronouns.

Have students complete the sentences with the missing reflexive pronouns. Have volunteers read sentences to check the answers.

12 Guess which characters from the extracts may say these sentences.

Elicit from students the characters that they have read about in this unit and write them on the board: Sherlock Holmes, Fagin, Oliver Twist, Frankenstein, etc. Then have students read the sentences and guess which characters may say them. Discuss the answers as a class and encourage students to justify their answers.

Language Awareness

Comparatives and Superlatives

Review with the class rules for forming comparative adjectives (add the + -er to short adjectives and more to long adjectives) and superlative adjectives (add the + -est to short adjectives and the most to long adjectives. Then invite them to do the next activity.

► Find comparative and superlative adjectives in the sentences. Then write sentences in your notebook that compare the characters represented in the pictures below.

Invite students to look at the pictures and identify the characters. Then form new pairs and allow students 10 minutes to write as many sentences as possible to compare the characters. After the first couple of minutes, have volunteers read some sentences to give examples: Sherlock Holmes is the most intelligent. Oliver is the youngest, etc. When they finish, invite them to exchange their sentences with another pair and edit their work. Monitor and help as necessary. Finally, get students to write the final draft in their notebooks.

13 Answer the questions.

Form groups of four and have students discuss their answers to the questions. Elicit the answers to see if there are any clear favorites. Help students gain access to these books and others in English if they show interest.

Five-Minute Activity

Choose an activity from page x and do it with the class.
1. Create an inventory of emotions.

**Objectives**

- The Product: Create an inventory of emotions.
- Group reflection and self-evaluation.

**Before the Book**

**Today’s Emotions**

Divide the class into pairs and have students list all the emotions they have felt so far today. Demonstrate by giving an example: *When my alarm clock rang, I felt tired and sleepy, but after breakfast I felt better. I left my house a little late, so I was worried about the time.* Call upon a few volunteers to tell the class what they have felt today.

**The Presentation**

1. Create an inventory of emotions.

**Before the Book**

Bring a selection of graded readers or other texts to class for students to choose from. Divide the class into groups. Read the instructions with the class. Allow groups time to choose a suspense novel and find a suitable narrative. Have students read the narrative in silence and list emotions they and the characters feel. Encourage them to add other emotions to the list. Suggest different ways to organize the adjectives and have each group choose one. Have groups discuss and write one situation that typifies each emotion. Make sure they check the grammar, spelling and punctuation. Have students create a final draft of their situations (complete with illustrations) to make their emotionary. Have students organize an event to present their emotionary. Encourage each group member to make a copy of the emotionary and add it to their portfolios.

**The End**

**Group Reflection**

Have students work in the same groups as before. Read the questions aloud and get groups to discuss the answers. Lead the class into a discussion on how to evaluate how they worked, and what they would like to focus on in later classes.

**Self-Evaluation**

Have students turn to page 14. Read the objectives for this part of the unit again and ask students to mark them according to their own opinion. Put students into pairs or small groups and have them compare their answers together.

**Time to read! Fiction pp. 12-16**

Have volunteers remind the class of their predictions about what happens next. Then have them read the corresponding pages. When they have finished, ask: *Were you surprised? What did you like best? How would you deal with a bully?* Finally, form pairs and get them to solve the tasks on page 16. Have students form small groups and check their answers.

**Five-Minute Activity**

Choose an activity from page x and do it with the class.

**Go to Assessment 1b on page T105.**
**Teacher’s Corner**

**Unit 1**

**Teaching Tip**

**Giving Positive Feedback**

Everybody likes to be praised when they do something well. This ranges from a quick “That’s a good example, Pedro.” to technically explicit praise “I really like this story, Fabi. It had a great ending, and you used a large variety of vocabulary. Well done! Generally, immediate appraisal is more effective. However, sometimes it is more recommendable to find a moment (during or after class) to give positive feedback to a student about some aspect of his work or contribution to the lesson.

**Learning Tip**

**Listening Tasks**

To help students with listening tasks, have them focus on specific information. For example, while listening to news reports tell them to pay attention to words or expressions such as: last night, this morning, today, tomorrow, etc. This will help them determine the sequence of events.

**Formative Assessment Tip**

**Preparation** Write down some questions about the lesson on a sheet of paper. Make a copy per group. Number students according to the number of questions you wrote down. Ask students to form groups according to the number they have. Give out the questions. Allow enough time for groups to answer the questions. Then randomly select a number. The group with that number answers the question.

**Website Suggestions**

**Ecology**

http://wateruseitwisely.com/index.php

A well-presented site that offers good advice on how to save water. It includes 111 water-saving tips and an invitation to try at least some of the tips it features. The first tip is a reminder of how we can all make a difference: There are a number of ways to save water, and they all start with you.

**Geography**

http://www.wildwildweather.com

This is a great site by meteorologist Dan Satterfield. The page, aimed at kids and teens, is educational and filled with fun facts and games. You will find statistics, information on weather patterns, quizzes and even a link to a page on climate change.

**Suggestions for Songs**

1. “Umbrella,” by Rihanna
   - Print out the words from http://www.lyrics.com and white out all the words related to weather.
   - Make a copy for each student and have a volunteer bring a CD with this song.
   - Play the song and ask students to fill in the gaps.
   - Play it again and sing as a class.

2. “I’m a Rainbow too,” by Bob Marley
   - Print out a copy of the lyrics from http://www.justsome lyrics.com
   - Ask a volunteer to bring to class a CD with the song.
   - Play the song and tell the students to tally the times the word rainbow appears in the song.
   - Hand out the lyrics and ask students to check their answers.
   - Finally, play the CD again and invite students to sing along.

**Website used for the development of the unit:**

Unit 1a
http://esl.about.com

Unit 1b
http://grammar.ccc.commnet.edu/grammar/adjectives.htm
http://www.kidsfreesouls.com/charles.htm
http://www.gradesaver.com/frankenstein/
Edit your writing

USE THE FOLLOWING SYMBOLS TO COMMENT ON YOUR OWN (OR A CLASSMATE’S) WRITING:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>xw</td>
<td>wrong word</td>
</tr>
<tr>
<td>xt</td>
<td>wrong tense</td>
</tr>
<tr>
<td>sp</td>
<td>spelling</td>
</tr>
<tr>
<td>p</td>
<td>punctuation</td>
</tr>
<tr>
<td>cap</td>
<td>capitalization</td>
</tr>
<tr>
<td>A</td>
<td>word missing</td>
</tr>
</tbody>
</table>

Evaluate your work. Circle the answers.

**WRITTEN WORK**
- Did you or a classmate edit your first version? Yes / Somewhat / No
- Did you make corrections accordingly? Yes / Somewhat / No
- Are you happy with your work? Yes / Somewhat / No

**GROUPWORK/PARWORK**
- Did every member have a clear role? Yes / Somewhat / No
- Did all the group members participate equally? Yes / Somewhat / No
- Are you happy with the group? Yes / Somewhat / No
- Did you enjoy working with other classmates? Yes / Somewhat / No

Editing is important
- When we make mistakes in our writing, the reader has a hard time with our text.
- It is impossible to avoid mistakes, but we should correct them and write a new version of our text. This helps the reader understand ideas.
Unit 2a

Experimenting with Science

Social Practice: Understand and write instructions.
Environment: Formation and academic

Objectives

Select instruction manuals to perform experiments based on contextual clues.
Examine distribution and function of text and graphic components.
Recognize text arrangement.
Identify purpose and intended audience.

Before the Book

Science Experiments

Write three headings on the board: materials, procedure, conclusion. Divide the class into small groups and tell students to think of a science experiment and to note ideas under the headings in a notebook. Elicit ideas from each group.

The Beginning

1 Look at the pictures and guess what the experiments demonstrate.

Divide the class into pairs and focus attention on the pictures. Have students guess what they think the experiments are designed to demonstrate. Elicit ideas from several pairs but don’t confirm or correct them at this stage.

Read the texts and match them with the pictures.

Explain that the texts describe the experiments in the photos. Have students read the texts and match them with the pictures. Check the answers with the class. Elicit or explain the meaning of unfamiliar vocabulary with drawings, definitions, synonyms and examples.

Answer the questions.

Read the questions with the class and check everyone understands. Then form pairs and have students discuss and answer the questions. Monitor and provide help as necessary. Elicit the answers from several pairs and discuss differences of opinion.

The Plan

Invite volunteers to read the objectives. Then get students to share their ideas about the meaning of each objective. Encourage the class to say what expectations they have of the unit.

Five-Minute Activity

Choose an activity from page x and do it with the class.
The Steps

1. Look at the materials and guess what experiment they are for.

   Bottle cooking oil detergent food coloring water

2. Complete the first two columns of the table.

<table>
<thead>
<tr>
<th>What I know</th>
<th>What I want to know</th>
<th>What I learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Look up the words in the Dictionary and match them with the pictures.

   1. drops  2. tablespoon  3. cup  4. screw  5. shake

4. Read the experiment and complete the last column of the table.

   Instructions
   Add some drops of food coloring to the water. Then add two tablespoons of the colored water and two tablespoons of cooking oil to the bottle. Screw the lid on tightly and shake the bottle as hard as you can. Stop shaking. What happens to the oil?

   Now add some detergent to the mixture of oil and water. You’ll see that the detergent is attracted to both the oil and water, forming an emulsion.

   Answers may vary.

Objectives

- Read instruction manuals.
- Clarify meaning of words.
- Anticipate central sense through self-questioning.

Before the Book

Instructions Match

Write two columns on the board:

1. Mix  a) about six tablespoons of salt
2. Pour  b) the pieces of apple and potato
3. Eat  c) more water into the glass
4. Add  d) the egg into the water
5. Put  e) each piece

Divide the class into pairs and have them match the verbs with the phrases. Then have them check their answers in the texts on the previous page.
Objectives

Go through procedure components (e.g. steps, descriptions, activities, times, etcetera). Distinguish the details that describe steps. Verb forms: imperative.

Before the Book

Word Draw

Invite a volunteer to come to the front and whisper (or write on a piece of paper) one of these words: oil, shake, mix, detergent, drops, tablespoon, cooking oil, stir, experiment, food coloring. Have the student draw the word on the board for the class to guess. Invite the student who guessed correctly to come to the board and draw the next word, and so on.

2 Unscramble the materials for an experiment. Then listen and check.

Explain that the scrambled words are materials for an experiment. Have students unscramble the words, referring to the photos for help if necessary. Play Track 7 and have students listen and check.

▷ Look at the pictures and circle the correct description of each step, A or B.

Divide the class into pairs. Explain that the photos show the steps of an experiment and the text contains the instructions for the steps. Explain that they should look at the photos and decide which instructions describe them correctly. Divide the class into pairs and have them complete the activity. Monitor and provide help as necessary. Check the answers with the class and then elicit or explain the meaning of unfamiliar words.

▷ Read the instructions again and circle the verbs. Then choose the correct option.

Ask students to look at the first picture and read the text. Elicit the first verb: pour. Write it on the board. Have students complete the activity. Elicit the verbs and write them on the board. Ask students to choose the correct verb form from the options.

Language Awareness

The Imperative

Establish that we use the imperative form to give instructions, commands and advice. Ask students how we can recognize imperative verbs: They don’t have a subject. Elicit the form of the imperative in the first person plural: Let’s + infinitive without to.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Objectives

Follow instructions to confirm understanding.
Recognize instruction order.
Adverbs of sequence.

Before the Book

Imperative Mime

Divide the class into two teams. Have one member of each team come to the front and write one of the following imperatives or another on a piece of paper:
Pour a glass of water. Peel a potato. Eat an apple. Hold your nose. Hit a glass with a pencil. Shake a bottle. Screw the cap on a bottle. Shine a flashlight. Have the students mime the action for their team to guess. The first team to guess wins a point for the team. Only accept the imperative form in correct answers.

Answer the questions.

Have pairs answer the questions. Nominate open pairs to ask and answer the questions, and have other students correct them if necessary.

Find the words in the experiments and circle them.

Write the words on the board. Ask students to find the same words in the two texts and put a circle around them.

Number the words in order.

Have students number the words 1–4 in the order they sequence an event. Invite a volunteer to come to the board and number the words.

Value
Perseverance

Use this opportunity to talk with students about the importance of perseverance. Write the word on the board and ask if anyone can explain the meaning. Elicit or explain that perseverance means continuing to try to do something even though there are problems, or not giving up because it becomes difficult. Ask if students know of any examples of people persevering in history. Mention that it took Thomas Edison almost two years of failed attempts before he was able to invent the electric light bulb. Elicit tasks in students’ lives that may need a certain amount of perseverance, such as learning English, and discuss them. Teach the expression: If at first you don’t succeed, try, try again.

Five-Minute Activity

Choose an activity from page x and do it with the class.
### Objectives

- Determine procedure components.
- Make questions about the procedures to complete sentences.
- Establish number of steps.

### Before the Book

#### Hangman

Play Hangman using the phrase: ultraviolet light. Then divide the class into small groups and have them brainstorm what they know about ultraviolet light. Elicit ideas from students and write them on the board.

#### Look at the pictures and answer the questions.

Have students describe the pictures. Ask volunteers to read out the questions. Check everyone understands them. Divide the class into pairs and have them discuss and answer the questions. Elicit the answers from the class.

#### Look up the words in the Dictionary and complete the text about the experiment.

Ask students to read the text, ignoring the gaps. Then ask them to complete the text using the words in the box. Tell them that the words are in the Dictionary at the back of the book if they have difficulty. Have volunteers read out a line each to report the answers.

#### In your notebook, rewrite the procedure using sequencers. Decide on the number of steps you want to include.

Write the original text on the board. Ask students to suggest ways of dividing the text into steps. Accept all logical alternatives. Then elicit the adverbs of sequence from page 27, write them on the board and add other possibilities: second, third, after that. Divide the class into pairs and have them rewrite the procedure including adverbs of sequence. Monitor and provide help as necessary. Invite students to read the texts out loud.

#### Read the explanation of the experiment and circle T (true) or F (false).

Have students look at the final photo and guess why the water glows. Then have them read the text and check their guesses. Elicit or explain the meaning of unfamiliar words. Read the sentences with the class. Then divide the class into pairs and ask them to discuss if the sentences are true or false.

### Five-Minute Activity

Choose an activity from page x and do it with the class.
Look at the pictures and read the notes. Look up the words in the Dictionary if necessary. Then write the experiment procedure on the card. 🧪🔍

Balloons and CO₂

Procedure:
First, stretch the balloon with both hands. Then pour 40 ml of water into a bottle. Next, add a teaspoon of baking soda. Stir with a straw. Squeeze a lemon juice very quickly over the mouth of the bottle.

Explanation:
If the experiment goes well, the balloon should inflate. This happens because the combination of the ingredients (baking soda, water and lemon juice) creates a chemical reaction. The baking soda is a base and the lemon juice is an acid. When mixed, they create a gas, carbon dioxide (CO₂). The gas inflates the balloon.

Objectives
Use panels, ordinary numbers or words that indicate sequence to point out steps.
Write simple and complex sentences.
Verb tenses: simple present.

Before the Book
Sentence Transformations
Write on the board: Turn on the black light and observe the result. Invite students to invent variations by changing one or two words at a time: Turn on the black light and watch the result. Turn on the television and watch the show. Continue until students have run out of ideas.

5 Look at the pictures and read the notes. Look up the words in the Dictionary if necessary. Then write the experiment procedure on the card. 🧪🔍

Language Awareness
Simple Present
Establish that the simple present is used to describe facts (as well as routines) and ask students for other examples of facts: Water boils at 100°C. The sun rises in the East and sets in the West. Gold costs more than silver. Ask students what verb form they use in Spanish to express facts.

Five-Minute Activity
Choose an activity from page x and do it with the class.
Objectives

Arrange sentences in a certain procedure’s sequence.
Aid sentences with illustrations.

Before the Book

Simple Facts
Divide the class into two teams. Ask each team to write down five true statements and five false statements: Blue and red make purple. Guanajuato is the biggest state in Mexico. Monitor and provide help as necessary. Either have teams exchange their quizzes and answer them or take turns reading out a sentence for the other team to identify as true or false.

7 Number the steps of the lava lamp experiment in order.
Draw a lava lamp on the board. Ask students if they know what it is. Don’t confirm or correct ideas at this stage. Give students a few minutes to look at the pictures and read the instructions. Elicit the first step from students. Divide the class into pairs and have them complete the rest of the activity. Check the answers with the class.

Illustrate the steps of the experiment.
Have students read the texts again and underline unfamiliar words. Elicit or explain their meaning with drawings, definitions, synonyms and examples. Then have students illustrate each step of the experiment. Allow students time to compare their drawings in small groups.

Choose the correct picture to illustrate the final product of the experiment.
Ask students to look at the two pictures and choose which best represents what the lava lamp should look like. Elicit the answer from the class.

Time to read! Nonfiction pp. 15-19
Write the following statements about lab safety on the board:

- You can eat and drink in the lab.
- Keep electrical equipment far from water.
- It is not necessary to use protection in the lab (goggles, gloves, etc.).
- Always clean glassware before and after you use it.

Have students decide whether the statements are true or false. Ask students to read the corresponding pages. Then say: To do the Floating Egg experiment, you need... Have volunteers complete the sentence: eggs, glass, etc. Continue with similar statements. Ask whether students find this experiment interesting and why.

Five-Minute Activity
Choose an activity from page x and do it with the class.
First, hold the potato in your hand and try to push the straw into it. Then try to stab it into the potato. When you cover the opening, the air in the straw is compressed, making the straw stronger enough to penetrate the potato.

So how does it work? If you don't cover the opening of the straw, when you try to stab it into the potato, then cover the opening, the air in the straw is compressed, making the straw stronger enough to penetrate the potato.

8 Look at the picture and circle the words you think will appear in the experiment. Look the words up in the Dictionary if necessary.

Ask volunteers to describe the picture. Explain that it is for an experiment. Then have other volunteers read the words in the box out loud. Ask students to circle the words they think will appear in the experiment procedure, looking them up in the Dictionary if necessary. Elicit ideas but don't confirm or correct them at this stage.

> Complete the experiment procedure with words in the box.

Explain that the text describes the experiment in the photo. Ask students to read the text, ignoring the gaps. Then have them complete the text with appropriate words from the box. Have volunteers read out a line each to report their answers.

9 Look back at the experiment and circle these punctuation marks.

Match and make rules.

1. Commas (,) are used to create possessive forms and contractions.
2. Periods (.) are used at the end of affirmative and negative sentences.
3. Apostrophes (') are used at the end of questions.
4. Question marks (?) separate sentence clauses or elements in a series.

> Add punctuation marks where necessary.

You need lemon juice, water, cotton bud, white paper, and a lamp or lightbulb. Add a few drops of water to the lemon juice. Then dip the cotton bud into the mixture and write a message on the white paper. Wait until it dries and you can't see it anymore. To reveal your secret message, hold the paper close to a lightbulb.

Invisible Ink

Complete the experiment procedure with words in the box.

Objectives

Complete sentences with the descriptions of steps and activities.

Punctuation: period, comma, apostrophe, question mark.

Before the Book

Word Bingo

Choose a dozen or so verbs from the unit and write them on the board: mix, peel, screw, shake, add, pour, fill, shine, turn off, remove, cut, stretch, stir, squeeze. Ask students to choose any six words and write them down. Read out the words randomly and have students cross them off their list as they hear them. The first student to cross off all six words shouts “Bingo!” and wins the game. To make the game harder, use each verb in a sentence so that students have to pick it out.

Tell a partner when you think we use the punctuation marks.

Divide the class into pairs and ask them to discuss how the punctuation marks are used. Elicit ideas from students and encourage them to say if they are used in the same way in Spanish.

Match and make rules.

Explain that students have to match the punctuation marks with the phrases to make rules for their use. Have pairs complete the activity. Ask volunteers to read out a rule each to check the answers.

Add punctuation marks where necessary.

Ask students to look at the text. Explain that all the punctuation marks are missing and elicit the first one: a comma after “juice”. Have pairs complete the activity. Monitor and provide help as necessary. Check the answers with the class by reading a portion of the text and having students stop you when they think a punctuation mark should be inserted.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Objectives
Read to review punctuation and spelling conventions.
Verify the arrangement of the sequence in sentences.
Remove add, change and / or re-arrange information to improve a text.
Write final version.

Before the Book
The Magic Straw
Tell students you are going to read out the instructions for the magic straw experiment and they are going to listen. Read out the instructions twice. Divide the class into groups of four students and have them reconstruct the text from memory. Allow a few minutes and then read out the text again. Give students another few minutes and then ask groups to compare their texts with the text on page 31.

10 Find six spelling mistakes in the text and correct them.
Have students look at the text. Invite a volunteer to read the first sentence out loud and elicit the spelling mistake and its correct form: cher—chair. Have students find the other five spelling mistakes and write the corrections in their books. Elicit the words and the corrections and write them on the board.

Read again and number the steps of the experiment in order.
Ask students to read the instructions again and number them in order. Monitor and provide help as necessary. Have volunteers read out a step each. Elicit or explain the meaning of unfamiliar vocabulary.

Write punctuation marks (commas, periods and apostrophes) where necessary.
Divide the class into pairs and explain that some punctuation marks are missing in the text. Have pairs read the instructions again and insert the missing punctuation marks in the correct places. Read out the text and have students stop you where they think a punctuation mark is missing.

Go to Worksheet 3.
Divide the class into pairs and have them turn to page 121. Focus attention on the activity and check that everyone understands the instructions. Have students complete the worksheet by paraphrasing the procedure for the parachute experiment. Monitor and provide help as necessary. If students become stuck, allow them to refer back to the text on page 32, but discourage them from copying the instructions word by word. Then have students illustrate each step in the spaces provided. Display the completed worksheets around the class and have students vote on the clearest explanations and best illustrations. Encourage students to put their worksheets in their portfolios.

Five-Minute Activity
Choose an activity from page x and do it with the class.
1. Make an instruction album.

The Presentation

1. Work in small groups, choose an experiment and find information about it.
2. Write instructions to carry out the experiment.
3. Check the sequence of the instructions and illustrate them.
4. Check spelling and punctuation.
5. Edit and rewrite a final version of the instructions.
6. Design an album to display all the experiments.
7. Make an index with the names of the experiments.
8. Put the album together and add it to the classroom library.

Tips

Writing clear instructions can be tricky, so choose an experiment that is easy to do.

The Product: Create an album of instructions for experiments. Group reflection and self-evaluation.

Suggested Materials
Internet access, books or magazines with information on experiments

Before the Book

Experiment Mistakes
Read out the instructions for the lava lamp on page 30, but introduce deliberate mistakes: To do this experiment you need alcohol, a clear plastic cup, vegetable oil, food coloring and an indigestion tablet. When students hear a mistake, they raise a hand and call out the correction.

The Presentation

1. Make an instruction album.

Ask students to read the instructions. Check that everyone understands. Divide the class into groups of three or four students and ask them to choose an experiment. If the groups have trouble thinking of an experiment, you can have them go to science-experiments.com or a similar website and choose one. Have students write a list of materials and then the steps for their experiments. Monitor and provide help as necessary. Have students check the spelling and punctuation in their texts and then write a final version. Have them illustrate the steps. Ask the class to compile a class album including an index page with all the experiments.

Tips

Read the text in the Tips box with students. Discuss different types of simple experiments they could choose, and if necessary, help them write some simple instructions on the board for one of the experiments.

The End

Group Reflection
Have students work in the same groups as before. Read the questions out loud and get groups to discuss the answers. Lead the class into a discussion on how to evaluate how they worked, and what they would like to focus on in later classes.

Self-Evaluation

Have students turn back to page 24. Read the objectives for this part of the unit again, and ask students to mark them according to their own opinion. Put students into pairs or small groups and have them compare their answers together.

Time to read! Nonfiction pp. 20-24

Write the following tips for writing effective instructions on the board: Know your audience. Include language and terms that you know they will understand. Keep your instructions short and concise. Use the simplest terms. Instructions that are in steps should be like a recipe. Use imperatives. Ask students to read the corresponding pages and decide whether the instruction in the text follow the tips above. Finally, have students turn to page 24 and do the tasks on their own. To check, have volunteers read questions 1-4 and give their answers. They should say on which page they found the answer. To check the matching activity, say a word and elicit the opposite.

Five-Minute Activity

Choose an activity from page x and do it with the class.

Go to Assessment 2a on page T106.
Unit 2b
Reacting to TV Shows

Social Practice  Interpret and convey information published in various media.
Environment  Familiar and community.

Objectives
Establish genre, subject matter, purpose and intended audience.
Distinguish set(s) or place(s) where actions occur.
Determine the roles of participants.
Distinguish visual effects.

Before the Book
TV Mind Map
Draw this mind map on the board:

```
[TV genres mind map]
```

Explain that the scrambled words are examples of TV genres, except one, which is the name of a TV program. Have students unscramble the words to find the names of the genres and identify the odd one out. Check as a class.

The Beginning

1 Find the TV genres in the pictures.  Focus attention on the TV genres in the box and the pictures. In pairs, have students identify the pictures that illustrate the genres. Check as a class.

> Draw a table in your notebook. Use the TV genres as seven column headings.

Call on three volunteers to read out the prompts. Draw a table on the board as an example. In the same pairs, have students draw the table and complete it. Elicit the answers from several students and discuss differences of opinion.

The Plan

In this unit you will:

- revise a TV program using context clues
- interpret central sense and some details of a TV program
- share reactions caused by a TV program

Establish genre, subject matter, purpose and intended audience. Distinguish set(s) or place(s) where actions occur. Distinguish visual effects.

Values

Good Judgment

Use this opportunity to talk with students about the influence TV shows can have on the way we see the world. For example, characters in sitcoms and soap operas are often exaggerated, and young people especially have a tendency to imitate their behavior. Ask students to name characters who set a bad or a good example and why.

2 Choose one TV program that you all watch and answer the questions.

Join two or three pairs to form groups. Allow a few minutes for students to discover a TV program that they all watch and to answer the questions about it. Elicit the answers from several groups.

Five-Minute Activity

Choose an activity from page x and do it with the class.
1. Read the transcript from a TV show and circle the correct options in the sentences.

1. The script is from a reality/documentary/show.
2. The show runs in the morning/afternoon/evening.
3. National Pancake Day is an important/main/secondary news story of the day.
4. Lauren Sánchez is in the studio/Chula Vista/a scene.

ANCHOR: Hi, I’m Tom Livingston and welcome to the show. It’s six a.m. on Wednesday, November 6. Ashley Johansen, our meteorologist, joins us with a quick look at today’s weather forecast. Ashley?

ASHLEY: Hi, Tom, it’s going to be fair all day here in San Diego, with temperatures ranging from 65 on the coast to just over 80 inland, and without a cloud in the sky. I’ll be back with the complete forecast in around half an hour. Back to you, Tom.

ANCHOR: Thanks, Ashley. In our top story it’s National Pancake Day, today, and in honor of Patticakes Restaurant in Chula Vista is giving away free pancakes to the first 100 clients. Our reporter Lauren Sánchez is on the scene. Lauren, have you claimed your free pancakes yet?

LAUREN: You bet I have, Tom! With bacon and blueberries, mm.

ANCHOR: I’d love that, Ashley, but you know I’m on a diet. Now, on to other news…

2. Find these words in the text and guess their meaning from context. Then check in the Dictionary.

Read the words with the class. In the same pairs, have students underline the words in the text, guess their meaning from context and write the definitions on the lines in pencil. Then have students look up the words in the Dictionary at the back of the book. Have them change incorrect definitions, but not if they expressed the same meaning in different words. Monitor and help students decide if their definitions are incorrect or just differently worded. Finally, have students write the correct definitions in pen.

3. Time to read! Fiction pp. 17-19

Divide the class into groups. Have them talk about what their favorite television program is now, and what it was when they were in primary school. Ask volunteers to give examples of their findings. Write the results on the board. Ask students why they think these shows are so popular. Next, write these incomplete sentences on the board and have students copy them into their notebooks: We are Zoc Gold... / Oscar looks like a... / The names of the superheroes are... / Their birthmarks show a... / The superheroes live in... / The mission is...

Have students read the corresponding pages and then complete the sentences on their own. To check, form pairs and have students exchange their books. Finally, ask whether they would like to watch a program like this on TV and why.

4. Five-Minute Activity

Choose an activity from page x and do it with the class.

Objectives

Interpret central sense and some details of a TV program.
Clarify the meaning of words.

Before the Book

TV Habits

Ask students about their TV-watching habits: Do you watch TV before or after doing your homework? Why?
Do your parents stop you watching TV at a certain time at night? What time? How do you feel about that? How much TV do you watch on a weekday? How about on the weekend? Do you watch TV more in the morning or evening? Be sure to end with a question about watching TV in the mornings, to link this discussion to the following activity, about breakfast TV.
Objectives

Reflect on the relationship between actions, images, dialogues and sound effects.
Interpret technical or specialized information.

Before the Book

Team Definitions
Divide the class into two teams. Have one member from each team sit at the front facing away from the board. Write one of the words from the second activity on page 35 on the board and have the other team members define the word for the two students to guess. They must not use Spanish, and they must not say the word on the board. Continue until all the words have been reviewed.

2 Look at the transcript again and number the people in the order they appear.
Have students read the transcript on page 35 again and then number the people in the order they appear. Check as a class.

Label the people in the pictures with their professions.
Have students label the people with the names of the professions in the box. To check, describe a person and get a volunteer to say the profession.

Imagine you have one of these professions. Discuss the questions.
Form pairs and invite students to imagine that they work as one of the people in Activity 2. Have them discuss the questions as if they were the professionals. Finally, ask students how many would like to have one of these professions in the future.

Complete the sentences using words in the box.
Focus attention on the sentences and explain that the gaps can be filled using some of the words in the box from the previous activity. Allow time for the students to complete the sentences, referring to the Dictionary at the back of the book if necessary. Have volunteers read out a completed sentence each to check the answers. Finally, have students create sentences for some of the other words in the box.

Language Awareness

Word Families
Use this opportunity to explore word formation and affixes. Ask students to list more words for people ending with –er– or –or, and –ist, and other words related to them: reporter, report, visitor, visit; meteorologist, meteorology, meteorological, biologist, biology, biological. Explain that students can expand their vocabulary more quickly by learning complete word families rather than individual words.

Five-Minute Activity
Choose an activity from page x and do it with the class.
Objectives
Infer central sense.
Reflect on the relationship between actions, images, dialogues and sound effects.
Identify the function of pauses, rhythm and intonation.

Before the Book

Sound Effects
Write the following genres on the board: cartoon, romantic soap opera, crime drama. Have students list four sound effects they would expect to hear in each type of program. Elicit some possibilities for each type, and then have pairs or small groups of students choose one of the genres and create a scene involving all four sound effects. Call on volunteers to act out their scene for the class, including the sound effects.

3 Listen to an extract from a TV show and mark the correct picture.
Have students describe the pictures and identify which TV genre each represents. Explain that students will listen to an extract and decide its genre.

Tips
Read the text in the Tips box with students. Encourage students to try to say the following sentence with different tones of voice: I think we should go. Tell them to say the sentence angrily, sadly, desperately, confidently, etc.

Listen and check. Then answer the questions.
Play Track 9 again and have students check their answers to the previous activity. Divide the class into pairs and have students answer the questions. Check as a class. Then have volunteers repeat the lines using the same intonation.

Five-Minute Activity
Choose an activity from page x and do it with the class.

Play Track 9. Have students mark the correct picture. Check as a class.

Listen again and number the sound effects in order.
Read the sound effects with the class and elicit what each sounds like. Play Track 9 again and have students number the sound effects in order. Check as a class.

Write the speakers’ names on the lines.
Have students describe the people in the pictures. Then have them write the people’s names beside the lines of dialogue.

Tips
Read the text in the Tips box with students. Encourage students to try to say the following sentence with different tones of voice: I think we should go. Tell them to say the sentence angrily, sadly, desperately, confidently, etc.

Listen and check. Then answer the questions.
Play Track 9 again and have students check their answers to the previous activity. Divide the class into pairs and have students answer the questions. Check as a class. Then have volunteers repeat the lines using the same intonation.

Five-Minute Activity
Choose an activity from page x and do it with the class.
Objectives

Infer the central sense.
Identify the function of pauses, rhythm and intonation.
Point out speech register.

Before the Book

TV Characters
Make a list of characters from popular TV shows. Divide the class into teams. Call out the first name on the list and have students raise a hand if they know which TV show the character is from. Elicit the answer from the first student to raise a hand and award the team a point if it is correct. Continue with other characters.

4 Look at the characters from a TV show and guess the genre.
Divide the class into pairs and ask students to look at the characters from a TV show. Elicit the genre (soap opera) and discuss what helped students decide.

▶ Read the dialogues from the show and name the speakers.
Have students read the mini-dialogues with their partner and identify which characters are speaking in each one. Check as a class.

▶ Listen and check. Then match the speakers with the emotions.
Play Track 10 and have students check their answers to the previous exercise. Read the list of emotions with the class. Have students read out the corresponding entries in the Dictionary if necessary. Then have pairs match the speakers in each dialogue to the emotions. Check as a class. Have pairs practice each dialogue, using appropriate intonation. Ask volunteer pairs to perform a dialogue for the class.

Five-Minute Activity
Choose an activity from page x and do it with the class.
Recognize strategies to rephrase, adjust volume / speed, negotiate meaning, etcetera.

Before the Book
Soap Opera Mind Map
Write the names of the soap opera characters from page 38 on the board and elicit from students what they can remember about each character. Create a mind map for each character with the information. Leave the information on the board for students to refer to during the class.

5 Match the lines from the soap opera with the responses.  
Focus attention on the lines from the soap opera. Divide the class into pairs and have students read the lines in the first column and match them with the responses in the second column.

Listen and check. Then write the responses in the table.  
Play Track 11 for students to check their answers to the previous activity. Read the headings in the table with the class and check everyone understands. Then have pairs write the responses under the appropriate heading. Draw the table on the board and have volunteers write one response each in the correct column. Finally, play the track again and pause after each response for students to repeat with the correct intonation.

Add these phrases to the table.
Have pairs add the phrases to the table. Have volunteers write a phrase each on the board. Invite students to perform a role-play to practice the phrases in the table.

Language Awareness
Intonation
Explain to students that the meaning of a sentence can change according to the intonation you use. For example, regular phrases, such as several of the ones on the page, can be turned into questions by using rising intonation at the end: Say again? Such as? For example?

Time to read! Fiction pp. 20-22
Ask students the following questions: Would you watch this type of program? / Is it similar to anything on TV now? / Do you identify with any characters on TV like Rita does? / What do you think the hunters will be like? Ask students to read the corresponding pages of the story. When they have finished, ask students to describe the hunters: They’re green, they have horns. They have warts on their noses, etc. Then ask: Do kids enjoy this program? How do you know? (Yes, because they are very interested in it. Some feel scared, some feel sad for the seals, etc.). Finally, get them to predict the ending. Elicit ideas from volunteers and have students note them down for the next reading time.

Five-Minute Activity
Choose an activity from page x and do it with the class.
Objectives

Differentiate main ideas and information that enhances, exemplifies or explains them.

Share emotions and reactions caused by a TV program.

Before the Book

Alphabet Shows

Divide the class into teams and have one student in each team write the letters of the alphabet vertically in the margin of a notebook. Give teams three minutes to write the name of one TV show for each letter. When the time is up, ask teams how many TV shows are on their list. Check their responses as a class.

6 Complete the TV show synopses with the genres.

Have students look at the photos and read the genres in the box. Then have them insert the genres into the synopses to complete them. Check as a class and elicit keywords in each synopsis that help identify the genre.

Read the synopses again. Underline the ideas in these colors.

Have students read the synopses again, underlining the main idea of each synopsis in red and further information in blue. Check as a class. Ask in which sentence of each synopsis the main idea appeared: the first one. Have volunteers share more information about the shows if they watch them.

Ask and answer the questions.

Divide the class into groups and have students discuss and answer the questions. Hold a class discussion about the shows. If few or no students watch these shows, elicit popular shows from similar genres and hold the discussion about them instead.

Value

Health

Use this opportunity to discuss how a sedentary lifestyle, aided by watching too many hours of television, can cause poor physical health and lead to obesity if not balanced with more energetic activities. Elicit other examples of activities that are fine in moderation but that become harmful in excess.

Five-Minute Activity

Choose an activity from page x and do it with the class.
7 Complete the table with information about three TV shows that you watch.

<table>
<thead>
<tr>
<th>Name / Actor</th>
<th>Genre</th>
<th>Main Idea and Further Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answers may vary.

Complete the sentences about the shows.

1. (name of show) makes me feel (adjective).
2. I always feel (adjective) when I watch (name of show).
3. (name of writer) is (adjective).
4. My favorite shows are all (genre).
5. I talk about my favorite shows with (names).

Unscramble the questions.

1. is / what / favorite / show / year / of / type
2. which / shows / do / never / miss / you
3. what / main / of / the / is / show / each / idea
4. make / how / the / do / feel / you / shows
5. what / actors / are / like / the

Objectives

Exchange emotions or reactions.
Formulate questions about the emotions and reactions caused by a TV program.

Before the Book

Favorite Shows

Have students write the names of their three favorite TV shows in their notebooks. Then have students mingle, asking and answering about the shows. When they find someone with one or more of the same favorite programs, they should write down that person’s name. After a few minutes, have students return to their seats. Ask several students to name their favorite shows and to name other students who also like them.

Language Awareness

Make + object pronoun + feel + Adjective

Say This show makes me feel sad. I feel sad when I watch this show. Write make + object pronoun (me, you, him, her, them) + feel + adjective on the board and explain that we use this expression to talk about the feelings that something or someone provokes in us. Elicit adjectives that we could use with this expression: happy, sad, scared, frightened, excited, bored, etc.

Invite volunteers to share their ideas about how some things or people make them feel: My little brother makes me feel happy.

Finally, explain that in the next activity they will have an opportunity to use these expressions to talk about how TV programs and movies make them feel.

7 Complete the table with information about three TV shows that you watch.

Using the TV shows from the opening activity or others, have students complete the table with as much information as they can. Call on a few volunteers to share their information with the class.

Complete the sentences about the shows.

Have students complete the sentences about the shows in the table. They can also copy and complete the sentences in their notebook in order to write about all the shows. Call on volunteers to share their completed sentences with the class.

Unscramble the questions.

Have students unscramble the questions. Ask volunteers to write the unscrambled questions on the board to check the answers.

Time to read! Fiction pp. 23-26

Invite volunteers to remind the class of their predictions about the ending of the story. Then ask students to read the corresponding pages. When they finish, ask them whether they were surprised or not. Elicit who thought there wouldn’t be a clear ending. Form pairs and have them draw scenes to illustrate the best ending for the program. Finally, have them turn to page 26 and solve the tasks. To check, have volunteers each read the beginning of a sentence and point to a classmate to finish it. To check the vocabulary task, have volunteers spell each new word.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Objectives

- Answer questions about the contents of a TV program.
- Include the explanation of main ideas during an exchange.
- Share emotions and reactions caused by a TV program.
- Compose expressions to share emotions.
- Use strategies to repair a failed conversation.

Before the Book

Communication Breakdown

Conduct any normal part of the classroom routine: calling the roll, checking homework, etcetera. Deliberately cause communication problems by speaking too quickly or too quietly. At the end of the activity, ask students what you were doing and what effect it had on them. Ask them if they have ever experienced these problems outside the classroom (either in English or in Spanish).

8 Read why conversations sometimes fail. Mark (✓) if you have had these experiences. 📺

Read the communication problems with the class and check everyone understands. Divide the class into small groups and have them share personal experiences of failed English or Spanish conversations for each problem. Have students put a check mark beside communication problems that they have experienced.

- Say which strategies can repair the failed conversations above.
  - Explain that the six strategies are ways of overcoming the communication problems in the previous activity. Have groups read the list of repair strategies and match them with the reasons why conversations sometimes fail. Check as a class and then elicit personal experiences of failed conversations and whether students were able to repair them.

- Match each strategy above with an appropriate example. Write the corresponding numbers in the boxes. Then think of more examples.
  - Focus attention on the pictures and phrases. Explain that each phrase is an example of a strategy from the previous activity. Have students match the phrases with the strategies. Check as a class. Then have groups think of more examples. Encourage them to come up with at least two more phrases for each strategy. Compile lists on the board. Ask students to go to the Language Reference on page 105 on their own. Use this opportunity to clarify any doubts students may still have.

- Ask and answer the questions that you unscrambled in Activity 7. Use the strategies above to keep the conversation going.
  - Get students to turn back to Activity 7 on page 41. Get them to ask and answer the questions in their groups, using the strategies and phrases they learned in Activity 8 to keep the conversation going. Refer them to the Language Reference on page 105 for help if necessary. Nominate open pairs to ask and answer the questions.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Allow sufficient time for pairs to decide which TV
program to use. Ask students to turn to page 123
and look at the worksheet. Read the instructions
and the prompts with the class and check everyone
understands. Have pairs complete the notes on the
worksheet, referring to the completed example on
page 43 as necessary. Monitor and provide help
as necessary. Next, ask them to expand their notes into
full sentences in their notebooks before revising the
spelling, meaning and punctuation of the sentences.
Join pairs to form groups of four or six. Have students
establish turns and extension for each participation.
Then have them take turns reading their sentences
to the rest of the group and using conversation
strategies to keep the conversation going. Allow
enough time for the groups to practice until they
feel comfortable. Finally, have students take turns
giving their presentations to the class. When it is not
their turn to present, students should pay attention
to other presentations, ask for further information
or something to be repeated, clarified or said more
slowly. Encourage students to add their worksheets to
their portfolios.

**The Presentation**

1. Make an oral presentation about a TV
program.

Read the instructions with the class and check
everyone understands. Divide the class into pairs.
Allow sufficient time for pairs to decide which TV

**Objectives**

- The Product: Make an oral presentation about a TV
program.
- Group reflection and self-evaluation.

**Before the Book**

**Stop the Bus**

Play Stop the Bus (known in Spanish as *Basta*) with
the following categories: *TV programs, TV show genres,
Actors, Characters from TV shows*. Explain that you will
give students a letter, and to get a point, they have
to think of one example for each category that starts
with that letter. When they have finished, they shout:
Stop the bus! Explain that only the first team to finish
will get a point, so they have to be quick. Check as a
class after each round.

**The Presentation**

1. Make an oral presentation about a TV
program.

Choose a TV program and make notes. Look for vocabulary in the Dictionary.

In your notebook, expand your notes into sentences.

Revise your sentences. Check spelling, meaning and punctuation.

**Group Reflection**

1. Were you able to find a show that
you and your partner watch?
2. Was it easy to write sentences
about the show?
3. Did other students understand your
presentation?
4. Which strategies did you employ to
keep the conversation moving?

**Self-Evaluation**

Now turn to page 34 and mark (✓ or X)
your progress.
Teacher’s Corner  Unit 2

Teaching Tip

How to Review Previous Material
At this point of the semester, encourage students to review what they have learned so far. Suggest several ways of doing so. In the case of vocabulary, ask them to write in their notebooks as many sentences as possible, using words related to the different topics. For functional items, invite them to write short dialogues and to practice them with a partner. Finally, for grammar practice, ask them to write small paragraphs using the structures they have more difficulty with.

Learning Tip

Learning Adjectives
To help students learn adjectives, suggest that they keep a special section in their notebooks where they can note down adjectives and nouns that go with them. They can even draw pictures.
To help students build their vocabulary, invite them to draw a table in their notebooks where they can write words that come from the same root, for example:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>mysterious</td>
<td>mystery</td>
<td>-</td>
</tr>
<tr>
<td>wooden</td>
<td>wood</td>
<td>-</td>
</tr>
<tr>
<td>sharp</td>
<td>-</td>
<td>sharpen</td>
</tr>
</tbody>
</table>

Point out that there is nothing wrong with writing the translation of the adjective, but that following the suggestions above will make it much easier to remember them.

Formative Assessment Tip

Debates exemplify different ways of thinking about a problem and solving it. They demonstrate higher order of thinking and problem-solving skills.
Divide the class into several sections (possibly as many sections as there are ways of approaching a problem). Ask the large groups to think from the different perspectives and come up with arguments to defend their way of thinking. Give students five minutes to discuss in pairs or proximity-seating small groups. Then call the class to regroup and ask volunteers to give examples of their way of thinking. If you use debates to explore pros and cons, consider also a third group who must not take sides, but which may come up with reasons for an agnostic approach.

Website Suggestions

Ecology
This is a very complete site where students can find the latest news about the environment along with amazing images and videos of unusual plants, animals and places. If you need to research about pollution, natural disasters, ecosystems or the history of our planet, this website is an excellent source of exploration.

Sociology
http://www.aicr.org.uk/Ideas.stm
Why not raise money for charity or for a local project? This site lists many ideas from “guess the baby competition,” to sponsored haircuts. It also offers support in the development of a successful fundraising campaign.

Suggestions for Songs

1. “Penny Lane,” by the Beatles
• Print out a copy of the lyrics from http://www.lyrics.com.
• White out all the words that are related to jobs and make one copy of your version for each pair of students. Ask a volunteer to bring a CD with this song to class.
• Play the song and ask students to complete the song by filling in the blanks.
• Play it again and encourage students to sing along.

2. “Butterfly,” by Mariah Carey
• Print out a copy of the lyrics from http://www.lyrics.com.
• Underline the following words: deeply, succumb, spread, unbridled, flowing.
• Make one copy for each pair of students and ask a volunteer to bring a CD of the song to class.
• Play the song and ask the class to deduce the meaning of these words from context.

Website used for the development of the unit:
Unit 2a
http://www.suffolk.lib.ny.us/youth/jcsexperiments.html
http://www.ehow.com/list_6515375_fun-science-experiments-teens.html
Unit 2b
http://www.answers.com/topic/television-habits
http://www.bbc.co.uk/tv/programmes/genres
http://www.charlottedillon.com/synopsis.html
**Evaluation Card**

**Student A**

**Edit your writing**

**USE THE FOLLOWING SYMBOLS TO COMMENT ON YOUR OWN (OR A CLASSMATE’S) WRITING:**

<table>
<thead>
<tr>
<th><strong>xw</strong></th>
<th><strong>xt</strong></th>
<th><strong>sp</strong></th>
<th><strong>p</strong></th>
<th><strong>cap</strong></th>
<th><strong>A</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>wrong word</td>
<td>wrong tense</td>
<td>spelling</td>
<td>punctuation</td>
<td>capitalization</td>
<td>word missing</td>
</tr>
</tbody>
</table>

**Editing is important**

- **xw** When we make mistakes in our writing, the reader having a hard time with our text.
- **xt** It is impossible to avoid mistakes, but we should correct them and write a new version of our text. This helps the reader understand ideas.

**Evaluate your work. Circle the answers.**

**WRITTEN WORK**

- Did you or a classmate edit your first version? Yes / Somewhat / No
- Did you make corrections accordingly? Yes / Somewhat / No
- Are you happy with your work? Yes / Somewhat / No

**GROUPWORK/PAIRWORK**

- Did every member have a clear role? Yes / Somewhat / No
- Did all the group members participate equally? Yes / Somewhat / No
- Are you happy with the group? Yes / Somewhat / No
- Did you enjoy working with other classmates? Yes / Somewhat / No

---

**Student B**

**Edit your writing**

**USE THE FOLLOWING SYMBOLS TO COMMENT ON YOUR OWN (OR A CLASSMATE’S) WRITING:**

<table>
<thead>
<tr>
<th><strong>xw</strong></th>
<th><strong>xt</strong></th>
<th><strong>sp</strong></th>
<th><strong>p</strong></th>
<th><strong>cap</strong></th>
<th><strong>A</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>wrong word</td>
<td>wrong tense</td>
<td>spelling</td>
<td>punctuation</td>
<td>capitalization</td>
<td>word missing</td>
</tr>
</tbody>
</table>

**Editing is important**

- **xw** When we make mistakes in our writing, the reader having a hard time with our text.
- **xt** It is impossible to avoid mistakes, but we should correct them and write a new version of our text. This helps the reader understand ideas.

**Evaluate your work. Circle the answers.**

**WRITTEN WORK**

- Did you or a classmate edit your first version? Yes / Somewhat / No
- Did you make corrections accordingly? Yes / Somewhat / No
- Are you happy with your work? Yes / Somewhat / No

**GROUPWORK/PAIRWORK**

- Did every member have a clear role? Yes / Somewhat / No
- Did all the group members participate equally? Yes / Somewhat / No
- Are you happy with the group? Yes / Somewhat / No
- Did you enjoy working with other classmates? Yes / Somewhat / No
Unit 3a

Playing with Language

Social Practice  Participate in language games to work with specific linguistic features.
Environment  Literary and ludic

Objectives

Identify games by name.
Recognize subject matter, purpose and intended audience.

Before the Book

Riddles
Have students say if they know what a riddle is (a statement or a question that has a hidden meaning). Then say a riddle and have students solve it: *Where does Friday come before Thursday? In the dictionary!* Elicit more riddles from the students and have students solve them. Present some more if students cannot think of any: *What has two hands and a face; but no arms and legs? A clock. Which letter is not me? U. What five-letter word becomes shorter when you add two letters to it? Short.*

The Beginning

1 Match the names of the games with the pictures.
Focus attention on the illustrations. Invite volunteers to read the names of the games out loud. Ask students to write the corresponding number in the square next to each game. Elicit the answers and check as a class.

Answer the questions.
Divide the class into groups. Read the questions with the class and then have students discuss and answer them. Elicit the answers and discuss as a class.

Solve and explain the riddle.
Invite a volunteer to describe the photo. Then ask groups to read and solve the riddle. Elicit the answers and encourage students to explain the riddle. Discuss as a class.

The Plan

Invite volunteers to read out the objectives one by one. Then get students to share their ideas about the meaning of each objective. Encourage the class to say what expectations they have of the unit.

Five-Minute Activity
Choose an activity from page x and do it with the class.
What are the rules?
What are the components?

The Steps

1. Solve the crossword puzzle to discover some basic elements of language games.

Across
2. The aim of a game, or when you score in football.
4. Another name for the parts of a game, such as tokens, counters, boards, cards and dice.
6. If you don’t follow these, you’re a cheat!

Down
1. These are the people who participate in a game.
3. Combinations of letters form these.
5. This is what a game is called.

Determine elements that construct a word game.

2. Use the answers in the crossword to discuss the games on page 44.

Objectives
Determine elements that construct a word game.

Suggested Materials
magazines, scissors, envelopes (one per group), sheets of paper (one per group)

Before the Book
Jigsaw Puzzles
Divide the class into five groups and distribute the materials. Have students look in their magazines for a large illustration, cut it out and paste it onto the sheet of paper. Next, have students cut the illustration into several pieces to create a jigsaw puzzle and put them in the envelopes. Invite groups to exchange their envelopes and assemble the puzzles. Finally, have groups describe the illustrations.

The Steps

1. Solve the crossword puzzle to discover some basic elements of language games.

Focus attention on the crossword puzzle and ask students how this is solved (you have to solve clues for numbered words and then write them in the puzzle).

2. Use the answers in the crossword to discuss the games on page 44.

Divide the class into groups. Encourage students to use the answers to the crossword puzzle to ask and answer about the games on page 44. Read out the example questions and elicit others: What are the rules? What is the goal of the game? How many players are there? Have groups ask and answer the questions. Monitor and provide help as necessary. Finally, nominate open pairs to ask and answer questions about the games.

Value
Integrity
Explain to students that nobody likes to lose in any game, but it is very important not to cheat or break the rules. If participants don’t follow the rules, the game loses all integrity and there is no point playing.

Time to read! Nonfiction pp. 25-28

Write on the board:

[mnemonic (pronounced nee.MON.ik) is used as a noun meaning a device, such as a formula or rhyme, that helps a person remember something.] Some mnemonics for spelling English words can be found here. http://www.mnemonic-device.eu/spelling-grammar/

To spell Sheriff: A sheriff has one rifle but fires twice. Laugh-Laugh And U Get Happy.

Ask the students for any mnemonics they know. Ask students to read the corresponding pages. When they have finished, ask what mnemonics were mentioned in this part of the reading (rhymes, stories, repeating patterns). Form pairs and ask them to use one of the mnemonics to learn two or three irregular verbs that they find difficult.

Five-Minute Activity
Choose an activity from page x and do it with the class.
Objectives

Recognize function of graphic and text components.
Establish number of words involved in the game.
Identify participants and role they play.
Determine number of players and participation turns.
Recognize steps taken by a player to participate in a game.

Before the Book

Word Snakes
Divide the board into three sections and write a word related to word games in each section: bingo, puzzle, board. Then divide the class into three groups. Invite a student from each group to write a word starting with the last letter of the word in their section of the board. Continue until everyone has participated. Award one point for each word that groups added and two points if the word is related to word games.

3 Use the words in the box to label the parts of this bingo game.

Invite a volunteer to read the words in the box out loud. Elicit or explain the meaning of unfamiliar vocabulary with drawings, definitions, synonyms and examples. Focus attention to the game board and illustrations and invite volunteers to name the actions. Then have students read the information in the boxes on the right. Ask students to label the parts of the bingo game with the words in the box. Check as a class.

Answer the questions.

Divide the class into groups. Have volunteers read out one question each about the bingo game. Then have groups discuss and answer the questions. Monitor groups and provide help as necessary. Elicit the answers from each group and discuss different ideas.

Five-Minute Activity
Choose an activity from page x and do it with the class.
Before the Book

Language Awareness

Irregular Verbs

Elicit or explain that the past and past participle form of regular verbs is made by adding -ed at the end, but that the past and past participle forms of irregular verbs undergo different changes: begin, began, begun; put, put, put; think, thought, thought. Write the infinitive form of several regular and irregular verbs on the board. Say a verb and have students say if it is regular or irregular. Then have volunteers spell out the past and past participle forms for you to write on the board.

Objectives

Language and language games as means to promote recreational activities.
Locate sentences with irregular verb forms in diverse texts.

Make true sentences about yourself using the verbs from the crossword.

Answers may vary.
Language and language games as means to promote recreational activities.
Locate sentences with irregular verb forms in diverse texts.

4 Read the text and solve the doublet.

Ask students whether or not they like doing crossword puzzles. Elicit where you can find crossword puzzles: newspapers, magazine, specialized books. Then explain to students that they will read a text about a professional crossword writer. Invite them to read the text in silence. They can look up some unknown words in the Dictionary. Ask comprehension questions: Who invented this word game? What’s its name? How many letters can you change each time? Does each subsequent word have to be a real word? Next, have students solve the doublet on the right. Write the start and end words on the board and have volunteers write the linking words. Finally, give students some other doublets to solve: mice–rats (mite, mate, rate); milk–pail (mill, mall, mail); camp–site (came, same, sate).

5 Read the text and complete the crossword with the irregular verbs in bold.

Ask students if they know who Lewis Carroll is: the writer of Alice’s Adventures in Wonderland. Encourage volunteers to describe the novel: A girl named Alice falls into a rabbit hole and finds a fantasy world. Have students read the text, looking up unfamiliar words in the Dictionary at the back of the book. Ask questions to check comprehension: Who invented this word game? What’s its name? How many letters can you change each time? Does each subsequent word have to be a real word? Next, have students solve the crossword puzzle in the text. They are going to complete it with the irregular verbs in bold. When they are finished, check by saying a number and inviting a volunteer to spell the words out. Finally, ask how we know these verbs are irregular: They don’t end in -ed.

4 Read the text and solve the doublet.

Now try to LOCK the DOOR using these links.

LOCK

T L O

R E

O O R

D R

K E

3 R O

D O O R

LOCK

Ready to LOCK the DOOR using three links.

Can we use our minds?

No, we must practice using our minds.

Language and language games as means to promote recreational activities.
Locate sentences with irregular verb forms in diverse texts.

Make true sentences about yourself using the verbs from the crossword.

Answers may vary.
Language and language games as means to promote recreational activities.
Locate sentences with irregular verb forms in diverse texts.
Objectives

Compare sentences with and without irregular verb forms.
Determine simple past, present perfect, past perfect and future perfect in sentences.
Sort out sentences in simple past, present perfect, past perfect and future perfect.

Before the Book

Language Book

Auxiliary Verbs

Explain to students that auxiliary verbs are combined with main verbs to form tenses. Write the following sentences on the board and elicit the auxiliary verb or verbs and main verb in each one: I don’t like water sports. Did you do your homework? I have lived here all my life. We will have finished school in five years’ time. Ask students which tenses the auxiliary verbs indicate. Write sentences on the board with the auxiliary verbs missing for volunteers to complete.

6 Read the text and number the events in order.

Invite volunteers to explain what a vegetarian is: A person who doesn’t eat meat. Have them read the story silence and number the events in order. Ask comprehension questions and tell students to reflect whether they numbered the events correctly while they are answering your questions: What hadn’t the person seen before she went to the farm? Who did she go with? Did she like the animals? How do you know? What will have happened in some years according to her investigation? Ask volunteers for the order of events. Finally, elicit the irregular verbs in the text: seen, took, was, become, eaten.

Now find in the text the complete sentences for the events you numbered above and copy them onto the timeline.

Explain to students that a timeline is a graph that shows the events in someone’s life in order. Then ask a volunteer what was the first event in the girl’s story: She hadn’t seen a cow. Invite students to find the sentence in the text: I hadn’t seen a cow before last weekend. Tell them to copy it onto a timeline as the first event. After that, get them to continue on their own copying the remaining sentences. Finally, ask students about the use and form of the different tenses: When do we use the past perfect: To talk about an event that had taken place before a specific event in the past. How do we form it: With the auxiliary had and the past participle form of the verb. Invite students to go to Language Reference on page 106 for help.

7 Read the sentences and write SP (simple past), PrP (present perfect), PaP (past perfect) or FP (future perfect) next to each one.

Divide the class into pairs. Have them read the sentences, decide which verb form they contain and write the corresponding abbreviation. Elicit the answers and check them as a class. Clarify any doubts students may have about vocabulary or meaning.

8 Go to Worksheet 5.

Five-Minute Activity

Choose an activity from page x and do it with the class.
9. Complete the text with the correct form of the verbs in parentheses.

**A Word Game with History**

One hundred and twenty-one countries around the world have played **buy** – present perfect! Scramble Game-makers Hasbro and Mattel have sold **sell** – present perfect! more than 200 million sets of the game in twenty-nine languages worldwide.

Alfred Merriam **created** – present perfect! the crossword type game in 1933. **Bought** – past perfect! an architect who **had lost** – past perfect! his job during the Great Depression. **Lived** – present perfect! in the United States. **Caught** – present perfect! the bus at seven o'clock yesterday morning.

By 2014, more people will have **play** – present perfect! the popular game into a TV show.

**Language Awareness**

**Time Expressions**

Since students are going to play a game that deals with four different tenses, it's important to review the time expressions to use with each of the new tenses. Explain that a time expression is a word or phrase that indicates when an event occurs. Write several time expressions on the board: **last night, for five years, before he moved, by noon, etc.**

**Objectives**

Complete sentences with irregular verb forms. Compose sentences containing irregular verb forms. Order letters and words to compose irregular forms.

**Suggested Materials**

A soft ball

**Before the Book**

**Error Correction**

Say a verb and its corresponding past and past participle forms. Throw the ball to a student and ask if the forms are correct or incorrect. If they are incorrect, the students should also give the correct forms. Repeat the procedure until all students have participated.

**9. Complete the text with the correct form of the verbs in parentheses.**

Divide the class into pairs. Focus attention on the text and ask if they have ever played **Scrabble**. Then have pairs read the text and write the verbs in parentheses in the corresponding tenses.

Elicit answers. Ask some questions to check comprehension: **In how many countries is Scrabble played? How many Scrabble sets have been sold around the world? Who invented the game?**

**Time to read! Nonfiction pp. 29-31**

Form groups and have them make lists of irregular verbs with common sounds: **buy bought bought / catch caught caught, etc.** Have students read the corresponding pages in pairs and find the following: a name of a thing you tell to make someone laugh / word that means "important" / name for the garden behind your house. Elicit answers from volunteers. Finally, have pairs make a rhyme with an irregular verb and the words above.

**Five-Minute Activity**

Choose an activity from page x and do it with the class.
Objectives

Organize irregular verb form groups. Compare differences and similarities in the composition of irregular verb forms.

Before the Book

Tense Conversation

Write these tenses on the board: Simple Past, Present Perfect, Past Perfect, Future Perfect. Divide the class into pairs and have students write a conversation on a sheet of paper including at least one example of two of the verb forms. Monitor and provide help as necessary. Have students practice their conversation. Ask volunteers to read out their conversations for the class to identify the verb forms.

11 Read the rules and complete the conjugations.

Divide the class into new pairs. Invite a volunteer to read the first conjugation out loud. Elicit the correct past and past participle forms and write them on the board as the class spells them out. Have pairs read the rest of the conjugations and complete the examples. Elicit the forms and write them on the board.

Classify the verbs in the chart.

Refer students back to the six conjugation patterns above. Explain that the verbs in the box all follow one of the conjugation patterns. Read the example of each conjugation with the class and do the first two verbs with them: Drink follows conjugation pattern 1: drink, drank, drunk. Forget follows conjugation pattern 2: forget, forgot, forgotten. Divide the class into pairs and have students categorize the rest of the verbs in the table.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Dictate and list sentences containing irregular verb forms.

1. Put a marker on the Start box.
2. Toss a coin. If it lands on heads, move one box. If it lands on tails, move two boxes.
3. Unscramble the words in each box and say a complete sentence.
4. Have your partner say if your sentence is correct or not.
5. If it is not correct, go back to where you were.
6. Continue taking turns until one of you gets to the End box.

Five-Minute Activity
Choose an activity from page x and do it with the class.

Objectives
Dictate and list sentences containing irregular verb forms.

Suggested Materials four index cards
Preparation Write each of these verb forms on an index card: Simple Past, Present Perfect, Past Perfect and Future Perfect.
Objectives

Recognize steps taken by a player to participate in a game.

Before the Book

Sentence Chain
Start a chain by saying: Yesterday I went to the mall, and I drank a soda. Then have a volunteer repeat the whole sentence and add another action using an irregular verb: ...and I saw a movie. Continue the chain until most have participated.

13 Read the expressions and decide at what stage of a game you could use them.

Explain to students that the next game that they will play involves three stages: Preparing the Game, Playing the Game and Reflecting on the Game. The expressions that belong to each stage of the game are written in different speech bubbles. Form teams of five and allow several minutes and invite volunteers to share their ideas: Red – Preparing the Game / Blue – Playing the Game / Green – Reflection.

Follow the instructions and play charades.
Ask students to say if they have ever played charades and if so, what the rules are. Read the rules and explain doubts as necessary. Invite the same teams from the activity above to play against each other. Monitor and check that students are using the expressions that they have learned above. Explain that it is a very important part of a game to communicate with your team members at all stages of the game.

Five-Minute Activity
Choose an activity from page x and do it with the class.
1. Make a memory game.


The Presentation

1. Make a memory game.
2. Divide the class into teams. Distribute the index cards or have students use paper from their notebooks.
3. Go through the instructions with the class and check that everyone understands. Monitor and provide help as groups follow the steps to create their memory game.

Remind students to communicate using the expressions they learned in the previous class for different stages of the game. Once their games are ready, ask teams to play the memory game. Finally, have teams swap games and play again. After students have played a few times, encourage them to make a copy of their memory games and put it in their portfolios.

The End

Group Reflection

Have students work in the same groups as before. Read the questions out loud and have groups discuss the answers together. Lead the class into a discussion on how to evaluate how they worked, and what they would like to focus on in later classes.

Self-Evaluation

Have students turn back to page 44. Read the objectives for this part of the unit again and ask students to mark them according to their own opinion. Put students into pairs or small groups and have them compare their answers together.

Time to read! Nonfiction pp. 32-36

Assign students to read the corresponding pages of the reading. Ask them to identify the strategies they found in the text that helps them memorize irregular verbs. Ask them if they have any suggestions of their own. Finally, form pairs and have students solve the tasks. When they have finished, have them read their answers to the questions aloud. To check the table, invite volunteers to complete it on the board.

Five-Minute Activity

Choose an activity from page x and do it with the class.

Go to Assessment 3a on page T108.
Unit 3b
Writing about History

Social Practice  Read and rewrite informative texts from a particular field.
Environment  Formation and academic

Objectives
Select descriptions of historic events.
Activate previous knowledge.

Suggested Materials  twenty index cards
Preparation  Write the following historic events from the sixties on ten cards and events from other decades on the rest: Martin Luther King’s Assassination, Woodstock Festival, Assassination of John F. Kennedy, Olympic Games in Mexico, Cuban Missile Crisis, The Beatles, First Man on the Moon, The Vietnam War, Construction of the Berlin Wall, The Hippie Movement.

Before the Book
Previous Knowledge
Write The Sixties on the board. Display the cards around the room. Divide the class into four groups and invite groups to find cards with events from the sixties and to attach them to the board. At the end, check everyone is in agreement about the ten events from the sixties and elicit information about each one.

The Beginning
1 Answer the question. Then read the text and check if your ideas appear.

Divide the class into groups. Have a volunteer read the question out loud and have groups note their ideas on a sheet of paper. Ask groups to read the text about Apollo 11 and check if their ideas appeared on the text. Ask several groups which of their ideas appeared in the text.

Answer the questions.
Divide the class into new groups. Invite a volunteer to read the questions out loud. Encourage groups to answer the questions on a sheet of paper. Monitor and help students with unfamiliar vocabulary. Invite volunteers from each group to read their answers out loud.

The Plan
Invite volunteers to read the objectives one by one. Then get students to share their ideas about the meaning of each objective. Encourage the class to say what expectations they have of the unit.

Five-Minute Activity
Choose an activity from page x and do it with the class.
The Steps

1. Mark (✓) the photograph that best illustrates the text on page 54.
2. Underline the correct title for the text.
3. Read about four ways to organize a nonfiction text. Decide which structure was used for the text.
4. Discuss where the text may appear and who would read it.

The Steps

1. Mark (✓) the photograph that best illustrates the text on page 54.

Divide the class into pairs. Focus attention on the photographs and invite volunteers to describe them. Have pairs mark the photograph that best illustrates the text on Apollo 11 on page 54. Elicit the answers and discuss why it is the most illustrative photo as a class.

2. Underline the correct title for the text.

Have pairs read the three titles. Encourage them to underline the most suitable title for the text about Apollo 11. Elicit the answer and have students justify why they selected that title.

2. Read about four ways to organize a nonfiction text. Decide which structure was used for the text.

Explain to students that the cards show four ways to organize nonfiction texts. Invite four volunteers to read out a structure each. Then divide the class into new pairs and encourage them to select which structure was used in the Apollo 11 text. Discuss the answer as a class.

3. Discuss where the text may appear and who would read it.

Have pairs discuss where the text would appear and to which audience it is intended. Give them options if they are having difficulty deciding: a textbook, the Internet, an encyclopedia, a magazine, a newspaper, a novel; college students, children, historians, school students, etc. Elicit the answers and discuss them as a class.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Before the book

Skimming
Explain to students that skimming is like reading but three or four times faster. Reasons to skim a text include: there is a lot of material and a little time; to see if it is going to be of your interest; or to identify the main idea. One common way of skimming a text is to read the title, subheadings, captions and the first sentence of each paragraph. Divide the class into four groups and give each a magazine article. Have groups skim the article and write on a sheet of paper the main idea and an incorrect main idea. Then have groups exchange articles and papers. Encourage groups to skim the new articles and to circle the corresponding main idea. Monitor groups and provide help as necessary.

3 The first paragraph of this text and some other words are missing. Skim the text and predict what it is about.

Divide the class into pairs. Focus attention on the photograph and invite a volunteer to describe it: Doctors are performing some sort of surgery. Then have pairs skim the text and predict what it is about. Elicit the answers and discuss different ideas.

► Complete the text with one of these pairs of words.

Point out that the same two words are missing from several parts of the text. Invite a volunteer to read out the three pairs of words. Then have pairs complete the text with one of the pairs of words. Have volunteers read out a sentence or two each to report their answers.

► Mark the correct first paragraph.

Invite three volunteers to read out a paragraph each. Then encourage pairs to mark the correct opening paragraph for the heart transplant text. Elicit the answer and have students say why the other two paragraphs are incorrect.

► Read the text again and list unfamiliar words in your notebook. Guess their meaning from context and then look them up in the Dictionary.

Have students form new pairs. Encourage them to read the text again and to note unfamiliar words in their notebooks. Have them guess their meaning from context. Then have students look up the words in the Dictionary at the back of their books. Elicit the words and definitions and write them on the board. Invite pairs to say how many meanings they guessed correctly.

Five-Minute Activity
Choose an activity from page x and do it with the class.

Objectives

Read history texts.
Identify new terms to broaden vocabulary.
Anticipate subject matter from familiar words or phrases.

Suggested Materials four short magazine articles in English
4 Read paragraphs 1–4. Then add sentences a–f to the paragraphs. Write the letters on the lines.

1. Martin Luther King helped organize a boycott of the Montgomery bus system.
2. In 1963, King led mass protests in Birmingham, Alabama.
3. King participated in a huge civil rights march in Washington, D.C.
4. In 1964, King was awarded the Nobel Peace Prize.

a) The boycott was organized after Rosa Parks, a black woman, refused to give her bus seat to a white man.
b) He got the prize for fighting for civil rights without resorting to violence.
c) He was the youngest person ever to win the prize.
d) For his participation in the Birmingham protests, King was arrested and put in jail.
e) He delivered his most famous speech, “I have a dream,” in front of a quarter million people at the Lincoln Memorial in Washington, D.C.
f) In 1955, black college students staged sit-ins at cafeterias that served only white people.

Read more about the history of civil rights in the USA and answer the questions.

1. What is the main idea of the first paragraph?
a) The role of the U.S. Government in the civil rights movement.
b) Legislation in Congress against racial discrimination.
c) Segregated schools are ruled illegally.
d) The role of the Supreme Court.
e) The role of the U.S. Government in the civil rights movement.
f) President Harry S. Truman signed a law that forced states to rule against the legality of segregated schools.

2. What is the main idea of the second paragraph?
a) The role of the Supreme Court.
b) The role of the U.S. Government in the civil rights movement.
c) Legislation in Congress against racial discrimination.
d) Public action against discrimination.
e) The role of the U.S. Government in the civil rights movement.
f) In 1955, black college students staged sit-ins at cafeterias that served only white people.

Focus attention on the photo of Martin Luther King Jr. Then encourage students to say what they know about him. Explain that paragraphs 1–4 contain the main idea of four paragraphs and that sentences a–f are further details about the main idea. Have students decide which main idea the further details go with. Check the answers as a class. Ask some questions to check comprehension: What did Rosa Parks refuse to do? What were the protestors angry at? Which is Martin Luther King’s most famous speech?

5 Read more about the history of civil rights in the USA and answer the questions.

Form new pairs and focus attention on the texts. Have pairs read each paragraph and choose the main idea of each one. Elicit the answers and ask why the other options are not correct: They are about details and not the main idea.

Objectives

Point out information about key events. Ask questions to differentiate main ideas from secondary ideas.

Suggested Materials slips of paper, a bag

Preparation Write these main ideas on slips of paper and put the slips in a bag: The rules of conduct for exams are clear. Recycling is an important way of saving the environment. Technology makes our lives easier. People have always fought for equal rights. Social networks may be dangerous.

Before the Book

Main Ideas

Divide the class into groups. Have a student from each group draw a slip from the bag. Ask groups to read the main idea written on the slip and list five details to support it. Invite a volunteer from each group to read their main idea and supporting details out loud. Discuss the ideas as a class.

Value

Tolerance

Explain to students that in order to live peacefully, we must be tolerant of others. Tolerance is the acceptance of other people’s opinions and behavior that we may not agree with, as long as they don’t do any harm. Tolerance also includes acceptance of other people’s religion, language, ethnicity, culture, and so on. Ask students why it is important to be tolerant toward people who are different from us.

Time to read! Fiction pp. 27-31

Divide the class into groups. Have them talk about:

- What important inventions didn’t exist when you were born, but do now? What did these inventions replace?
- What did people do before this object was invented?
- Ask volunteers to give examples of their findings.
- Ask students to read the corresponding pages and then ask: When did Bob start his diary? Why? How many years have passed on these pages? Finally, ask students who has been writing a diary and for how many years.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Objectives

Recognize order and meaning of a text.
Identify chronological order.

Before the Book

Chronological Order

Divide the class into pairs. Ask them to divide a sheet of paper into six panels. Have pairs write instructions for a simple task with one step in each panel: making popcorn, sending a text mail or riding public transportation. Have pairs cut out the panels, exchange them and arrange the panels so that they are in order. Next, invite students to write the events using the Simple Past in their notebooks. Refer them to the Language Reference on page 106 for help with this tense. Get volunteer pairs to describe the steps of the task in order.

6 Number the sentences in order. Then write the complete paragraph in your notebook. Compare your paragraph with a partner’s.

Ask students to say what they know about the Cold War. Then ask students to read the texts and number the events in chronological order. Have students write the complete paragraph in their notebooks. Form pairs and have students compare their paragraphs. Invite volunteers to read out a paragraph each to check the answers.

7 Follow the instructions and play a game.

Form groups. Read the instructions with the class and check everyone understands. Help students with ideas for events and direct them to sources of information for research if necessary. Monitor students while they are playing and provide help as necessary.

8 Write your sentences from the game in chronological order. Write the years in the blue boxes and copy the sentences in the rectangles.

Focus attention on the chart. Ask individuals to use the sentences that their group wrote in the previous game to complete the chart. Have them write the years in the blue boxes and the sentences in the corresponding rectangles. Allow them to do further research as a group if necessary, such as on dates, locations or protagonists.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Follow the steps to write a report about robots.

1. Read the information and write the headings:

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Robots in Space</th>
<th>Advantages</th>
</tr>
</thead>
</table>

**Robots in Space**
- Can do dangerous jobs
- Do not need oxygen
- Can move in rough surfaces
- Contribute to science

**Disadvantages**
- Batteries don't last long
- Difficult to maneuver from far away
- Need precise programming

2. Write a simple sentence at the end of each column.


First, complete the two examples below.

<table>
<thead>
<tr>
<th>Function</th>
<th>Connective</th>
<th>Cause</th>
<th>Additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think robots are important because...</td>
<td>However, but</td>
<td>Because</td>
<td>Their batteries don't last long.</td>
</tr>
<tr>
<td>Robots can do dangerous jobs.</td>
<td>Although</td>
<td>In addition</td>
<td>Moreover</td>
</tr>
</tbody>
</table>

4. Write complex sentences about robots in your notebook.

- Can do dangerous jobs
- Do not need oxygen
- Can move in rough surfaces
- Contribute to science
- Batteries don't last long
- Difficult to maneuver from far away
- Need precise programming

Objectives

- Complete flow charts with information that broadens main ideas.
- Compose simple and complex sentences.

Before the Book

**Language Awareness**

**Simple and Complex Sentences**

Explain to students that a simple sentence has one clause, one main verb and one main idea: The scientist invented a robot. Complex sentences have two or more main verbs, two or more clauses and more than one main idea: Although the scientist invented a robot, he doesn’t want people to know about it because it might get stolen. Connectives are used to join clauses in complex sentences (but, although, because, etc.) Divide the class into groups. Write two or three simple sentences on the board: Peter took some photos of the game. I found a wallet in the park. Some students want to study online.

**Time to read! Fiction pp. 32-34**

Ask students the following questions: What historic events have occurred in your lifetime? Will future generations read about these events and think they are important moments in history? Write ideas on the board. Ask students to read the corresponding pages of the story. When they have finished, elicit the historical events mentioned in the whole reading so far. Ask students to predict what will happen to the author of the diary in the future.

**Five-Minute Activity**

Choose an activity from page x and do it with the class.
Objectives
Rewrite sentences to include information that broadens main ideas.
Emphasize and clarify ideas in a text.

Before the Book

Historic Events
Brainstorm historic events with the class and write them on the board. Have the class vote for one event. Then brainstorm main ideas that students want to know about the event and write them as questions on the board. Have the class vote for one main idea. Divide the class into five groups and have them write the introductory paragraph for a report about the event. Explain that the paragraph should include an introduction to the topic and a thesis statement in which the question about the main idea is answered. Monitor groups and provide help as necessary. Invite a volunteer from each group to read their paragraph out loud. Have groups vote for the best paragraph.

9 Follow the steps to write a report about robots.

5. Go over the flow chart with students. Since students saw it last class, you can now elicit that the title is in the top box, that the main ideas follow in the next boxes, and that the supporting ideas are at the bottom. Ask students to read the sentences in the box and write them in the correct spaces in the flow chart. To check, have volunteers read their answers.

6. Read the sample paragraph of the main idea and supporting information. Ask students to identify which sentence describes the main idea, and which sentences supply supporting information. Point out that the connective because is used to clarify the information. Have students write a similar paragraph. They can work individually or in pairs, as they prefer. Walk around and help out where necessary. When students are done, have volunteers read their paragraphs to the class.

Five-Minute Activity
Choose an activity from page x and do it with the class.
10 Make notes on the key events in the history of robots and computers on the timeline.

a) In 1943 Colossus, the world’s first electronic computer, is built in Britain.
b) In 1997 world chess champion Garry Kasparov loses to IBM’s Deep Blue supercomputer.
c) In 1813 Charles Babbage begins work on the Analytical Engine, one of the first computational machines.
d) In 1948 British robotics pioneer William Grey Walter creates autonomous machines, Elmer and Elsie, that mimic lifelike behavior with very simple circuitry.
e) In 1949 Sony sells 5,000 Aibos, the first electronic dogs, in twenty minutes.
f) In 1921 Karel Capek publishes the play *R.U.R.* (*Rossum’s Universal Robots*), in which human-like machines are created to replace workers.
g) In 1973 the Artificial Intelligence Department at Edinburgh University shows off Freddy II, a robot that assembles objects automatically.

Read the paragraph and find two key events from the timeline. Notice the change in tense from present to past.

In 1833 Charles Babbage began work on the Analytical Engine, one of the first computational machines. More than one hundred years later, Colossus, the first electronic computer, was built in Britain.

Find two more sets of key events on the timeline. Then write a paragraph about each set of events in your notebook.

Objectives

Determine the order of key events in a timeline.
Group sentences which give similar information to form paragraphs.

Before the Book

Personal Timeline

Explain to students that a timeline is used to present a series of events in a chronological order. Encourage them to make their own timeline. Ask students to draw a horizontal line on a sheet of paper and to write a start and end date, such as birth until now, last year, the first five years of their life, and so on. Have students divide their timeline into logical segments and label each division. Encourage students to note significant events in their lives on the timeline. Have students explain the events on their timeline to a partner.

10 Make notes on the key events in the history of robots and computers on the timeline.

Divide the class into pairs. Go through the key events in the history of robots and computers and elicit or explain the meaning of unfamiliar words. Then have students note the letter of the events in order on the timeline. Monitor pairs and provide help as necessary.

Read the paragraph and find two key events from the timeline. Notice the change in tense from present to past.

Have students form new pairs. Focus attention on the photograph and ask students if they know what machine it shows: *The Colossus computer*. Then invite pairs to read the paragraphs and to identify which two key events from the previous activity are mentioned. Explain that past events are usually written in the present tense on a timeline.

Find two more sets of key events on the timeline. Then write a paragraph about each set of events in your notebook.

Have pairs find two more sets of key events on the timeline. Ask them to write a paragraph about each set in their notebooks. Monitor and provide help as necessary. Remind students to use the past tense and have them go to the Language Reference on page 106 for help. Invite pairs to exchange notebooks and read each other’s paragraph. Ask volunteer pairs to read their work out loud.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Objectives

Write a short report, based on a model.
Read to revise punctuation and spelling conventions.
Add, remove, change and/or reorganize information.
Adjust language in accordance to the intended audience and purpose.
Write a final version.

Suggested Materials card (one sheet per group), paste, scissors

Language Awareness

Punctuation and Spelling
Write a sentence on the board without punctuation and with spelling mistakes. Divide the class into two teams. Have a student from one team come to the board and correct the sentence. The other team members can call out advice. If successful, award the team a point. Follow the same procedure with a student from the other team and with another sentence. Continue until several students have had a chance to correct a sentence.

11 Follow the steps in Activity 9 and write a historical report in your notebook.

Encourage individuals to think of a historic event and do some research about it in an encyclopedia or on the Internet. Once students have all the information, focus attention on Activity 9 and ask them to follow the steps to write a historical report. First, have them write three main ideas and supporting details in a flow chart. Then encourage students to write three paragraphs using the information in the chart. Remind them to write an introductory paragraph. Monitor students and provide help as necessary. Have students check the spelling and punctuation in their paragraphs and correct them if necessary. Ask them to write a final draft. Get students to read their classmates’ historical reports and comment on them. Ask volunteers to read their report out loud. Have the class vote on the best report. Encourage students to add their historical reports to their portfolios.

12 Go to Worksheet 6.

Ask students to turn to page 127. Divide the class into small groups and distribute materials. Focus attention on the activity and check that everyone understands the instructions. Brainstorm a list of historic events, subjects and people and write them on the board for students to choose from. Have groups create a history spin wheel and play the game. Monitor and provide help as necessary.

Time to read! Fiction pp. 35-38

Ask students to read the corresponding pages of the story. Ask how old Bob is now. Elicit whether their predictions were correct so far. Ask which historical moment described in Bob’s diary they liked the best and why. Ask students the following questions: What do you think will happen or what inventions will be made by the time you are 60 or 70 years old? What do you think the world will be like? Finally, have students form small groups and solve the tasks on page 38. They should discuss each point and write the answers only if they have reached an agreement. In case there are doubts, encourage them to ask their classmates for help.

Five-Minute Activity
Choose an activity from page x and do it with the class.
9. Create an anthology of reports on historic events.

1. Work in teams.
2. Choose a topic or event from history.
3. Read texts about the topic and select information you wish to include.
4. Organize the information on a flow chart or a timeline.
5. Write a report using the information.
6. Edit the report and write a final draft.
7. Agree on a design for the anthology.
8. Create an index.
9. Integrate all the reports in the anthology and donate it to the school library.

Tips

Remember that historical events are written in the past. Check that you are using irregular verbs correctly. Here are some of the most common irregular verbs:

- be – was/were
- do – did
- fall – fell
- fight – fought
- fly – flew
- get – got
- go – went
- know – knew
- read – read
- ride – rode
- see – saw
- sit – sat
- speak – spoke
- write – wrote

Before the Book

True or False?

Invite a pair of students to come to the front of the classroom. Say some information about a historic event and ask students to say if it is true or false: Columbus discovered America in 1942. If students answer correctly, they stay for the next sentence. If either or both students answer incorrectly, other students take their place. Continue with other historic events.

The Presentation

1. Create an anthology of reports on historic events.

Explain to students that an anthology is a collection of stories, poems or any other kind of writing, and that they are going to create an anthology of reports on historic events. Divide the class into several groups.

Have each group choose a historic event and do research on it in reference books or on the Internet. Make sure each group chooses a different event. Then ask groups to arrange the information that they found on a flow chart or a timeline. Have groups use their chart or timeline to write a report about the event, including an introductory paragraph. Monitor groups while they work and provide help as necessary. Next, have students edit their reports and write a final draft. Invite volunteers from each group to read their report out loud and encourage other groups to give feedback. Collect the reports and have the whole class design a cover and index page for them to create an anthology. Finally, put the reports in the cover and donate the anthology to the school library.

T63

The End

Have students work in the same groups as before. Read the questions out loud and have groups discuss the answers. Lead the class into a discussion on how to evaluate how they worked, and what they would like to focus on in later classes.

Self-Evaluation

Have students turn back to page 54. Read the objectives for this part of the unit again and ask students to mark them according to their own opinion. Put students into pairs or small groups and have them compare their answers.

Tips

Read the text in the Tips box with students. Go over the list of verbs with the class and make sure all the students know their meaning. Then, as students are working on their reports, write any new irregular verbs on the board, for all the class to use as reference.

The End

Group Reflection

Have students work in the same groups as before. Read the questions out loud and have groups discuss the answers. Lead the class into a discussion on how to evaluate how they worked, and what they would like to focus on in later classes.

Self-Evaluation

Have students turn back to page 54. Read the objectives for this part of the unit again and ask students to mark them according to their own opinion. Put students into pairs or small groups and have them compare their answers.

Five-Minute Activity

Choose an activity from page x and do it with the class.

Go to Assessment 3b on page T109.
Teacher’s Corner  Unit 3

Teaching Tip

Use of English
Provide students with plenty of opportunities to talk about their plans when they finish high school. Encourage them to say how English will be useful when they leave school. Invite students to role-play real-life situations in which English could be required. Encourage them to bring to class written material in English, which may be of their interest. Make sure students keep in mind all the learning tips they have seen so far, such as writing down two new words a day. All this will help them to continue acquiring English once they have left the school environment.

Learning Tip

Real World English
Encourage students to relate English to their own lives and interests. Every time a unit is over, ask them to recall the topics, vocabulary and structures they have studied. Invite them to select a topic of their preference and encourage them to surf the web and look for related links. Have them read magazines, see films or listen to songs that contain material covered in the unit they have just finished. Ask students to note down phrases and words they liked from whichever source they selected. Whenever students are allowed to choose topics in English freely, they remember the structures and vocabulary more easily than the language included in their textbooks!

Formative Assessment Tip
Role-playing works well in history and literature classes. Divide the class into groups for role-playing. Ask students to perform their arguments or plan the behavior the characters they are representing would have. Students may choose different characters of a play or different groups in history. Establish the context. Then ask students to discuss briefly, in pairs or small groups, how their characters would react. Then ask them to represent their descriptions.

Website Suggestions

Health
The habits you develop now will affect you later in life. Do you exercise and eat well or are you a junk-food-eating couch potato? This website will give you important tips and information on how to keep or become healthy. Find out interesting facts such as how much sleep you need and how to plan healthy meals.

Biology
http://www.rain-tree.com/facts.htm
This comprehensive website contains a wealth of facts about the rainforest, covering plants, animals, illegal logging and farming as well as medicinal plants. There is also a great section for students including topics such as rainforest education.

Suggestions for Songs
1. “Your Body Is a Wonderland,” by John Mayer
   • Print out the words from http://www.lyrics.com and white out all the words related to parts of the body.
   • Make a copy for each student and ask a student to bring a copy of the song on a CD to class.
   • Play the song and ask students to fill in the gaps.
   • Play the song again and invite the class to sing along.

   • Print out the words from http://www.lyrics.com and make a copy for each student.
   • Ask a volunteer to bring to class a CD with the song.
   • Play the song. Have students tally the times the word doctor appears in the song.
   • Hand out the lyrics and ask students to check their answers.
   • Finally, play the CD again and invite students to sing along.

Website used for the development of the unit:
Unit 3a
http://iteslj.org/c/jokes-riddles.html
http://thinks.com/words/doublets.htm

Unit 3b
http://kclibrary.lonestar.edu/decade60.html
http://www.grammar- quizzes.com/
Edit your writing

Use the following symbols to comment on your own (or a classmate’s) writing:

- **xw** = wrong word
- **xt** = wrong tense
- **sp** = spelling
- **p** = punctuation
- **cap** = capitalization
- **A** = word missing

**Editing is important**

- **xw** When we make mistakes in our writing, the reader having a hard time with our text.
- **xt** It is impossible to avoid mistakes, but we should correct them and write a new version of our text. This helps the reader understand ideas.

Evaluate your work. Circle the answers.

**Written work**
- Did you or a classmate edit your first version? Yes / Somewhat / No
- Did you make corrections accordingly? Yes / Somewhat / No
- Are you happy with your work? Yes / Somewhat / No

**Groupwork/pairwork**
- Did every member have a clear role? Yes / Somewhat / No
- Did all the group members participate equally? Yes / Somewhat / No
- Are you happy with the group? Yes / Somewhat / No
- Did you enjoy working with other classmates? Yes / Somewhat / No
Unit 4a
Sharing the Unexpected

Social Practice  Understand and incite oral exchanges regarding leisure situations.
Environment  Familiar and community

Objectives

- Listen to descriptions of unexpected situations.
- Identify subject matter, purpose and intended audience.
- Establish the speakers’ profiles.
- Determine the place where an exchange occurs.

Before the Book

Unexpected Events

Give students an example of an unexpected event: I was walking down the street, and I saw a famous movie star. In small groups, have students discuss unexpected events from their life. Elicit anecdotes from several students.

The Beginning

1 Look at the pictures and discuss what is happening in each situation.

Write these words on the board and elicit or explain their meaning: police officer, secretary, office, reporter, swimmer. In pairs, have students discuss what is happening in each picture. Elicit the answers but don’t confirm or correct them at this stage.

- Listen and number the pictures in order.

Play Track 12. Have students number the pictures in order. Elicit the answers from the class.

- Listen again and complete the missing information about each person.

Read through the chart with the class and elicit the type of information they need to write in each column. Play Track 12 again and pause after the first dialogue. Elicit from the class that Rachel is a student on vacation in England and that the event was bad: her bag was stolen. Repeat the procedure with the remaining dialogues. Then elicit the answers and any further information students heard on the track.

The Plan

Invite volunteers to read the objectives one by one. Then get students to share their ideas about the meaning of each objective. Encourage the class to say what expectations they have of the unit.

Five-Minute Activity

Choose an activity from page x and do it with the class.
1. Look at the situations and discuss. 

1. Who is describing an unexpected situation to whom? ____________
2. Which words describe how the people feel? Check in the Dictionary if necessary.

Distinguish attitudes and emotions. Observe and understand non-verbal communication in an exchange.

It was great! There was nothing in the hat, and suddenly he pulled a rabbit out of it! I swear it was magic.

She was walking next to me, smelling the flowers and all. And then, out of nowhere, this other dog appeared and Zoe ran after it. I tried to catch her, but she was too fast.

Unbelievable! He finally did it. He popped the question on the beach. He brought a shell and gave it to me. And the ring was inside. Oh, so beautiful…

Last night, I went out on the balcony to get some fresh air. And there it was, in the sky, above our neighbor’s roof, a very bright light. It wasn’t a plane. You have to believe me!

Match the pictures with what the people say.

Surprised, happy, confused, angry, embarrassed, excited, scared, interested, entertained, sad.

2. Listen and check. 

Match the pictures with what the people say.

Have students read the texts and decide which picture illustrates each one. Elicit answers from the class, but don’t confirm or correct them at this stage.

3. Listen and check. 

Play Track 13. Have students check their answers.

Time to read! Nonfiction pp. 37-41

Ask students to raise their hands if they have a curfew during the school week. Ask a few of these students why they think their parents make them follow a curfew? Divide the class into groups. Have students discuss a time when they had to decide between what their friends wanted to do and what their parents expected them to do. How did they solve this dilemma? Ask volunteers to give examples of their stories. Then ask students to read the corresponding pages and answer the following: Why can’t Sara go out on school nights? What do Sara and David do? What’s the problem? How does Sara feel? How does David feel? Then refer them to the questions on page 41 and have volunteers share their ideas.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Objectives

Listen to descriptions of unexpected situations shared in oral exchange.
Infer central sense from explicit information.
Formulate questions to understand a description.

Before the Book

Tour Guides
Ask students to imagine that a student from another country is going to visit them for a week. In pairs, have students list possible activities. Write this sentence structure on the board: *We should ... because...* Elicit ideas from several pairs: *We should go to the ruins because they are the biggest in the state.*

2 Listen and write two things that you can do in Rio de Janeiro.

Have students describe the pictures and say what they know about Rio de Janeiro. Play Track 14. Have students note two of the activities mentioned on the track.

Listen again and discuss.

Read the questions with the class and elicit or explain the meaning of *justify* and *unpleasant*. Play Track 14 again. In pairs, have students answer the questions. Elicit answers from the class.

Listen to the second part of the recording.

Circle the verbs you hear.

Ask students to read the dialogue. Elicit or explain the meaning of unfamiliar vocabulary with drawings, definitions, synonyms and examples. Explain that students have to choose the correct verbs from the options in italics. Play Track 15. Have students circle the correct verbs. Ask volunteers to read a line each to report their answers.

Language Awareness

Past Forms

Remind students that for most verbs in English, you add *-ed* to the end in order to form the past tense, but that many verbs have irregular past forms, which they have to memorize. Write these verbs on the board: meet, run, walk, arrive, get, go, travel, happen. In pairs, have students write the past form of each verb and decide if it is regular or irregular.

Unscramble the questions about the text.

Then underline the answers in the text.

Have students unscramble the first question. Write it on the board: *What was she doing?* Ask students to find the answer in the text and underline it: *I was hiking up Sugarloaf Mountain.* In pairs, have students complete the rest of the activity. Nominate open pairs to ask and answer the questions.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Objectives

Recognize ways to describe an unexpected situation.
Identify main ideas and ideas that enhance, exemplify and explain them.

Preparation Write these unexpected situations on slips of paper: You find 1,000 pesos on the sidewalk. You see your favorite singer in the mall. You are eating dinner at home when your chair breaks. You are at the beach when a tsunami starts coming toward you. You’re playing soccer in the park when a dog steals your ball.

Before the Book
Charades
Have a pair of students come to the front of the classroom and give them a slip of paper. Tell them to act out the situation written on the slip for the rest of the class to guess. Repeat the procedure with the remaining slips of paper.

3 Listen and mark the scene that is not mentioned in the dialogue.
Have volunteers describe the pictures. Explain that they show a boy’s excuses for why he didn’t do his homework. Play Track 16. Have students decide which picture doesn’t illustrate one of the boy’s excuses and mark it.

Listen again and write the numbers of the missing sentences in the correct places.
Read the sentences and dialogue with the class. Elicit or explain the meaning of unfamiliar vocabulary. Explain that students have to use the numbered sentences to complete the dialogue. Have them predict where each sentence goes. Play Track 16 again and have students insert the missing sentences in the dialogue. Read out the dialogue again and have volunteers say the missing sentences as you get to them.

Read the completed dialogue and underline the main idea.
In pairs, have students discuss what the main idea of the dialogue is. Elicit the answer and have students say why the other ideas are not the main one.

Imagine you are Matt giving excuses to your teacher. Make up a dialogue using your imagination and the phrases below. Answers may vary.

Read the phrases with the class and elicit or explain the meaning of unfamiliar words. Have students use the Dictionary. In pairs, have them write a similar dialogue to the one on the page, including different excuses and some of the suggested phrases. Monitor and provide help as necessary. Have pairs practice their dialogues. Ask volunteer pairs to perform their dialogue for the class.

Value
Trust and Honesty
Point out that if students want adults and people in authority to trust them, it’s important to be honest and frank. In the case of Matt, explain that the teacher will have a hard time believing him in the future.

Five-Minute Activity
Choose an activity from page x and do it with the class.
**Objectives**

- Notice English variant.
- Recognize strategies used to rephrase ideas.
- Clarify meaning of words.

**Before the Book**

**Comparing Countries**

Draw two columns on the board with the headings USA and UK. Brainstorm information about the two nations and write it on the board. Have several students share their ideas.

4 **Listen to the dialogue and answer the questions.**

Explain that students will listen to a conversation between two girls, Vanessa and Lydia. Play Track 17. In pairs, have students discuss where the two girls are from and where they are now.

- **Read the phrases and write BE (British English) or AE (American English).** Then listen again and check.

Explain that all languages have different dialects, and that two dialects of English are American English, from the USA, and British English, from the UK. In pairs, have students read the phrases and guess if they are British or American English. Play Track 17 again. Have students confirm or correct their answers.

5 **Write the words in the table. Look them up in the Dictionary if necessary.**

Point out that one way in which the dialects of a language differ is their vocabulary. Tell students that they have to sort the words according to whether they are used in British or American English. In pairs, have students guess which dialect the words are from before checking in the Dictionary at the back of the book and writing them in the table. Draw the table on the board and have volunteers complete it.

- **Play a game!**

Read the instructions with the class and check everyone understands. Divide the class into teams and pair teams up to play against each other. Hand out slips of paper for students and then have teams play against each other. Monitor games and provide help as necessary.

**Time to read! Nonfiction pp. 42-44**

Divide the class into groups. Ask them if anyone has ever “put them on the spot”. (If you put someone on the spot, you cause them embarrassment or difficulty by forcing them to answer a difficult question or make an important decision.) Were they comfortable with the situation? How did they handle it? Have they ever put someone in this kind of situation? Ask students to read the corresponding pages and then elicit what the unexpected situation was: Frida introduced Billy to her boss. Then refer students to the last paragraph and have a volunteer read the questions aloud. Then form groups and have them discuss them. Finally, have volunteers share their groups’ ideas with the class.

**Five-Minute Activity**

Choose an activity from page x and do it with the class.
Objective:
Compose sentences to describe unexpected situations.
Include details to main ideas.
Determine sequence of enunciation.
Produce descriptions of unexpected situations.
Adverbs of time and place.

Before the Book
British and American English
Write the following sentences on the board. In pairs, have students copy them, changing the American English words to British English words: We left the highway and pulled into a parking lot. It was dark in the elevator so, I turned on the flashlight on my cell phone. I usually play soccer in my sneakers. Elicit the British English versions and write them on the board.

6 Match the parts of the sentences to discover the unexpected situations.
Read the first sentence stem: Liz was running when suddenly… Ask students which option correctly completes the sentence. Tell students to complete the rest of the activity on their own. Have volunteers read out a completed sentence each.

In your notebook, rewrite the sentences adding more information. You can use the phrases in the box.

Model the activity for students. Write the first sentence on the board: Liz was running when suddenly she saw a wallet. Ask Where do you think Liz was running? Use a phrase from the box to add information to the sentence: Liz was running in the park when she saw a wallet. Have students rewrite the remaining sentences in their notebooks, adding information about where and when the situations took place.

7 Number the pictures in order to find two stories. Then tell one story to a friend using the underlined phrases in Activity 6.
Explain that the pictures tell two stories, one per row, but that they are out of order. In pairs, have students number the pictures in each story in the correct order. Elicit the answers and have students describe what is happening in each picture. Provide vocabulary as necessary and write it on the board. In pairs, have students take turns telling the stories, using the phrases underlined in Activity 6 as transitions and the vocabulary on the board. Have volunteers tell the stories to the class.

Five-Minute Activity
Choose an activity from page x and do it with the class.
Objectives
Use non-verbal communication.
Change direct speech into indirect speech and vice versa.

Before the Book
Animal Translations
Tell students to write a list of ten animals in Spanish on a piece of paper. Have students give their paper to a partner to translate the animals into English.

8 Look at the scenes and answer the questions.
In pairs, have students look at the two scenes and answer the questions. Elicit answers from several pairs. Explain to the class that today they will be learning how to report things that other people have said.

Listen and complete the police report. 18
Read the paragraph with the class and have students guess the missing words. Explain that students will listen to a track about a police report and that they have to listen for the missing information. Play Track 18. Have students fill in the missing words. Elicit the answers from the class.

9 Read the sentences and answer the questions.
Have students read the speech bubbles and answer the questions. Elicit that the second sentence was said by the reporter. Help students notice that the verb in the first sentence is in the present tense, while the verb in the second sentence is in the past.

Language Awareness
Reported Speech
Explain to the class that when reporting what somebody else has said, it is necessary to change the verb tense. Although the rules are complex, it can be simplified in the following way: If the direct speech (original statement) is in the present tense, the reported speech should be in the past tense. If the direct speech is in the past tense, the reported speech should be in the past perfect.

Complete the direct and reported sentences.
Read the four sentences with the class. Ask Which sentences are in reported speech and which are in direct speech? Have students rewrite the sentences.

10 Go to Worksheet 7.
In pairs, have students read the table and answer the questions. Then have them work on their own to rewrite the seven statements as reported speech or direct speech.

Five-Minute Activity
Choose an activity from page x and do it with the class.
11 Discuss these statements and mark (√) which are true for you. Justify your answers. 

In pairs, have students discuss the statements and check the ones that are true for them. Ask volunteers to share their ideas and explain them: An unexpected situation sometimes makes me happy because I like surprises.

12 Listen to the dialogue and number the phrases in order they are said.

Read the six statements with the class and check everyone understands what they have to do. Play Track 19. Tell students to number the statements in order. Have volunteers read one sentence each in order to report their answers.

Underline the phrases according to the key.

Read the key with the class and check everyone understands the meaning of the functions. Elicit an example of each function if necessary: I don’t believe you. Distribute the colored pens or pencils. Have students underline the phrases according to their function using the color key. Play Track 19 again for students to confirm or correct their ideas.

Interview other students about unexpected events in their lives and take notes.

Write these questions on the board: Can you tell me about an unexpected event in your life? When / Where did it happen? Who else was involved? What did you or other people say? How did you feel? Divide the class into groups of four. Have students take turns asking and answering the questions. Tell students to take notes on their classmates’ stories.

Complete the chart using your notes. Then write what your friends said using reported speech. Answers may vary.

<table>
<thead>
<tr>
<th>Name</th>
<th>What he / she says</th>
<th>What you report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen</td>
<td>I got a letter from a secret admirer.</td>
<td>Anna said that she had gotten a letter from a secret admirer.</td>
</tr>
<tr>
<td>Friend 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friend 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friend 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use strategies to repair a failed conversation. Produce descriptions of unexpected situations spontaneously. Maintain an exchange and use strategies to add meaning.

Suggested Materials blue, purple, yellow and green colored pens or pencils

Before the Book

Reporting Speech

Write the following sentences on slips of paper:
I am a doctor. I work in a hospital.
I am a taxi driver. I like my job.
I am a scientist. I went to college in New York.
I am a student. I am studying biology.

Have a volunteer come to the front, take a slip of paper and read the sentences out loud. The rest of the class should write down what the student said in reported speech: The doctor said he worked in a hospital. Elicit the reported sentences and write them on the board.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Look at the pictures and predict what the accounts will be about.

Anticipate central sense and main ideas to carry out a conversation. Adjust diction and intonation. Rephrase ideas.

Tips
• Remember that when you are telling someone about what you heard, you don’t have to use exactly the same words.
• Use synonyms: I was in my office – He was working.
• Describe the person who was talking: She was in shock. He looked terrified.

Read the accounts aloud. Pay attention to diction and intonation considering that they are talking about a very scary unexpected event. Then listen and compare.

Imagine you heard the accounts above and you are telling a friend about them.

Time to read! Nonfiction pp. 45-48
Assign students to read the corresponding pages of the reading. Ask them to identify the strategies recommended in the text to do when they encounter unexpected situations. Ask them if they have any suggestions of their own. Finally, have students turn to page 48 and solve the tasks in groups of three. Set a time limit. When time is up, read the answers aloud for students to check their work.

Five-Minute Activity
Choose an activity from page x and do it with the class.
1. Share an account of an unexpected event from your life.

Divide the class into small groups. Explain that this activity will allow you to assess how well students have learned the skills from the unit. Point out that the skills include:

- Sharing an unexpected situation
- Using appropriate word choice and intonation
- Taking appropriate notes before writing a draft
- Working collaboratively

Read the instructions carefully with the class. Explain that, as a group, they should choose one unexpected situation that they were all involved in. The situation could be something that really happened to one of them or something they have made up, for example, students could imagine that they were all in a building together when a fire started and they had to evacuate. Have students compose individual accounts and then join their group to prepare a joint presentation. Have each group present its accounts to the class. Tell the rest of the class to take notes so that they can report what some of the speakers said. Remind the class of the importance of being attentive listeners. After the presentations, encourage students to put the accounts in their portfolios.

Group Reflection
Have students work in groups. Read the questions out loud and have groups discuss the answers together. Lead a discussion on the topic of how to evaluate the way they used intonation to effectively share unexpected situations. Ask what they would like to focus on in later classes.

Self-Evaluation
Have students turn back to The Plan on page 64. Read the objectives for this part of the unit again and ask students to mark them according to their own opinion. Put students into pairs or small groups and have them compare their answers together.

Five-Minute Activity
Choose an activity from page x and do it with the class.

Go to Assessment 4a on page T110.
Unit 4b
Performing a Play

Social Practice  Understand and express differences and similarities between cultural features from Mexico and English speaking countries.

Environment  Literary and ludic

Objectives

Revise short plays suitable for a young audience from their oral reading.
Recognize text arrangement.
Identify author(s).
Determine subject matter, purpose and intended audience.

Suggested Materials  pages or photocopies from a newspaper, a play and a novel (in English or Spanish), eight index cards

Preparation  Write these phrases on the index cards: gives objective information; has photographs; is written in columns; has extensive descriptions; is divided into chapters; is performed by actors; has stage directions; is divided into acts and scenes.

Before the Book

Play Features

Form four groups. Give each group a page from a newspaper, a play and a novel (in English or Spanish), eight index cards

Preparation  Write these phrases on the index cards: gives objective information; has photographs; is written in columns; has extensive descriptions; is divided into chapters; is performed by actors; has stage directions; is divided into acts and scenes.

The Beginning

1 Look at the text and answer the questions.

Go through the questions with the class and check everyone understands. Form pairs. Ask them to look at the text and answer the questions. Elicit the answers and correct them if necessary.

Find these parts in the text.

Read the words in the box with the class and elicit or explain their meaning. Ask students to look at the text and find the elements in the text. Then have some students go to the front with their books and point to the parts. As a class, elicit how you can recognize each of these elements: bold, capital letters, punctuation, text arrangement.

Listen to your teacher and read along. Then guess what happens next.

Focus attention on the title of the play. Ask them if they know the fable it is based on and what its title in Spanish is. Have volunteers recount the fable. Read the play out loud, using appropriate intonation for each character. Ask students to underline unfamiliar words and then guess their meaning from context. Elicit the words and check or correct students’ ideas about their meaning. Divide students into groups and have them discuss what they think will happen next in the play. Elicit predictions without confirming or correcting them at this stage.

The Plan

Invite volunteers to read the objectives one by one. Then get students to share their ideas about the meaning of each objective. Encourage the class to say what expectations they have of the unit.

Five-Minute Activity

Choose an activity from page x and do it with the class.
1. Listen to your teacher and read along to the second part of the play.

Read the play out loud, changing your voice for each character, as students read along. Have students say how the second part of the play is similar or different to the fable they know. Ask them to tell you which version they prefer and why.

Listen again and repeat each line after your teacher. Then answer the questions.

Read out the play again, pausing after each sentence for students to repeat. Model the pronunciation of difficult or new words. Have students copy your intonation as closely as possible. Go through the questions with the class and check everyone understands. Form pairs and have students answer the questions. Monitor and provide help as necessary. Have volunteer pairs ask and answer the questions and allow others to correct them as necessary.

Underline the moral of the story.

Write moral on the board and ask students if they know what the moral of a story is: A lesson that a story contains. Go through the possible morals and elicit or explain the meaning of unfamiliar words. Ask students to underline the sentence that contains the moral of the play and then to compare their answers. Check the answer as a class.

Value
Kindness
Take the opportunity to have students relate the moral of the story to their own lives. Have them say who has been kind to them and who they have been kind to, and how kindness has paid off.

Time to read! Fiction pp. 39-44

Have students say what “a play” is. Listen to several ideas, but do not correct. When someone comes up with the correct explanation, ask: What are the characteristics of a play? (dialogues, scene descriptions, etc.) Then have students read the corresponding pages and pay special attention to the format. When they have finished, ask: What parts is a play divided into? How do we know who is saying each line? How do we recognize the scene description? Finally, elicit and write the characters on the board and ask students to underline the sentence that contains the moral of the play and then to compare their answers. Check the answer as a class.

**Objectives**

Understand central sense, main ideas and details in a short play suitable for a young audience from shared reading.

Read a short play.

Distinguish stage directions.

**Before the Book**

**Play Summary**

Form groups and ask students to discuss what has happened so far in the play. Then check as a class.

**The Steps**

1. Listen to your teacher and read along to the second part of the play.

2. Listen again and repeat each line after your teacher. Then answer the questions.

   1. Why did Lion spare Mouse’s life in Act 1?
   2. Did Lion think Mouse could help him?
   3. How did Mouse help Lion?
   4. Why is some of the text in italics?

   5. Underline the moral of the story.

   1. It always pays to be kind to others.
   2. Depend on nobody but yourself.
   3. Humans can be cruel to animals.

   6. Underline central sense, main ideas and details in a short play suitable for a young audience from shared reading.

   Read a short play. Distinguish stage directions.

   7. Underline the moral of the story.

   8. Value Kindness

   Take the opportunity to have students relate the moral of the story to their own lives. Have them say who has been kind to them and who they have been kind to, and how kindness has paid off.

   9. Time to read! Fiction pp. 39-44

   Have students say what “a play” is. Listen to several ideas, but do not correct. When someone comes up with the correct explanation, ask: What are the characteristics of a play? (dialogues, scene descriptions, etc.) Then have students read the corresponding pages and pay special attention to the format. When they have finished, ask: What parts is a play divided into? How do we know who is saying each line? How do we recognize the scene description? Finally, elicit and write the characters on the board and ask students to underline the sentence that contains the moral of the play and then to compare their answers. Check the answer as a class.

   **Five-Minute Activity**

   Choose an activity from page x and do it with the class.
Objectives

Understand central sense, main ideas and details in a short play suitable for a young audience from shared reading.

Read a short play.

Point out genre of a short play (e.g. tragedy, comedy, farce, etcetera).

Recognize protagonist(s), secondary character(s) and/or incidental character(s).

Verb tenses: present continuous and present perfect.

Before the Book

Favorite Plays

Ask students if they have ever seen any plays or even acted in one. If not, ask them to name other plays. Have them say what kinds of play they like: humorous, sad, etc.. Find out the most popular kinds of play among students.

2. Complete the definitions of types of plays.

Divide the class into pairs. Read the play genres in the box and the sentences with the class and check everyone understands. Then have pairs complete the sentences with the play genres, taking into account keywords. Have volunteers read a completed definition each.

Listen to your teacher and read along. Then mark the correct picture.

Focus attention on the title, subtitle and pictures and have them predict what they think the play is about. Read the play out loud, changing your voice for each character and using appropriate intonation, as students read along. Have students mark the picture that correctly illustrates the play. Check as a class.

Read the play again. Then answer the questions.

As students read along once more, have them underline unfamiliar words. Then ask students to guess the meaning of the words from context. Confirm or correct their guesses. Have pairs answer the questions. Check as a class and ask students to justify their answers.

Language Awareness

Present Continuous vs. Present Perfect

Ask volunteers to remind the rest of the class how to form the present continuous and the present perfect tenses. Elicit the auxiliary words: be and have. Elicit the forms of the verb: present participle (-ing) and past participle. Then get students to find and underline in the play the sentences in the present continuous and the present perfect tenses using two different colors. Finally, get them to read the sentences and write in pairs a definition for the use of each of the tenses: We use the present continuous to talk about actions that are happening at this moment. We use the present perfect to talk about actions that started at an unidentified moment in the past and their result is important at the present moment.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Objectives

Read a short play.
Recognize central sense.
Point out details (e.g. attitudes and behaviors, place and setting in which the actions occur, etc.).
Clarify meaning of words.

Before the Book

Hangman

Play Hangman with words from The Key, including help and fool. After each word is guessed, elicit its meaning and an example sentence.

3 Write which characters in The Key are described by these adjectives. 

Form pairs and elicit or explain the meaning of the words. Have pairs complete the activity. Check as a class and have students justify their answers.

Read three morals of the play and say which you like the most.

Read the three morals with the class and check everyone understands. Explain that all three morals are contained in the play. Give pairs enough time to discuss which moral they prefer. Take a class vote on the favorite moral and ask students to justify their answers.

Find the words and phrases in the play. Then guess what they mean from their context and check in the Dictionary.

Match the questions and answers. Then ask and answer about other words in the plays on pages 74-76.

Look at the pictures and match them with the captions.

Imagine that one of the pictures illustrates a different ending of the play. Discuss which one you would like the best. Share your ideas with the class.

Tips

Read the text in the Tips box with students. Ask them why it is important to respect each other’s opinion. Have them practice using the phrases when discussing the ending of the story.

Imagine that one of the pictures illustrates a different ending of the play. Discuss which one you would like the best. Share your ideas with the class.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Objectives

- Read a short play.
- Distinguish stage directions.
- Use diverse comprehension strategies.
- Recognize protagonist(s), secondary character(s) and/or incidental character(s).

**Before the Book**

**Simon Says**

Play *Simon Says*. Give instructions. Students should only follow your instructions if they are preceded by *Simon says*. Students sit down if they follow an instruction incorrectly or when they’re not supposed to. The last student standing is the winner. Possible actions include: *clap, laugh, applaud, cheer, take out, hold,* and others from the unit.

**5 Read the play. Decide if the protagonist is a brilliant mind reader or a clever fraud.**

Read the play out loud, using appropriate intonation for each character, as students read along. Don’t read out the stage directions. Have students identify the main character and secondary characters and say why you didn’t read the content in parentheses. Next, form pairs and have students say if the protagonist is a fraud or not. Ask volunteers to justify their answer to the class.

**Value**

**Honesty**

Take the opportunity to talk to students about the importance of honesty. Have students say why it is important to be honest, and how they feel when someone tricks them.

**Time to read! Fiction pp. 45-47**

Ask students the following questions: How do you think the children will enter Norma’s castle? What do you think is special about the carpets? How will they convince Norma to give them the potion? Ask students to read the corresponding pages and confirm the answers to the questions. Then ask why it is important to keep dreams from disappearing. Ask whether they dream when they sleep and elicit some strange dreams from the class.

**Five-Minute Activity**

Choose an activity from page x and do it with the class.
6 Read the examples and rules, and write the verb forms.

Read the examples taken from the play on the previous page, and rules in the chart with the class and check everyone understands. Form groups and have students discuss which verb form is used in each example. Have them identify how each verb form is made and how it is used. Elicit the answers from the class.

Find more examples of the verb forms in *The Medium*.

In their groups, have students underline more examples of the verb forms and discuss why each is used. Divide the board into three columns with the headings Present continuous, Present perfect, Present perfect continuous, and have volunteers write one example each in the correct column. Have students go to the Language Reference on page 107 on their own. Use this opportunity to clarify any doubts students may still have.

Use the prompts to share personal information.

Have students describe the pictures. Ask what the two students in the first picture are doing this semester (*They’re doing science experiments*), what the girl in the second picture has been doing since primary school (*She has been riding her bike to school since primary school*), and something that one student has had for a long time (*He has had a teddy bear since he was a baby*). In groups, have each student share at least one piece of personal information for each prompt. Have some volunteers share their information with the class.

Language Awareness

For and Since

Write the examples from the chart on the board and underline for and since. Have students tell you where the words come in the sentence, which verb forms they are used with, and how they are used: for with a period of time, and since with a point in time. Write some more present perfect and continuous sentences on the board with for and since missing and have students copy and complete them.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Before the Book

Descriptions

Attach the pictures to the board and have students identify the animals. Form groups and give students two minutes to write as many adjectives as possible to describe the animals. Elicit the adjectives and have students justify their choices if necessary. The group with the most adjectives wins.

7 Listen to the play and read along.

Focus attention on the title of the play. Ask them if they know other stories in which a coyote or a rabbit appear. Play Track 21. After listening, ask students to compare the actions or personalities of coyotes and rabbits in other stories with those of the characters in this play.

Listen again and read along out loud.

Before listening, have students identify unfamiliar words and elicit or explain their meaning. Play Track 21 again and have students read along out loud. Play the track again, pausing after each line, for students to repeat with the same rhythm and intonation. After listening, have individual students identify the main idea of the play.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Match the characters with the lines from the play. Write M (Mother), R (Rabbit), S (Son) or C (Coyote).

Have students identify the characters from the play in the picture. Read the sentences with the class and check everyone understands. Have students find the lines in the play on the previous page and write who says each one. Have volunteers read a line each and say whose line it is.

Listen and underline the stressed syllables in the lines. Then listen again and repeat.

Divide the class into pairs and have them guess which words or syllables are stressed in each line of the previous activity. Play track 22, more than once if necessary, for students to check their guesses. Play the track once more and have students repeat each line individually and in chorus, stressing the correct words or syllables.

Answer the questions. Then listen again and check.

Read the questions with the class and check everyone understands. Form pairs and have them answer the questions, taking into account punctuation marks and context clues. Nominate students to ask and answer the questions to check.

Work in groups of four. Choose a character and read the play. Then change characters and read the play again.

Divide the class into groups and have each assign roles from the play. Ask them to practice their lines individually using the appropriate pronunciation, stress and intonation. Monitor and provide help as necessary. Then have groups read through the play. Next, have students change roles and read through the play again. Finally, have groups read through the play in front of the class. Take a class vote on the best reading.

Go to Worksheet 8.

Ask students to turn to page 131. Form pairs and check that everyone understands the instructions. Have students complete the worksheet. Monitor and provide help as necessary. Have volunteer pairs perform their plays for the class. Encourage students to keep their plays in their portfolios.

Choose an activity from page x and do it with the class.
Objectives

- Link non-verbal communication with the meaning of dialogues.
- Perform a dramatized reading of a short play.

Suggested Materials
- slips of paper

Preparation
- Write the name of a character from the plays in the unit on each slip of paper.

Before the Book

Name that Character

Divide the class into two teams. Explain that teams will take turns sending a volunteer to the front to choose a slip of paper and mime the character. The group that guesses the character first is the winner.

11 Discuss what these gestures mean.

Write gestures on the board. Ask students if they know what that word means: A movement of the hand or head to express something. Divide the class into groups and have them identify what the gestures mean. Monitor groups and provide help as necessary.

- Match the gestures with the phrases. Then say if you use the same gestures in Mexico.

Read the phrases with the class and check everyone understands. Then have groups match the gestures with the phrases. Act out each gesture and have the class chorus the corresponding phrase. Next, ask students if they use these gestures or similar ones.

- Think of other hand signals that you use to communicate ideas.

Form groups and ask students to think of at least three more hand signals (not rude ones). Monitor and provide help as necessary. Have a volunteer from each group go to the front and make the hand signals. The rest of the class has to say what the signals mean.

- Find lines in Coyote and Rabbit for these non-verbal clues.

Focus attention on the pictures and have them say what ideas the people are expressing. Ask students to find lines in the play for the gestures and to write them under the pictures. Check the answers as a class.

12 Work in groups of four. Assign characters and perform the play again. This time act out the scenes while you read.

Divide the class into groups of four and tell them to assign roles from Coyote and Rabbit. Ask groups to practice reading their lines and acting them out at the same time. Monitor and provide help as necessary. Ask volunteer groups to act out the play in front of the class.

Time to read! Fiction pp. 48-50

Ask students to sum up the story so far. Then have them choose one of the following endings for the story:
1. Norma and Pablo appear in another world and they don’t see each other again.
2. Norma and Pablo go back home and they visit each other in their dreams.
3. Norma and Pablo can’t go back home.

Ask students to read the corresponding pages of the story and check their predictions. Finally, have them turn to page 50 and solve the tasks in small groups. For the writing part, have them write the definitions on separate sheets of paper to put away in their portfolios.

Five-Minute Activity

Choose an activity from page x and do it with the class.
1 Perform a play.


Before the Book

Play Discussion
Discuss these questions with the class: What makes a play interesting? What makes a good actor? Have you ever seen a play? Would you like to go after studying this unit? Would you like to act in a play? What sort of role would you prefer?

The Presentation

1. Perform a play.
Divide the class into groups. Read the instructions with the class and check everyone understands. The preparation of the play may take more than one class. Encourage students to find other plays of interest to young people in a library or on the Internet. If possible, have them create costumes. Monitor and provide help as necessary. Remember to help students with pronunciation, intonation and body language. Have students perform the play in front of the class or invite other classes and even parents if possible.

Tips
Read the text in the Tips box with students. Encourage them to take the tips into account when acting out their play.

The End

Group Reflection
Have students work in the same groups as before. Read the questions out loud and have groups discuss the answers. Lead the class into a discussion on how to evaluate how they worked, and what they would like to focus on in later classes.

Self-Evaluation
Have students turn back to page 74. Read the objectives for this part of the unit again and ask students to mark them according to their own opinion. Put students into pairs or small groups and have them compare their answers together.

Five-Minute Activity
Choose an activity from page x and do it with the class.

Go to Assessment 4b on page T111.
Teacher’s Corner  Unit 4

Teaching Tip

Practice Makes Perfect

There are language structures, which are more complex in English than in Spanish, and students tend to give up when learning them. Explain that there are some patterns that require extra practice before they can be produced automatically. Provide students with additional activities containing structures that might be difficult for them. Encourage them to carry out the activities one at a time and not all at once. Remember: “Practice does make perfect.”

Learning Tip

Language Chunks

Make students aware of the importance of language “chunks” as well as individual words. Help them by writing phrases like these on the board: Do you want another one? Can you come back tomorrow? Can you tell me the way to the station? You must be joking! Then divide the class into pairs. Have students think of as many situations as possible where each of the phrases could be used. Elicit ideas from the whole class. Then ask students which of the phrases they like the best. Encourage them to have a section in their notebooks where they write down phrases and other chunks of language that catch their attention. Explain that doing this will help them to communicate more fluently.

Formative AssessmentTip

Mini-cases can be used as a start up for a lesson or used in between topics to help students better understand through specific examples. Divide the class into pairs or form small groups. One group presents the case to the entire class. Then pairs or small groups work for several minutes to develop responses by directly applying the lesson content to the case example.

Website Suggestions

Science


Greenpeace is famous for protecting the environment. They are also concerned about genetically modified produce. Check out their list of GMO and non-GMO foods so that you can make healthy, informed choices.

Ecology

http://www.an-inconvenient-truth.com/

Al Gore’s movie on global climate change has had a huge impact on our awareness of the problem. This site offers links, resources and a guide for calculating your personal impact on the environment.

Suggestions for Songs

1. “She Blinded Me with Science,” by Thomas Dolby

• Print out the words from http://www.lyrics.com and white out the words related to science and technology. Make a list of these words with scrambled letters on a separate sheet of paper.
• Make one copy of each sheet per pair of students. Ask a student to bring a CD with the song.
• Hand out the scrambled words and have pairs unscramble them.
• Hand out the lyrics. Play the song and ask students to write the missing words.
• Finally, play the song again and invite students to sing as a class.

2. “Galileo,” by the Indigo Girls

• Print out the words from http://www.lyrics.com and make a copy for each student. Ask a volunteer to bring a CD with the song to class.
• Play the song and tell the students to tally the times Galileo appears in the song.
• Hand out the lyrics and ask students to check their answers.
• Finally, play the CD again and invite students to sing along.

Website used for the development of the unit:

Unit 4a

http://esl.about.com/od/grammarintermediate/a/reported_speech.htm
http://academic.cuesta.edu/acasupp/as/308.HTM

Unit 4b

http://www.123teachme.com/learn_spanish/cultural_differences_mexico_united_states
http://www.ehow.com/how_2045040_write-play.html
http://www.everythings esl.net/inservices/body_language.php
### Evaluation Card

**Student A**

**Edit your writing**

**Use the following symbols to comment on your own (or a classmate’s) writing:**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>xw</td>
<td>wrong word</td>
</tr>
<tr>
<td>xt</td>
<td>wrong tense</td>
</tr>
<tr>
<td>sp</td>
<td>spelling</td>
</tr>
<tr>
<td>p</td>
<td>punctuation</td>
</tr>
<tr>
<td>cap</td>
<td>capitalization</td>
</tr>
<tr>
<td>A</td>
<td>word missing</td>
</tr>
</tbody>
</table>

**Editing is important**

- **xw** When we make mistakes in our writing, the reader having a hard time with our text.
- **xt** It is impossible to avoid mistakes, but we should correct them and write a new version of our text. This helps the reader understand ideas.

**Evaluate your work. Circle the answers.**

- **Written work**
  - Did you or a classmate edit your first version? [Yes / Somewhat / No]
  - Did you make corrections accordingly? [Yes / Somewhat / No]
  - Are you happy with your work? [Yes / Somewhat / No]

- **Groupwork/Pairwork**
  - Did every member have a clear role? [Yes / Somewhat / No]
  - Did all the group members participate equally? [Yes / Somewhat / No]
  - Are you happy with the group? [Yes / Somewhat / No]
  - Did you enjoy working with other classmates? [Yes / Somewhat / No]

---

**Student B**

**Edit your writing**

**Use the following symbols to comment on your own (or a classmate’s) writing:**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>xw</td>
<td>wrong word</td>
</tr>
<tr>
<td>xt</td>
<td>wrong tense</td>
</tr>
<tr>
<td>sp</td>
<td>spelling</td>
</tr>
<tr>
<td>p</td>
<td>punctuation</td>
</tr>
<tr>
<td>cap</td>
<td>capitalization</td>
</tr>
<tr>
<td>A</td>
<td>word missing</td>
</tr>
</tbody>
</table>

**Editing is important**

- **xw** When we make mistakes in our writing, the reader having a hard time with our text.
- **xt** It is impossible to avoid mistakes, but we should correct them and write a new version of our text. This helps the reader understand ideas.

**Evaluate your work. Circle the answers.**

- **Written work**
  - Did you or a classmate edit your first version? [Yes / Somewhat / No]
  - Did you make corrections accordingly? [Yes / Somewhat / No]
  - Are you happy with your work? [Yes / Somewhat / No]

- **Groupwork/Pairwork**
  - Did every member have a clear role? [Yes / Somewhat / No]
  - Did all the group members participate equally? [Yes / Somewhat / No]
  - Are you happy with the group? [Yes / Somewhat / No]
  - Did you enjoy working with other classmates? [Yes / Somewhat / No]
Preparing a Debate

Social Practice  Produce texts to participate in academic events.
Environment  Formation and academic

Objectives
Determine purpose and intended audience. Predict subject matter from previous knowledge.

Before the Book

Debate Motion
Write the following debate motions on the board, and elicit or explain the meaning of unfamiliar vocabulary. Then take a quick class vote on how many students are for or against each motion and tally the numbers alongside. Elicit reasons and rebuttals from several students. Encourage them to see both sides of the argument if everyone is in agreement. Tell students that they will be debating several motions over the course of this unit: Cell phones shouldn’t be allowed in schools. Violent television shows and video games make kids violent. Space exploration is a waste of money. School should be voluntary. Junk food shouldn’t be sold in schools. Beauty pageants set a bad example.

The Beginning

1 Look at the poster and answer the questions.

Divide the class into pairs and have students look at the poster and questions. Read the questions with the class and check everyone understands. Then have pairs ask and answer the questions. Elicit the answers to questions 1 and 2 and then discuss questions 3 and 4 with the class.

Discuss why the following qualities are important in a debate.

Go through the qualities with the class and elicit or explain their meaning. Ask Why is good memory important in debates? Have several students give their ideas. Divide the class into groups of three or four students and ask them to discuss the other qualities. Elicit ideas from groups and discuss them as a class.

The Plan

Invite volunteers to read the objectives one by one. Then get students to share their ideas about the meaning of each objective. Encourage the class to say what expectations they have of the unit.

Five-Minute Activity

Choose an activity from page x and do it with the class.
The Steps

1. Follow the lines and write sentences about what debating teaches you.

Focus attention on the activity. Ask students to find the word *distinguish*, follow the lines from it, and dictate the entire sentence for you to write on the board. Have students complete the rest of the activity. Have volunteers read out a sentence each to check the answers. Have students look up the meaning of unfamiliar vocabulary in the Dictionary at the back of the book.

2. Reading is one of the most important steps in preparing for a debate. Discuss and mark (√) where you can find accurate information.

Divide the class into pairs and have them decide in which sources they can find accurate information for a debate. Elicit ideas and ask students to explain their choices.

3. Read these debate motions and decide if you agree (√) or disagree (×).

Read the debate motions with the class. Check everyone understands them. Ask students to consider how they feel about the sentences and to mark them accordingly.

### Time to read! Nonfiction pp. 49-51

Ask students to take notes individually about:
1. what they know about penguins
2. what they don't know
3. what they would like to know.
Ask students to read the corresponding pages of the reading. When they have finished, ask them to check and complete their notes. Finally, ask whether they found out the information that they didn’t know about penguins.

### Five-Minute Activity

Choose an activity from page x and do it with the class.

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**Objectives**

Review a topic of interest from various sources based on contextual clues.

Choose texts about a subject matter of interest in various sources.

**Before the Book**

**Debate Dictation**

Divide the class into pairs. Dictate the following sentences, spelling out unfamiliar words if necessary, and have pairs write them down. Then have students discuss which sentence is not true about debates (the second one; often debaters are required to argue a position contrary to their personal standpoint):

A debate is an argument with rules. Debaters only argue positions that they agree with. In a debate, one team argues in favor of a motion and the other team argues against the motion. Have volunteers write a sentence each on the board and other students correct them if necessary.
Objectives

Read texts.
Anticipate central sense from explicit information.
Clarify meaning of words.
Recognize expressions used by the author to express opinions in agreement and/or disagreement about a subject matter.

Before the Book

For or Against

Divide the class into small groups and write on the board: iloshoc muñino. Have pairs race to unscramble the two words: school uniform. Then write two headings on the board: Advantages, Disadvantages.

Give groups a few minutes to brainstorm the pros and cons of wearing a school uniform. Elicit ideas and pool them on the board. Leave the ideas on the board for the duration of the lesson.

4 Read the text and underline the parts that support each argument.

Focus attention on the activity. Have students scan the text to see if their ideas from the brainstorm appear. In pairs, have students read the text more carefully and underline the arguments according to the color scheme. Monitor and provide help as necessary. Elicit the answers and check if students had anticipated each one during the brainstorm.

Find the words in the text and match them with the meanings.

Have students find the first word in the text and guess its meaning from context. Then have them look at the possible meanings in the second column and match the word to the correct one. In pairs, have students find the rest of the words and match them with their meanings. Elicit answers in full sentences: Conscious means the same as aware.

5 Play a game!

Ask volunteers to read the instructions out loud. Check everyone understands. Divide the class into groups of four, pair up groups and assign each pair A and B roles. Give students a few minutes to prepare their arguments, referring back to the text but without writing anything down. Monitor and provide help as necessary. Then have teams close their books and take turns stating their views. At the end, ask students how difficult it was to debate ideas from memory without recourse to written notes.

Five-Minute Activity

Choose an activity from page x and do it with the class.
6 Read the arguments in favor of and against wearing school uniforms. Underline the ones that represent your personal point of view.

<table>
<thead>
<tr>
<th>Arguments in favor of wearing school uniforms</th>
<th>Arguments against wearing school uniforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It reduces envy between students.</td>
<td>• Uniforms inhibit students’ ability to make decisions.</td>
</tr>
<tr>
<td>• Students focus on their education rather than their clothes.</td>
<td>• Students don’t feel unique.</td>
</tr>
<tr>
<td>• Uniforms encourage school identity.</td>
<td>• Uniforms restrict self-expression.</td>
</tr>
<tr>
<td>• Uniforms reduce social clashes and violence in schools.</td>
<td>• Uniforms take away children’s identity.</td>
</tr>
<tr>
<td>• Uniforms save parents’ money.</td>
<td>• Uniforms deny children’s personal preferences.</td>
</tr>
<tr>
<td>• Uniforms promote discipline.</td>
<td>• Uniforms don’t look cool.</td>
</tr>
</tbody>
</table>

> Write the arguments that represent your point of view in your own words.

6 Read the arguments in favor of and against wearing school uniforms. Underline the ones that represent your personal point of view.

Read the sentences with the class and elicit or explain the meaning of unfamiliar vocabulary. Then have students underline the sentences that represent their own views. Explain that they can underline sentences in favor of or against wearing uniforms.

> Write the arguments that represent your point of view in your own words.

Write on the board: It reduces envy between students. Elicit the main idea from students and have them suggest other ways to express it: Students don’t get so jealous. Have students write three of the arguments they underlined in the previous activity in their own words. Monitor and provide help as necessary. Have several students read out their paraphrases for the class to identify the original sentence and correct if necessary.

> Play another game!

Play another game!

1. Work with a partner. Show him or her the ideas that represent your personal point of view. Reach a consensus on the main three ideas. The aim is to convince your partner of your views or to give in to his or her arguments.

2. Work with another pair of students and do the same again. You should all come to an agreement on the same three main ideas by either convincing the others or giving in to yourselves.

3. Work with another group of four students and reach a final consensus.

4. Reflect on how it feels to convince other people of your point of view, or how it feels to give in and adopt a different point of view.

5. Remember: it’s only a game!

Objectives

Identify main ideas in agreement or disagreement with a personal stance.
Establish connections between a personal stance and information in agreement or disagreement with it.

Before the Book

Vocabulary Review

Divide the class into groups of four or five students. Have each group send one member to the front of the classroom. Read the first word from the following list out loud and have the students at the front write it on the board. The first student to write the word correctly wins a point for the group. Repeat the procedure with other words and students: bullied, expensive, discipline, trend, conscious, perspective, appearance, fanatical, obsession.

Value

Respect

Use this opportunity to talk with students about the importance of respect for other people’s ideas and opinions. Establish that we should always give others the opportunity to put forward their points of view whether we agree with them or not. Point out that it isn’t always necessary for people to agree on something and sometimes we just have to agree to disagree.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Objectives

Use strategies to point out the information in agreement or disagreement with a personal stance. Distinguish a link between different parts of texts.

Before the Book

Common Objects

Tell students that you are thinking of a common object, such as a cell phone, and they have to ask yes / no questions to guess what it is: Is it made of wood? Do you eat with it? Then divide the class into groups and have them carry out this quick survey amongst each other: 1. Do you have a cell phone? 2. What do you use it for? 3. How much time to you spend talking? Elicit answers from groups and discuss them as a class.

7 Mark (√) the statement you agree with. Answers may vary.

Cell phones cause brain cancer. Cell phones are not dangerous.

Underline ideas in the text that support the statement you marked.

Add information Contra So

and

Neutral, Formal

cause and effect

Talk about cell phones using the connectives above.

Although experts are not sure about the risk for cancer, I am not worried. You're wrong! I think...

Language Awareness

Agreeing and Disagreeing

Divide the class into groups. Draw three columns on the board with these headings and have students copy them in their notebooks: Informal, Neutral, Formal. Explain that you are going to dictate phrases agreeing and disagreeing and students must decide in which column they go. Elicit the answers and write them in the correct column on the board: You're wrong! Absolutely! I agree with you up to a point. Yes, you're right. I agree. Well, you have a point. I'm afraid I can't agree with you. That's complete nonsense! I disagree. You don't know what you're talking about! Finally, model the pronunciation of the phrases for students to repeat. Have students go to the Language Reference on page 108 for more useful debating language.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Write agreeing and/or disagreeing arguments about a subject matter of interest to take part in a debate. Search information from various sources.

Objectives

Write agreeing and/or disagreeing arguments about a subject matter of interest to take part in a debate.

Search information from various sources.

Before the Book

Sentence Builder

Write on the board: I study. Invite students to add one or more words at a time to form a longer and longer sentence: I study math. I study math online. I never study math online. Repeat the procedure with other simple sentences.

8 Write the arguments in the table. 📝

Invite volunteers to read one argument out loud. Encourage them to look up the meaning of unfamiliar words in the Dictionary at the back of the book. Divide the class into small groups and have students classify the arguments in the table. Draw the table on the board and have volunteers write an argument each.

(a) Roads are for drivers, not cyclists

Drivers pay taxes. You can’t carry many things on a bike.

(b) Make way for cyclists

Cycling is good exercise. Bicycles help reduce pollution.

Cyclists cause accidents. Cyclists don’t respect traffic rules.

Cyclists don’t respect traffic rules. Gasoline is expensive.

Discuss where to find the following information. Choose from these four sources of information or others.

- Newspaper Articles
- Interviews
- The Internet
- Government Data

Answers may vary.

1. Statistics on road accidents in which bicycles have been involved.
2. Transit regulations for cyclists.
3. Health benefits of cycling.
4. Statistics on the number of cars on the road per day.
5. Information from other countries about how to set up bicycle lanes.
6. Financial benefits of cycling.
7. Public opinion of bicycle lanes.

Write agreeing and/or disagreeing arguments about a subject matter of interest to take part in a debate. Search information from various sources.

Time to read! Nonfiction pp. 51-55

Write the following questions on the board:

- What’s the Greenhouse effect? Why is it useful?
- How is the Earth’s atmosphere similar to the Greenhouse effect? When did the last Ice Age end?
- What happened? Is a warm period good or bad? What do scientists illustrate that is happening to our planet?
- Where does most of carbon dioxide come from? Do you think humans are responsible for global warming? Refer students to the corresponding pages of the reading and encourage them to find the answers to the questions. When they are ready, elicit answers from volunteers.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Objectives

Select information to write agreeing and disagreeing arguments.
Organize information in agreement of disagreement with a personal stance on a graph.

Before the Book

Cars vs. Bikes

Divide the class into groups. Have half the groups brainstorm the advantages and disadvantages of cars and the other half brainstorm the advantages and disadvantages of bikes. Elicit ideas from students and pool them on the board. Leave the ideas on the board for future reference.

Follow the instructions.

Read the instructions with the class and check that everyone understands. Have students write their position in the box at the top of the diagram. Then have them write arguments for their position in the four boxes on the left-hand side. Next, have them write a counter-argument for each of their arguments. Refer students to the arguments on the board throughout the activity.

Compare the arguments using the words in the box. Go to the Language Reference on page 106.

Go over the connectives in the box, eliciting whether they express a contrast, give a reason or add information. Read the example aloud. Elicit one or two additional examples and write them on the board. Have students work individually to write additional sentences. Walk around and offer help when needed. Ask students to check their sentences with a partner.

Find another student who took the same position as you. Discuss the questions.

Have volunteers read the questions out loud. Have students pair up with another student who supported the same position and ask them to discuss and answer the questions. Elicit the answers from several pairs. Stress the importance in debates of being able to determine the strength of their arguments.

Five-Minute Activity

Choose an activity from page x and do it with the class.
10 Use your notes to write a paragraph about your position. Use the tips.

- Write an introductory paragraph.
- Include one idea in each paragraph.
- Remember to use the connections from the previous page.
- Include a conclusion with your own opinion.
- Revise spelling and punctuation.

Answers may vary.

- Read your sentences out loud. Help each other clarify, add or delete information.
- In your notebook, add two more arguments to emphasize your position.

Objectives
Write sentences to express agreeing and / or disagreeing arguments.
Paraphrase information to broaden, exemplify and explain sentences that express agreeing and disagreeing arguments.
Emphasize or clarify agreements and / or disagreements.

Before the Book
Word Bingo
Choose words from the unit to review and write them on the board: argument, debate, statement, bullied, perspective, envy, unique, discipline, conscious, trend, analyze, distinguish, speaker. Ask students to choose any six words and write them down. Read out the words at random one by one and have students cross them off their list if they appear. The first student to cross off all six words shouts “Bingo!” To make the activity harder, give the definition of each word instead of saying it.

Time to read! Nonfiction pp. 56-60
Write IPCC on the board and have students scan the text on page 56 to find what these letters stand for: International Panel on Climate Change. Then have students read the corresponding pages of the reading. When they have finished, ask whether or not they agree with the IPCC reports: Should we worry? Is the danger real? Finally, have students turn to page 60 and solve the tasks in groups of three. Assign a different activity to each group member. They should solve it and have a partner check the answers. When everybody agrees that the answers are correct, they should all copy them into their books.

Five-Minute Activity
Choose an activity from page x and do it with the class.

Tips

- Read your sentences out loud. Help each other clarify, add or delete information.
- In your notebook, add two more arguments to emphasize your position.

Another argument to emphasize your position.
Objectives

- Employ words and punctuation marks to link sentences in a paragraph.
- Write a short text that expresses agreements and/or disagreements.
- Edit agreeing and disagreeing arguments.
- Read to review punctuation and spelling conventions.
- Solve doubts and promote feedback.
- Write a final version.

Before the Book

Sentence Transformation

Write on the board: Bicycles are environmentally friendly because they don’t use gasoline. Divide the class into pairs of students and invite them to invent variations, by changing one word at a time: Skateboards are environmentally friendly because they don’t use gasoline. Students can change the sentence as much as they like, providing they keep the same grammatical pattern: Lions are very smelly because they don’t take showers. Give students two or three minutes to make as many variations as they can. Then elicit sentences from several pairs.

11 Read the motion and the arguments.
- Write F next to the arguments for the motion and A next to the arguments against the motion. Then add another argument. 📝

Read the motion with the class and elicit possible arguments for and against it. Divide the class into pairs and have them decide if the arguments are for or against the motion. Get them to write F or A on the lines next to each argument. Elicit the answer and explain the meaning of unfamiliar vocabulary. Have pairs add another argument against the motion. Elicit arguments from several pairs.

- Number the arguments in order: 1 = the most persuasive argument.

In the same pairs, have students read the arguments against the motion again and think of a counter argument for each one. Monitor and provide help as necessary. Elicit a counter argument from several pairs and have the class decide which of the original arguments it counters.

12 Go to Worksheet 9.

Ask students to turn to page 133. Focus attention on the activities and check that everyone understands the instructions. Have students write a text according to the instructions. In pairs, have students check each other’s texts and suggest improvements. Monitor and provide help as necessary. Invite volunteers to read out the final version of their text to the class. Encourage students to put the final draft of the texts in their portfolios.

Five-Minute Activity

Choose an activity from page x and do it with the class.

The Presentation

1. Work in teams. Make sure there is an even number of teams.
2. Choose one or more motions of interest to the class. Decide which teams will argue for each motion and which will argue against it.
3. In your teams, look for information in different sources. Read the texts and take notes.
4. Write your arguments and anticipate your opponents’ arguments using the steps you learned in the unit. Ask your teacher for help if necessary.
5. Write a short text with your arguments.
6. Check that the information is clear. Add to it, expand or delete it as necessary.
7. Check the grammar, punctuation and spelling.
8. Decide on a place and date for the debate(s) to take place.
9. Choose a moderator. Define how long each team has:
   a) to make a presentation of their arguments
   b) to reply to the other team’s arguments
10. Take a vote at the end of each debate to see who won.

Group Reflection

Have students work in the same groups as before. Read the questions out loud and have groups discuss the answers together. Lead the class into a discussion on how to evaluate how they worked, and what they would like to focus on in later classes.

Self-Evaluation

Have students turn back to page 84. Read the objectives for this part of the unit again and ask students to mark them according to their own opinion. Put students into pairs or small groups and have them compare their answers together.

Five-Minute Activity

Choose an activity from page x and do it with the class.

Objectives


Suggested Materials Internet access, magazines on current affairs, reference books

Before the Book

Debate Ideas

Brainstorm a list of interesting topics for a debate and write them on the board. Then divide the class into groups and have students share their preferences. Elicit ideas from the class and see if there are any clear favorites.

The Presentation

1. Have a debate. Go to the Language Reference on page 108.

Read the instructions with the class and check that everyone understands. Divide the class into teams, pair two teams together and ask them to choose a motion to debate. Have groups work together to produce their arguments and counter arguments. Monitor and provide help as necessary. Have students
Unit 5b

Organizing Activities

Social Practice  Interpret and convey instructions found in daily life.
Environment  Familiar and community

Objectives

Listen to instructions to plan a field trip or visit.
Recognize place and medium.
Perceive intentions.
Identify volume and tone.

Before the Book

Field Trips

In small groups, have students use the prompts to share details about the last field trip they went on.
Call on volunteers to share their experiences with the class and have other students ask them further questions.

The Beginning

1 Listen and mark (√) the instructions you hear. 23
Read the phrases with the class and elicit or explain the meaning of unfamiliar words with drawings, mime, synonyms, definitions and examples. Play Track 23 and have students put a check mark beside the instructions they hear. Check the answers as a class.

Listen again and answer the questions.
Read the questions with the class and check everyone understands. Play Track 23 again. Have students listen and answer the questions. Nominate open pairs to ask and answer the questions.

Mark the phrases using the code. Then listen one more time and check.
Divide the class into pairs. Ensure that the code is clear to students. Then have them work with their partners to mark the phrases using the code from memory. When they have done as much as they can remember, play the track again and have students check the answers they could remember and add the others.

The Plan

Invite volunteers to read the objectives one by one. Then get students to share their ideas about the meaning of each objective. Encourage the class to say what expectations they have of the unit.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Imagine you can choose a place for a field trip. Order these places from 1 (favorite) to 5 (least favorite). Answers may vary.

Name school subjects related to each field trip destination.

Read the advertisement. In your notebook, list what you need to take on a three-day trip to this place.

Listen and check your ideas.

Listen and check your ideas.

1. The teacher is going to plan everything.
   - T
2. They are going to stay for more than one night.
   - F
3. They don’t know exactly when the store is open.
   - F
4. They’re going to be able to deal with major accidents.
   - T
5. The trip is going to end on a weekday.
   - T

In pairs, plan a trip for a different place in Activity 1. Write a list of the things you need to take. Finally, form groups of four and have them discuss the items on their lists. Encourage them to share their preferences with the class. Encourage them to explain why they prefer certain places to others. Ask if anyone has been to any of the places.

In pairs, plan a trip for a different place in Activity 1. Write a list of the things you need to take. Play Track 24 and have students check their answers. Afterwards, go over the list on the board and put a check mark or an X next to each item according to whether it is mentioned on the track or not.

Listen again and circle T (true) or F (false).

Choose an activity from page x and do it with the class.

Objectives

Listen to instructions to plan a field trip or visit. Infer meaning from explicit information.

Before the Book

Local Trip

Ask students to name places in this area that would be good for a field trip. Write the places on the board and ask students what they would like to do in each one. Then ask students to name local places they wouldn’t like to go to on a field trip.

The Steps

1. Imagine you can choose a place for a field trip. Order these places from 1 (favorite) to 5 (least favorite).

   Look at the destinations with the class and elicit information about each one. Divide the class into pairs and have them number the destinations according to their personal preference (they do not have to agree with their partners). Call on volunteers to share their preferences with the class. Encourage them to explain why they prefer certain places to others. Ask if anyone has been to any of the places.

   - Name school subjects related to each field trip destination.

   Lead a class discussion on which school subject a visit to each of these places would be related to. Accept any plausible answers as long as students can justify them.

   - 2 Read the advertisement. In your notebook, list what you need to take on a three-day trip to this place.

   Have students read the advertisement quickly. Elicit or explain the meaning of unfamiliar vocabulary. Then divide the class into pairs and have students make a list in their notebooks of items they would need to take on a three-day trip to the sanctuary. Elicit the answers and create a list on the board.

   - Listen and check your ideas.

   Play Track 24 and have students check their answers. Afterwards, go over the list on the board and put a check mark or an X next to each item according to whether it is mentioned on the track or not.

   - Listen again and circle T (true) or F (false).

   Read the statements with the class and check everyone understands. Play Track 24 again and have students decide if the statements are true or false. Check the answers as a class and have students correct the false statements.

   - In pairs, plan a trip for a different place in Activity 1. Write a list of the things you need to take.

   Form pairs and invite students to decide which other place shown in the Activity 1 they would like to visit. Get them to write the list of things that they would need to take. Finally, form groups of four and have them discuss the items on their lists. Encourage them to accept suggestions as to what to add or remove from their lists.

   - In pairs, plan a trip for a different place in Activity 1. Write a list of the things you need to take.

   Choose an activity from page x and do it with the class.
Objectives

Compose instructions.
Recognize composition of sentences.
Understand central sense and details regarding a field trip plan.

Before the Book

Simon Says

Play Simon Says with the class. Explain that students should only follow an instruction if it begins with Simon Says. They are out of the game if they perform an action that does not begin with Simon Says, or if they perform the wrong action. Use the opportunity to review language from the unit so far: Simon says put your hand in your pocket. Simon says eat a sandwich. Simon says take notes. Take a shower!

3 Listen and mark (√) the objective of the trip.

Read the three possible objectives with the class. Elicit or explain the meaning of unfamiliar vocabulary. Play Track 25 and have them put a check mark next to the objective of the school trip.

Listen again. Write the instructions that the guide gives for each of these points.

Divide the class into pairs. Read the prompts with the class and encourage students to guess what instruction the guide will give about each one. Play Track 25 again. Pause after the first instruction and elicit it from the class. Then play the rest of the track. Have volunteers write the other instructions on the board for the class to confirm or correct.

Answer the questions about the instructions above.

Read the instructions with the class and check everyone understands what an imperative sentence is and what a modal verb is. In pairs, have students categorize the instructions. Check the answers as a class.

Language Awareness

Imperatives and Modal Verbs for Instructions

Using the examples from the track, guide students to compare and contrast the form and meaning of instructions given with imperatives and with modal verbs. Ask What do you notice about the verb after the modal verb? What form of the verb is used to make the imperative? Which instructions are stronger?

Listen to the conversation one more time and answer the questions.

Read the questions with the class and check everyone understands. Play Track 25 once more and have students answer the questions. Have students check their answers in pairs and correct them if necessary.

Nominate open pairs to ask and answer the questions.

Five-Minute Activity

Choose an activity from page x and do it with the class.
4. Listen and complete the notes.

Listen and complete the notes.

Listen to the next part and complete the sentences with the linking words or phrases.

1. Maybe not at seven, ___________ eight.
2. Do we have to pay an entrance fee, ___________?
3. ___________ it might seem expensive, I really think we should go with a guide.
4. They can turn the lights on ___________ they know lots of stories about the caves.
5. ___________ I guess it's worth it.
6. ___________ we must stay together.
7. ___________ it's very warm in the caves, we should wear light clothes.
8. You need to wear good walking shoes ___________ it's slippery and easy to fall down.

Write the linking words and phrases in the mind map. Then, in your notebook, write a sentence using each one.

Time to read! Fiction pp. 51-54

Read the title of the story out loud and have students look at the illustrations. Ask them questions to help them predict what the story will be about: Where are the kids? What is the itinerary for? Do the kids look happy? Write the word chocolate on the board and have students say everything they know about chocolate. Write their ideas in note form as a mind map on the board. Ask students to read the corresponding pages of the story. Finally, have students work in pairs to complete the permission slip on page 53. Then go over the questions on page 54 with the whole class.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Objectives

Determine speech register.
Rephrase ideas.

Before the Book

Formal and Informal People

Explain to students that how formally we speak often depends on who we are talking to. Dictate the following list of people and have students write them in two columns headed formal and informal: a doctor, your best friend, your friend’s parents, your cousin, a waiter, the president, a police officer, a university student. Check the answers as a class and allow students to debate differences of opinion.

5 Listen to Tracks 26 and 27 again. Then answer the questions.

Divide the class into pairs. Read the questions with the class and check everyone understands. Play Tracks 26 and 27. Have pairs discuss the questions and write their answers. Discuss the answers as a class.

▶ Read the sentences and write F (formal) or I (informal).

In the same pairs, have students read the sentences and decide if each one is formal or informal. Check the answers as a class and elicit a more formal or informal version of each sentence as appropriate.

6 Rewrite the following instructions using the prompts.

Do the first sentence with the class to demonstrate the activity. In pairs, have students rephrase the other instructions. Check the answers as a class.

7 Go to Worksheet 10.

Focus attention on Worksheet 10 and read the instructions with the class. Have students cut out the cards and match the sentences and pictures. Point to the pictures in turn and have the class chorus the corresponding sentence. In pairs, have students shuffle their two sets of cards and spread them face down on a desk. Explain that students will take turns turning over two cards at a time. If the cards form a matching picture and instruction, students keep them. If not, they put them back in the same place. After the game, have students paste the matching pairs in their notebook.

Five-Minute Activity

Choose an activity from page x and do it with the class.
8 Look at the photos and underline what the people say. Then listen and check.

1. a) I have a question. b) Let me think about it.
2. a) I have no idea. b) I agree.
3. a) I have a question. b) Let me think about it.
4. a) Let me think about it. b) I disagree.
5. a) I have a question. b) I have an idea.
6. a) I disagree. b) I have no idea.

9 Read the extracts. Then discuss and choose the correct options.

Read the extracts. Then discuss and choose the correct options.

Divide the class into pairs and have students read the dialogues, paying special attention to the underlined phrases. Have students look up the meaning of unfamiliar words in the Dictionary at the back of their book. Point out that the statements below the extracts refer to the underlined phrases. Have students read the statements and discuss which option completes them correctly. Check the answers as a class. Finally, have pairs role-play the dialogues using the appropriate intonation and exchanging roles.

Time to read! Fiction pp. 55–58

Ask students to read the corresponding pages of the story. Then ask them the following questions: Where do cacao pods grow? What is found inside a cacao pod? What do the kids need to wear at the processing plant? Go over the questions on page 56 with the whole class. Finally, go over the rules on page 58 with the class and ask students to say why they think each rule is necessary and what could happen if you break it.

Five-Minute Activity

Choose an activity from page x and do it with the class.

Objectives

Include non-verbal communication.
Use strategies to influence, establish or negotiate meaning.

Before the Book

Five Sentences

Write these words on the board and have students in pairs use them to write five sentences: I, a, agree, disagree, no, question, have, idea, an. They do not have to use all the words in each sentence, and they can repeat words. Check the answers as a class: I agree. I disagree. I have a question. I have an idea. I have no idea.

8 Look at the photos and underline what the people say. Then listen and check.

Read the sentences with the class and check everyone understands. Then have students look at the pictures and predict which sentence each person is saying based on the facial expression. Play Track 28 for students to check their answers. Play the track again and have students repeat the sentences in order to practice the intonation.
Objectives

Employ strategies to repair a failed conversation.

Before the Book

Chinese Whispers

Divide the class into large groups of around ten students and have each group stand or sit in a circle. Whisper the same short sentence to the first student in each group. Have them whisper what they heard to the next student and so on until the sentence reaches the last student in each group. Make sure each student whispers the sentence only one time. The listeners have to guess the content if they are not sure. Have the last student say the sentence. Compare the sentence to the original one and award a point to the team whose final sentence is closest to the original.

10 Look at the scenes and discuss what they have in common.

Divide the class into pairs. Have them describe the pictures and say what they have in common. Have volunteers describe the pictures to the class. Elicit what they have in common (they all show communication problems).

- Match the dialogues with the pictures.

In the same pairs, have students read the dialogues and decide which picture they correspond to.

- Listen and check.

Play Track 29. Have students check they matched the dialogues and pictures correctly. Play the track again for students to repeat individually, in groups or as a whole class.

Language Awareness

Conversation Repairs

Elicit phrases from the dialogues that can be used to repair a breakdown in communication (the question at the end of each dialogue). Write the phrases on the board and check everyone understands them. Drill the phrases to help students remember them and then elicit phrases with similar meaning.

- Now think of other situations where you could use the expressions above. Act them out for the class.

In pairs, have students choose one of the phrases and write a short dialogue to demonstrate how it’s used. Have them rehearse their dialogues. Have volunteers perform their dialogues and have other students say if the phrases are well employed. If there is time, have students choose another phrase and write another dialogue.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Listen and answer the questions.

1. How many people are participating? Peter
2. Who is the leader? Peter
3. Who doesn’t like the idea of the visit? Elli

Listen again and complete the dialogue with the letters of the missing lines.

PETER: That’s not very helpful, Elli. Anyone else?

ELLI: I just think it is going to be a bit sad.

ANNA: You aren’t very happy about this visit, are you, Elli?

ELLI: That’s a good idea.

OSCAR: I’m sure it’s going to be great.

ANNA: You aren’t very happy about this visit, are you, Peter?

PETER: OK, guys. Let’s plan the visit to the old people’s home.

ELLI: And if they don’t like them? They probably feel lonely and our visit is going to change that.

OSCAR: And we can write our person a letter before going.

PETER: We can take some chocolates or flowers.

ELLI: And if they don’t like them?

ANNA: I’m sure it’s going to be great.

PETER: We can take some chocolates or flowers.

ELLI: I just think it is going to be a bit sad.

ANNA: You aren’t very happy about this visit, are you, Peter?

PETER: OK, guys. Let’s plan the visit to the old people’s home.

ELLI: And if they don’t like them?

ANNA: I’m sure it’s going to be great.

PETER: We can take some chocolates or flowers.

ELLI: I just think it is going to be a bit sad.

ANNA: You aren’t very happy about this visit, are you, Peter?

Talk to the students about the importance and principles of good teamwork. Sometimes, like Elli, we may not really like what we have been asked to do, or we may not agree with all the decisions taken by the team, but it is important to work together anyway and support the other people in the team. Elicit some of the ways we can be good team workers.

Read the conversation again and underline phrases according to the code.

Objectives

Offer instructions.
Give further explanations to clarify instructions.

Before the Book

Old People’s Home

Have students imagine that they are going to visit an old people’s home on a school trip. Ask Do you think that the experience will be great or sad? Why? Stress that everyone’s opinion is valid and make sure students aren’t judged on the basis of their answer. However, they should use ideas to support their opinion and be encouraged to see both points of view. Discuss the question as a class.

Listen and answer the questions.

Read the questions with the class and check everyone understands. Divide the class into pairs. Play Track 30 and have pairs answer the questions. Check the answers as a class and allow students to look at the transcript below to confirm them.

Listen again and complete the dialogue with the letters of the missing lines.

Read the lines in the box with the class and give students time to read the dialogue quickly. Play Track 30 again and have students complete the dialogue by adding the letter of the missing lines in the gaps. Have students check their answers in pairs. Then check the answers as a class and elicit or explain the meaning of unfamiliar vocabulary.

Value

Teamwork

Use this opportunity to talk with students about the importance and principles of good teamwork. Sometimes, like Elli, we may not really like what we have been asked to do, or we may not agree with all the decisions taken by the team, but it is important to work together anyway and support the other people in the team. Elicit some of the ways we can be good team workers.

Read the conversation again and underline phrases according to the code.

In the same pairs, have the students read the dialogue one more time and underline phrases for giving instructions, asking for explanation and clarifying information. Elicit the answers and write them on the board in three columns.

Time to read! Fiction pp. 59-60

Ask students the following questions:

What do you know about the history of chocolate? Who were the first people to eat chocolate? What did the Spanish people add to chocolate? Ask students to read the corresponding page of the story. Then go over the questions on page 58 with the whole class.

Ask students to read the questions on page 60 with the whole class.

Five-Minute Activity

Choose an activity from page x and do it with the class.
Objectives
Rephrase instructions to confirm comprehension. Judge the relevance of instructions.

Before the Book
Field Trip Activities
Divide the classroom into four zones. Have students in Zones 1 and 2 imagine that they live in an old people's home. Ask the students in Zones 3 and 4 to imagine that they are high school students who are going to visit the old people's home. Ask the students in Zones 1 and 3 to discuss separately what they would like to do during the visit. Ask the students in Zones 2 and 4 to discuss separately what topics they would like to talk about during the visit. After a few minutes, ask students in Zone 1 to find a partner in Zone 3, and ask students in Zone 2 to find a partner in Zone 4. Have students tell their partners what they discussed in their groups and see if any of their suggestions coincided.

12 Read the schedule for the visit to the old people's home. Then write plans for the visit in your notebook.
Divide the class into pairs. Focus attention on the schedule. Elicit some details to check understanding: What time will the visitors arrive at the home? What will the visitors be doing at 12 p.m.? Read the example below the schedule and have pairs write the plans in their notebooks for the rest of the schedule. Check the answers as a class.

- Read what the people say and write the time of the corresponding plans.
Focus attention on the speech bubbles and explain that each phrase corresponds with one of the plans in the schedule. Demonstrate the activity by matching the first speech bubble with a plan. In pairs, have students match the times of the rest of the plans with the speech bubbles. Check the answers as a class. Ask students to guess who is speaking for each speech bubble. Accept any plausible answer.

13 Look back through the unit and answer the questions.
Have students look back through this part of the unit to refresh their memories. Then divide the class into pairs and have them discuss the questions. Elicit ideas from several pairs.

Five-Minute Activity
Choose an activity from page x and do it with the class.
Help groups think of an original way to present their schedule to the class, such as with a poster or in the manner of an advertisement. Have groups take turns presenting their schedule to the class and encourage other groups to use conversation repair strategies if anything is unclear. Finally, take a vote on the best field trip. Encourage students to make a copy of their field trip schedules and instructions for their portfolios.

**The End**

**Group Reflection**
Have students work in the same groups as before. Read the questions aloud and get groups to discuss the answers. Lead the class into a discussion on how to evaluate how they worked, and what they would like to focus on in later classes.

**Self-Evaluation**
Have students turn back to page 94. Read the objectives for this part of the unit again and ask students to mark them according to their own opinion. Put students into pairs or small groups and have them compare their answers together.

**Five-Minute Activity**
Choose an activity from page x and do it with the class.
Teacher’s Corner  Unit 5

Teaching Tip

Checking Answers
When you check the answers of a given activity, you need to be efficient, purposeful and often creative. Sometimes a task only requires students to write one word in a sentence, or match one item with another. In this case, getting volunteers to read the completed item aloud is often the most practical and efficient technique to make sure that everyone has the same answer. However, for activities that require a change in the form of a word or language creation – like writing a whole sentence – it can be better for students to write their answers on the board. Finally, take into consideration the purpose of the activity. If the task is to get students to think about a subject, you may not need to check answers at all. Just monitor and comment as students do the activity. If the task helps students to choose between two verb tenses, encourage them to give the answer and say why they chose it. In the end, you want students to be equipped with a repertoire of problem-solving techniques and language functions. The correct answers in the book are only a means to that end.

Learning Tip

Leaving Written Messages
Explain that written messages should be short and concise. We should also make sure we include all the important information. Have students look at message number 1. Elicit the most important information: The place and the time. Point out how the writer uses the abbreviations CU. Continue in the same way with the remaining messages.

1. We’re meeting @ Joe’s Café after work tonight. CU there?
2. Paula needs your report before 3 p.m.
3. I have to go now. Call me on my cell if you need any help. Susana
4. Urgent: Call Jake Merkel back! 3368-5211!

Formative Assessment Tip

Preparation Write a short quiz with questions similar to the ones on the assessment. Hand out the quizzes. Have students answer them individually or in groups. Evaluate students’ understanding of the topic(s) and review if necessary.

Website Suggestions

Sociology
http://www.beyondintractability.org/essay/stereotypes/
This website explains stereotypes and actions that can be taken to combat stereotypes. It also contains links to various other resources for addressing stereotypes.

Human Rights
http://www.hrw.org/
Human Rights Watch is an organization dedicated to promoting human rights around the world. Their team of journalists, lawyers and academic professionals calls attention to human rights violations.

Suggestions for Songs:

1. “Free Nelson Mandela,” by the Specials
   • Print out the words from http://www.lyrics.com.
   • Ask a volunteer to bring a CD with the song to class.
   • Play the song and tell the students to tally the times the word free appears in the song.
   • Hand out the lyrics and ask students to check their answers.
   • Write these headings on the board in random order: His time in prison / His political activism / Public pressure ignored
   • Finally, invite students to match a heading with a verse and check answers as a class.

2. “Independent Woman,” by Destiny’s Child
   • Print out the words from http://www.lyrics.com and white out specific items that the singers say they bought themselves. Compile a list of all the words you have whitened out and put the words in random order in a box.
   • Make a copy for each student and ask a student to bring a CD to class.
   • Next, invite students to work in pairs to fill in the gaps.
   • Finally, play the song again and invite students to sing along.

Website used for the development of the unit:
Unit 5a
http://www.truthtree.com/debates.shtml
http://www.mindtools.com/pages/article/newISS_01.htm

Unit 5b
http://www.techscribe.co.uk/ta/how-to-write-instructions.htm
http://www.englishgrammarsecrets.com/imperative/menu.php
http://www.learnenglish.de/grammar/verbmodal.htm
Evaluate your writing

Use the following symbols to comment on your own (or a classmate's) writing:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>xw</td>
<td>wrong word</td>
</tr>
<tr>
<td>xt</td>
<td>wrong tense</td>
</tr>
<tr>
<td>sp</td>
<td>spelling</td>
</tr>
<tr>
<td>p</td>
<td>punctuation</td>
</tr>
<tr>
<td>cap</td>
<td>capitalization</td>
</tr>
<tr>
<td>A</td>
<td>word missing</td>
</tr>
</tbody>
</table>

Editing is important

xw When we make mistakes in our writing,
xt the reader having a hard time with our text.
sp It is impossible to avoid mistakes but
p we should correct them and write a new
cap version of our text. This helps the reader understand ideas.

Evaluate your work. Circle the answers.

• WRITTEN WORK
  Did you or a classmate edit your first version? Yes / Somewhat / No
  Did you make corrections accordingly? Yes / Somewhat / No
  Are you happy with your work? Yes / Somewhat / No

• GROUPWORK/PARWORK
  Did every member have a clear role? Yes / Somewhat / No
  Did all the group members participate equally? Yes / Somewhat / No
  Are you happy with the group? Yes / Somewhat / No
  Did you enjoy working with other classmates? Yes / Somewhat / No
1 Mark (√) the sentences that refer to complaints about health services.  _____ / 5

___ The doctors are always late.  ___ The doctors at the clinic are rude to me.  
___ There isn’t enough medicine at the clinic.  ___ The appointments are never on time.  
___ There aren’t any good products to buy.  ___ I had to wait for the doctor for three hours.  
___ The quality of transportation is really bad.  ___ The cost of the products is expensive.

2 Read the conversation and answer the questions.  _____ / 5

MAN: Good morning. I have an appointment at 8 o’clock.
RECEPTIONIST: I’m afraid the doctor will be late.  
He’s got a surgery today.
MAN: I made an appointment last week!
RECEPTIONIST: I’m sorry, but this surgery was scheduled a month ago.

1. Where does the conversation take place?  ________________________________
2. What time is the appointment?  ________________________________
3. What’s the man’s problem?  ________________________________
4. Is the receptionist’s attitude nice?  ________________________________
5. What does the man decide to do?  ________________________________

3 Rewrite the sentences in a more formal way. Use the words in parentheses.  _____ / 5

1. The service is terrible. (inadequate)  
I’m afraid to say that  ________________________________.
2. Tell the doctor I’m waiting. (please)  
Would you  ________________________________?
3. The clinic staff doesn’t care. (negligent)  
The clinic staff  ________________________________.
4. What time does the doctor arrive? (arrives)  
Can you please tell me what  ________________________________?  
5. Help me. (can)  
Excuse me.  ________________________________, please?
Name: ____________________________

1 Read the extract from The Canterville Ghost and complete the sentences. _____ / 7

“You’ll be sorry you bought the house,” people told Mr. Hiram B. Otis. “Everyone knows that a ghost lives in it.”

Mr. Otis was a rich American who had just bought a fine, old house called Canterville Chase. It had been the country home of Lord Canterville, who had been completely honest with Mr. Otis about his reasons for selling it.

“We haven’t liked living in the place ourselves since an old aunt of mine was terribly frightened by the ghost,” Lord Canterville told Mr. Otis. “Two skeleton hands touched her as she was dressing for dinner. I must tell you, Mr. Otis, that several other members of my family have also seen it. My wife herself cannot sleep at night because of the noises in the library!”

“I’ll take the furniture and the ghost, sir,” answered Mr. Otis. “I come from a modern country where money can buy anything. If there’s a ghost here, I’ll send it to America. Back home, they’d pay to see it!”

“It’s certainly here,” said Lord Canterville. “The ghost has been known for three hundred years. It always appears before the death of anyone in the family.”

1. The story is about a man who ____________________________.
2. ____________________________ had a lot of money.
3. People say there is ____________________________ in the house.
4. ____________________________ was scared by the ghost before dinner.
5. ____________________________ can’t sleep at night.
6. Mr. Otis wants to send the ____________________________ to America.
7. When someone is going to die ____________________________.

2 Read another extract and find synonyms for the words below. _____ / 8

On the steps in front of the big house, an old woman was waiting. She was Mrs. Umney, who had been Lady Canterville’s housekeeper. Mr. Otis gave her the job. He knew she was kind.

They went into the library of the house. It was a long, low room with dark wood walls. At the far end, there was a beautiful window of colored glass. Tea was ready for them on a small table. They sat down and looked around, while Mrs. Umney served tea.

Mrs. Otis suddenly noticed a large, red stain on the floor near the fireplace. She pointed at it. “What’s this, Mrs. Umney? I don’t like dirty floors in my house!”

“That’s blood, Madam,” said the housekeeper in a low mysterious voice. “Blood has always marked the floor in this room.”

“How horrible!” said Mrs. Otis. “I don’t like bloodstains in my sitting room. You must clean it at once, Mrs. Umney.”

1. elderly ____________________________ 4. close to ____________________________
2. considerate ____________________________ 5. unclean ____________________________
3. pretty ____________________________ 6. awful ____________________________

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Name: ______________________________

1 Order the steps of the experiment and answer the questions. _____ / 5

Floating

____ Then fill the next third with oil. Wait for the two liquids to settle.

____ First, fill one third of a tall, clear bottle with honey.

____ Now, fill the last third with water.

____ Finally, drop the coin, the cork and the grape into the bottle.

____ The explanation is simple: Each item (coin, cork and grape) ends up in a different level because each liquid and item has a different density.

2 Complete the text with the words from the box. _____ / 5

balloon chemical experiment gas ingredients

If the ____________ goes well, the balloon should inflate. This happens because the combination of the ____________ (baking soda, water and lemon juice) creates a ____________ reaction. The baking soda is a base and the lemon juice is an acid. When mixed, they create a ____________ called carbon dioxide (CO2). The gas inflates the ____________.

3 Add the corresponding punctuation marks to the text. _____ / 5

() apostrophe () comma (!) exclamation mark () period (?) question mark

Magnets have a special power which enables them to attract things made from iron or steel. How is this done? It’s easy! One end of a magnet is called the North pole and the other end is called the South pole. If you bring two North poles together they repel each other—or push each other away. If you put a South pole next to a North pole they jump together because opposite poles attract.
Assessment 2b

1. Complete the sentences with the words from the box. _____ / 5

<table>
<thead>
<tr>
<th>comedy</th>
<th>documentary</th>
<th>news</th>
<th>science fiction</th>
<th>weather forecast</th>
</tr>
</thead>
</table>

1. Sometimes I read the newspaper, but other days I watch the ____________ on TV.
2. Every time I remember the ____________ I saw last night, I burst out in laughter.
3. The ____________ for today predicts rain and lower temperatures.
4. Let’s watch that ____________ movie about the aliens invading the Earth.
5. On Sunday we saw a very interesting ____________ about ancient Egypt.

2. Match the phrases with the words. _____ / 5

1. I’m the best salesman in the city. _______ submissive
2. Come in and make yourself at home. _______ bossy
3. He turns in his work late and poorly done. _______ arrogant
4. If you aren’t here on time, we’ll leave without you! _______ friendly
5. I’ll do whatever you say. _______ critical

3. Write the phrases under the corresponding situation. _____ / 5

<table>
<thead>
<tr>
<th>Could you speak louder?</th>
<th>Could you speak more slowly?</th>
<th>Could you please explain?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you hear about Jane?</td>
<td>Do you see what I mean?</td>
<td></td>
</tr>
</tbody>
</table>

1. Someone speaks too softly.
   ________________________________

2. Someone speaks too fast.
   ________________________________

3. You don’t have anything else to say.
   ________________________________

4. You don’t understand.
   ________________________________

5. The other person doesn’t understand.
   ________________________________
1 Complete the crossword with the verbs in parentheses in the correct form. _____ / 8

2 Fill in the blanks with the correct form of the verbs in parentheses. _____ / 7

Leslie Scott ____________ (invent – simple past) a game called Jenga, ("to build" in Swahili). She and her family ____________ (develop – past perfect) the game for awhile before they ____________ (give – simple past) it to the public. If you (not play – present perfect) ____________ Jenga then you’ll need instructions.

Jenga has 54 rectangular blocks. First, a player constructs a tower with the blocks using a stabilizing tray. Once the player ____________ (remove – present perfect) the tray, the fun begins.

The first player starts by removing any one block and places it on top. After the first player ____________ (finish – present perfect), the second player removes another block. If the player hasn’t moved a block in ten seconds, the play ends. If the structure falls, the game ends.

The game is so popular that video game and mobile phone versions are available. More than 100 million people ____________ (play – future perfect) Jenga!
Read the history of chess and number the events in order. _____ / 5

The origin of chess is not definitely known. But the game may have started in India around the 6th or 7th century. It arrived in Europe by way of Persia. In the Middle Ages, collections of chess problems appeared in written form. A chess book, written by a Dominican friar in about 1300, was published in 1476. The figures of the chess pieces and their movements used today are probably from the 15th century. Although people from different countries played against each other for centuries, the first international tournament was played during the Great Exhibition in London in 1851. The World Chess Federation, founded in 1924 in Switzerland, governs all world chess events. Late in the 20th century, the first matches between human chess experts and computer programs took place.

1. The World Chess Federation was founded in Switzerland. T F
2. The first matches took place between computers and humans. T F
3. The first international chess tournament was held in London. T F
4. A chess book was written by a Dominican friar. T F
5. The figures of chess pieces and moves we use today were established in the 20th century. T F

Read again and circle T (True) or F (False). _____ / 5

1. Chess comes to Europe directly from India. T F
2. The chess movements we use today are definitely from the 16th century. T F
3. No one really knows the origin of chess. T F
4. Nowadays there are games between humans and computers. T F
5. An organization is in charge of world chess events. T F

Complete the text with the words from the box. _____ / 5

experiments lunar samples mission module surface

The scientific plan of Apollo 11 was to land two men on the _______________ of the Moon and return them safely to Earth.

The astronauts had several tasks. They planned to collect _______________ to do several _______________ and to examine and photograph the lunar surface. Armstrong and Aldrin were out of the lunar _______________ for over two hours; during that time all the _______________ activities were completed.
Name: _______________________________

1 Unscramble the sentences about unexpected situations. _____ / 4
1. picture / suddenly / fell off / the / wall / the
   ______________________________________________.
2. were lost / when we / arrived / out of nowhere / a park ranger
   ______________________________________________.
3. rang / when / reading / all of a sudden / I was / the doorbell
   ______________________________________________.
4. hit / the small town / tornado / without warning / The
   ______________________________________________.

2 Complete the direct and reported sentences. _____ / 6
1. “I got three new CDs for my birthday,” said Jane.
   Jane said that she ____________________________________.
2. The doctor said I had to eat more fruits and vegetables.
   “You have ____________________________________.”
3. “We are doing our homework together,” said Karen and Susan.
   Karen and Susan said ____________________________________.
4. The king told his subjects to pay their taxes.
   “Pay ____________________________________.”
5. “Painting is such an interesting hobby,” said the art teacher.
   The art teacher ____________________________________.
6. The man said he had gone to Paris before summer.
   “I ____________________________________.”

3 Complete the sentences with words from the box. _____ / 5
excited embarrassed interested sad scared
1. My neighbors were very __________________ when their dog died.
2. I was so __________________ that I hid under the bed.
3. Jerry was so __________________ about his party that he couldn’t sleep.
4. He was really __________________ when his shoe fell off in the middle of the dance.
5. Everyone was __________________ in the conference.
Name: __________________________

1. Read the text and answer the questions. _____ / 5

THE MOUSE AND THE LION

Adapted from Aesop’s Fable

KID MOUSE: (shouts to someone offstage) Mom, I’m so hungry. Let’s go find some food in the jungle.
MOM MOUSE: (calls from offstage) You go, sweetie, I’m busy. But watch out for the other animals. They may be hungry, too!
KID MOUSE: OK, Mom! (sets off foraging) Ah, there are some sunflower seeds. I’ll eat a few and then take some home. (starts eating)
LION: Roar! (appears on stage)
KID MOUSE: Argh! Who’s that?
LION: It’s me, Lion. And I’m hungry!
KID MOUSE: Well, you’re in luck!
LION: Sunflower seeds? I’m the king of the jungle. I don’t eat sunflower seeds.
KID MOUSE: (worried) Gulp! So what do you eat?
LION: Anything that moves, including mice!
KID MOUSE: But I am so small. You won’t even know I’m in your stomach!
LION: Better than nothing!
KID MOUSE: Please, Lion. I promise, if you save me, I’ll make it up to you some day.
LION: (laughs, pauses, then laughs again) Ha, ha, ha. You, Mouse? Help me, Lion? (laughs again) That’s the best laugh I’ve had in ages. Just for that I’ll let you go…
KID MOUSE: Oh, thank you, Lion. Sunflower seed?
LION: Roar! (Kid Mouse runs offstage.)

1. Who are the characters? ________________________________________________________
2. Why does the mouse go out? ______________________________________________________
3. Why does the lion laugh? ________________________________________________________
4. What does the mouse offer the lion? ________________________________________________
5. Does the lion eat the mouse? _____________________________________________________

2. Use the prompts to make questions about the text. Then answer them. _____ / 10

1. name / fable ____________________________________________________________?
2. who / author ____________________________________________________________?
3. who / hungry ____________________________________________________________?
4. mouse / helpful __________________________________________________________?
5. lion / kind ______________________________________________________________?

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Prohibida su distribución
1 Read the text and complete the chart with ideas from the text. _____ / 4

**Video Games**

Violent video games have become an important issue between parents and school authorities, regarding their restriction and prohibition. Some people argue that videogames expose people to violent images such as criminal behavior, addiction and aggression.

Some studies have shown that exposure to violent games causes a temporary increase of aggression in the real world.

On the other hand, recent research has suggested that playing video games may actually have potential positive effects in some contexts such as team play, and it can also help people develop certain skills and thinking strategies, as well as exercising the brain.

Many school authorities suggest parents make the right choice for their kids in order to ensure good and positive entertainment. Apart from doing so, they should also set specific rules like the amount of time their kids spend playing them.

<table>
<thead>
<tr>
<th>Arguments in favor of playing video games</th>
<th>Arguments against playing video games</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

2 Look at the phrases and write F (For) or A (Against). _____ / 7

1. Skating is good exercise. ____
2. The subway is always crowded and it’s uncomfortable. ____
3. Cyclists should not be allowed in streets. ____
4. Wearing a uniform makes you lose your real identity. ____
5. Uniforms help people look equal and clean. ____
6. Using the subway is more practical. ____
7. The Internet is not a reliable source of information. ____

3 Write two sentences for and two against the use of public transportation in a city. _____ / 4

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
Name: __________________________

1 Rewrite the following instructions. _____ / 6

1. It's forbidden to separate from the group.
   We must ____________________________.

2. You need to take light clothes because it's very hot.
   You should ____________________________.

3. Is it necessary to pay in advance?
   Do we have ____________________________?

4. What's the cost of the tour?
   How ____________________________?

5. It's forbidden to bring cameras in.
   You can’t ____________________________.

6. It's important to take photos.
   You should ____________________________.

2 Read the itinerary and complete the notes. _____ / 9

Dear Cool Adventurers,

Thank you for choosing our one-day trip. We really hope you have a great time. Below you will find a description of tomorrow’s itinerary.

Breakfast is served from 6 to 9 at the hotel’s restaurant. Your tour guide will meet you at the hotel at 9 o’clock. Then you’ll be taken to the archaeological site called Tulum, where you will spend from 2 to 3 hours, depending on the visit and how long you all want to stay there. You don’t have to pay the entrance fee because it’s included in your package.

Then a van will pick you up and take you to the nearest beach to have lunch in a nice outdoor restaurant. After lunch, you’ll be taken to a traditional market, where you can buy souvenirs or have a drink before we go back to the hotel. We are planning to come back at 5 o’clock so you can rest. You will have a free evening to get ready for next day.

If you have any questions, do not hesitate to contact any of our staff members.

Enjoy your trip!

Cool Adventures Manager

Breakfast time: ___________________________
Breakfast place: ___________________________
Tour starts: ___________________________
Visit: ___________________________
Entrance fee: ___________________________
Lunch place: ___________________________
Activity after lunch: ___________________________
Transportation: ___________________________
Returning time: ___________________________

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Unit 1a

Track 1
Narrator: Conversation 1.

Dr. Solis: Redford Clinic, good morning.

Man: Hello, Dr. Solis? It's Michael Taylor.

Dr. Solis: Hello, Michael. How are you?

Man: Not too well, Doctor Solis. In fact, I'm calling to complain about the service I received at your clinic.

Dr. Solis: Oh! Please tell me what happened.

Man: Well, last week I had an appointment with Dr. Lee, you know, the other dentist?

Dr. Solis: Sure.

Man: And I told him I had a terrible pain in one of my teeth. So he checked the tooth and said it was in perfect condition. But obviously he was wrong because now I have an abscess, and I can't...

Narrator: Conversation 2

Mr. Sánchez: Come in, please.

Mother: Mr. Sánchez, excuse me for interrupting, but this is important.

Mr. Sánchez: No, problem. Please, take a seat. How can I help you?

Mother: Well, I'm afraid one of your doctors is not doing her job properly.

Mr. Sánchez: Oh, which one? What did she do?

Mother: It's Dr. Powell... Marcella, can you explain what happened to Mr. Sánchez?

Patient: Yes, I'm allergic to penicillin, you see. If the doctor had read my medical history carefully, she would have known that. I trusted her and took the pills she gave me, and then I had an allergic reaction and had to go to the ER. It was a terrible...

Narrator: Conversation 3

Patient: Nurse, I was supposed to see the doctor at eight o'clock, and it's eight forty-five already.

Nurse: I'm sorry, sir, but the doctor will see you as soon as he...

Patient: No, no, no. I always have to wait a long time. And I always miss classes because the doctor's behind schedule. He should show more respect to his patients. It's not right that...

Narrator: Conversation 4

Father: Hello...

Boy: Dad, it's me.

Father: Dave, what's up?

Boy: Well, I twisted my ankle playing football.

Father: Oh, no! Are you OK?

Boy: Yeah, yeah, I'm fine now. The gym teacher took me to the clinic downtown. The problem is that the doctor hasn't told me when I can go home. He's been very rude to me. Whenever I ask him if I can go, he says he will only talk to you and walks away. The nurse let me call you. Can you come and get me?

Father: Of course I can, and I will also speak to the hospital manager. Wait right there.

Track 2

Sarah: Good morning, miss... Miss?

Clerk: Yes.

Sarah: I'm here to pick up the results of my blood test. My name's Sarah Smith.

Clerk: They're not ready yet.

Sarah: Oh! Well, could you check? I was told to pick them up today and...

Clerk: Madam, I said they are not ready yet.

Sarah: Look. Please, I really need those test results today. Could you at least take a look?

Clerk: Yeah, whatever. Oh, here they are.

Sarah: See?

Clerk: Calm down, lady. There's no need to make a fuss.

Sarah: A fuss? If you knew how to do your job, I wouldn't need to make a fuss! What did you expect?

Track 3

Manager: How can I help you?

Sarah: I want to complain about a member of your staff, the woman who delivers the test results.

Manager: Oh! OK. Please tell me what happened.

Sarah: Well, she was very rude when I asked her for the results of my blood test.

Manager: How so?

Sarah: First, she said the results weren't ready, and it was only when I insisted that she went to look for them. And she interrupted me all the time.

Manager: I see...

Sarah: Then when I arrived home and opened the envelope, they were somebody else's results!

Manager: Oh, that's not good at all. I do apologize.

Sarah: Would you please make sure I get my test results today? Ah, and you can ask your staff not to be so rude, too.

Manager: Yes, I promise it won't happen again. I'll go and get the results right now.

Sarah: OK, thank you very much.

Track 4

Manager: Hello, City Hospital, complaints manager. How can I help you?

Ken: It's Ken Jensen here. I want to make a complaint about one of the staff in the emergency room.

Manager: OK, Mr. Jensen, tell me what happened, please?

Ken: I went to the hospital because I had a serious stomach infection, you see.

Manager: Go on...

Ken: So I told one of the doctors I was in severe pain, and all he did was tell me to take a seat and wait for my turn.

Manager: Oh...

Ken: On one hand that was rude, and on the other it was negligent, too!

Manager: I agree. That's not good.

Ken: Furthermore, I had to wait for almost three hours before I was attended to!

Manager: Do you know the doctor's name?

Ken: It's Thompson. I think he's totally incompetent. I mean doctors should listen to their patients, right?
MANAGER: Of course, and I’m very sorry about this, Mr. Jensen. We’ll look into your complaint, and if we need any more information, we’ll get back in touch.

KEN: Whatever. That’s the last time I’ll ever be coming to your hospital.

MANAGER: That’s understandable, sir, but I can assure you not all our staff are like that.

KEN: OK, then. Thank you for your listening, at least. Good-bye.

MANAGER: Good-bye, Mr. Jensen.

Track 5

KEN: So I told one of the doctors I was in severe pain, and all he did was tell me to take a seat.

On one hand that was rude, and on the other it was negligent, too! Furthermore, I had to wait for almost three hours before I was attended to!

Track 6

SOCIAL WORKER: Crawley Health Center, this is the social worker speaking.

ANNA: Hello, it’s Anna López here.

SOCIAL WORKER: Is that López with an “s” or a “z”?

ANNA: With a “z.”

SOCIAL WORKER: And are there two “n’s” in Anna?

ANNA: Yes, two “n’s.”

SOCIAL WORKER: OK, Ms. López.

What can I do for you?

ANNA: I’m not happy with the way Dr. Williams’s nurse treated my son José.

SOCIAL WORKER: What happened exactly?

ANNA: Well, I took José in early this morning because he had a stuffy nose and an eye problem, you see.

SOCIAL WORKER: An eye infection?

ANNA: Yes, I think so. Anyway, Dr. Williams prescribed two doses of decongestant and some ophthalmic gel. She knows that José has trouble communicating in English, so she told the nurse to help José if he had any doubts.

SOCIAL WORKER: OK...

ANNA: But José doesn’t understand what “dose” means, and when he asked the nurse, she told him she was too busy. She was totally apathetic, I mean she just did not care about José at all.

SOCIAL WORKER: Well, Ms. López, I suggest you write a letter of complaint to the hospital manager.

ANNA: And perhaps you can refer my son to another doctor...

SOCIAL WORKER: We can certainly do that. Please hold the line one moment.

ANNA: Thank you, I will.

Unit 2a

Track 7

1. milk, m-i-l-k, milk
2. glass, g-l-a-s-s, glass
3. water, w-a-t-e-r, water
4. flashlight, f-l-a-s-h-l-i-g-h-t, flashlight

Track 8

Baking soda and vinegar

For this experiment, you need baking soda (which is another name for sodium bicarbonate), vinegar, a container and paper towels or a cloth. First, put some baking soda into the container. Then pour in some vinegar and watch what happens!

The explanation is simple: the baking soda is a base and the vinegar is an acid. When they are mixed, they form carbonic acid, which quickly deteriorates to form water and carbon dioxide. The carbon dioxide creates all the fizzing.

Energy transfer

For this experiment, you need a basketball and a tennis ball. First, hold the basketball at arm’s length in one hand. Then hold the tennis ball on top of the basketball. Next, let go off the balls at exactly the same time. Finally, observe what happens. Here’s how it works:

The basketball is much heavier than the tennis ball so it has more kinetic energy. When the balls hit the ground together, the kinetic energy in the basketball is transferred to the smaller tennis ball and sends it flying high into the air.

Unit 2b

Track 9

BOSS: Roz, you go around the back.

ROZ: On my way, boss.

BOSS: Klein, come with me.

KLEIN: Yes, sir, Boss!

BOSS: Police! Open up. Open up! It’s the police. Open up!

KLEIN: Why don’t we break the door down, Boss?

BOSS: Go for it!


BOSS: Dude, it’s open. Roz! Roz!

ROZ: Don’t worry, Boss. Everything’s under control.

Track 10

1. JULIAN: I don’t feel well.
Can I stay home today?

LILIANCITA: Sure, honey, but ask your dad, too.

2. JULIAN: Do you think I could stay home today?

MARCO XAVIER: Never! You need to toughen up!

3. JULIAN: Can you get me the new Supermario for PS3?

MARCO XAVIER: What time? Speak up, man!

4. JULIAN: The butler says some horrible things to me.

ROZ: Don’t worry, Boss. Everything’s under control.

5. JULIAN: The butler says some horrible things to me.

LILIANCITA: Like what?
Unit 4a

Track 12

Narrator 1.

Police officer: Good morning, miss. How can we help you?
Rachel: Good morning. My name is Rachel Walsh, and I’m here to report a crime.
Police officer: Please tell me what happened.
Rachel: Well, I’m here on vacation in England with my brother. We went for a walk, and I left my bag in our tent. When we got back, the bag had disappeared! I’m very sad because this is the last day of our vacation before we go back to the States.

Narrator 2.

Police officer: That’s terrible, Rachel!

Narrator 3.

Radio host: Today on Star FM Radio, we have free tickets to see Roxanne Scott, the most famous singer in town. As you probably know Roxanne Scott is playing a live show this weekend and to win your free tickets just call us at...

News anchor: After sixteen hours in the sea, Alanna Cahill is about to become one of the youngest and fastest swimmers to cross the English Channel. Our reporter is live in France as Alanna arrives on the beach. What’s going on over there?
Reporter: Here she comes, now. Congratulations, Alanna! What a marvelous achievement!

Narrator 4.

Alanna: Thanks so much.

Reporter: How did it go?
Alanna: It was tough. I really didn’t think that I would make it at one point. I was so tired. My legs just wouldn’t kick for the last few hours.

Reporter: We would like to know why you attempted this heroic task.
Alanna: I wanted to show other young people that they can do anything they want. You just have to put your mind to it.

Reporter: Alanna, we are very proud of you today!

Track 13

1. Man: She was walking next to me, smelling the flowers and all. And then, out of nowhere, this other dog appeared and Zoe ran after it. I tried to catch her, but she was too fast.

2. Boy: It was great! There was nothing in the hat, and suddenly he pulled a rabbit out of it. I swear it was magic.

3. Teen: Last night, I went out on the balcony to get some fresh air. And there it was, in the sky, above our neighbor’s roof, a very bright light. It wasn’t a plane. You have to believe me!

4. Woman: Unbelievable! He finally did it. He popped the question out on the beach. He brought a shell and gave it to me. And the ring was inside. Oh, so beautiful...

Track 14


Woman: Last year I went to Rio de Janeiro, and I thought it was one of the most beautiful places in the world. There are so many exciting things to do, you never get bored. Every day there’s something different to do. You can visit the Corcovado and see a huge statue of Jesus Christ. It’s one of the most famous statues in the world. You can also climb Sugarloaf Mountain or learn Samba, Brazil’s traditional dance. But, as in any big city, you must be careful with your possessions. One day I got a nasty shock when I opened my bag and found that my wallet had been stolen. Soon I will go back to Rio de Janeiro. There is still so much fun to have.

Narrator: Part 2.

Woman: Something very strange happened to me when I went to Rio. You won’t believe who I ran into!
Man: Who? What happened?

Woman: Well, I was hiking up Sugarloaf Mountain, and as I got to the top I saw a very old friend from primary school! Can you believe it? It was such a surprise! We hadn’t spoken to each other for a long time. It was so nice to see her. She was with her husband and her two children.
**Track 16**

**Matt:** Sir, I just want to let you know that I can’t hand in my homework today.

**Teacher:** What do you mean? You haven’t given me any homework all week.

**Matt:** You won’t believe what happened. I did my homework and left it next to my baby brother. I went to the bathroom. When I came back, he had eaten some of the pages! I could see paper in his mouth.

**Teacher:** What are you saying? Your baby brother ate your homework?!

**Matt:** Well, he didn’t eat it all, just the most important parts.

**Teacher:** But I’m sure you brought the rest of it, didn’t you?

**Matt:** Sir, I’m really sorry, but I think that someone stole it from my bag. I left my bag under my chair and went to the bathroom. When I came back, I saw my bag was open. And my homework was gone! Teacher: Are you telling me that someone stole your incomplete homework from your bag?!

**Matt:** It’s strange, isn’t it?

**Teacher:** Right, you’d better stay and do it at lunch so nothing else happens to it!

**Track 17**

**Lydia:** Hi. It’s Vanessa, right? From the USA?

**Vanessa:** Yes, that’s right. And you are...?

**Lydia:** I’m Lydia. You’re at my school here in England.

**Vanessa:** Nice to meet you.

**Lydia:** Are you enjoying the party?

**Vanessa:** Yeah, it’s cool.

**Lydia:** Great flat, right?

**Vanessa:** Flat? Like a tire?

**Lydia:** No, flat, um, what do you say in the States? Apartment?

**Vanessa:** Ah, apartment. Yeah, it’s nice.

**Lydia:** Did you just get here?

**Vanessa:** Yeah, it took ages; there was a huge line at the subway.

**Lydia:** A what? Ah, you mean there was a long queue for the underground.

**Vanessa:** Underground? Like in a mine?

**Lydia:** A mine? No. Anyway, did you see that great shop next door?

**Vanessa:** An autoshop?

**Lydia:** No, the clothes shop.

**Vanessa:** Oh, you mean the store. Yes, it had some nice pants.

**Lydia:** We say trousers over here.

**Vanessa:** I guess. Hey, did you bring a car?

**Lydia:** Yes, why?

**Vanessa:** Do you think you can give me a ride home later?

**Lydia:** You mean a lift, right?

**Vanessa:** Sure, as long as it’s not...
To the Students:

Welcome to the Monarch Butterfly Sanctuary. This is a wonderful place and I'm sure you're going to learn a lot.

STUDENT 1: Can we take photos?  
GUIDE: No problem. Take lots of photos. And I have a tip for you: If you want to take a photo with the butterflies, just stand still and wait. The butterflies will come to you.

STUDENT 2: Wow! That's so cool. Can we touch them?  
GUIDE: No, you mustn't touch the butterflies. The oils on your skin can damage them. They're very delicate.

STUDENT 3: We're doing a science project about the monarch butterflies and their migration to Mexico. Are we going to hear information about that during the visit? Something about how they navigate to the same place every year?  
GUIDE: Of course. We're going to have plenty of time to talk about this. And I'm sure it will help with your project.

STUDENT 3: Thanks a lot.  
GUIDE: You're welcome. Just remember a few important things. You mustn't throw garbage on the ground; there are plenty of garbage cans around. If you make a fire at night, put it out before you go to sleep. Every year fires destroy large areas of the sanctuary. Also you shouldn't get separated from the group; it's easy to get lost. Oh, and don't shout.

STUDENT 2: Will we see any other animals?  
GUIDE: Oh, yes, I hope so. That's why it's important to keep quiet. Right. Let's start our tour. Follow me!

---

RABBIT: Yes, but I'm small and ugly, and her daughter is tall and beautiful.

COYOTE: Yes, she's much too good for you.

RABBIT: Why don't you marry her instead? You are strong and handsome, and you'll make a much better husband than I.

COYOTE: Of course I will.

RABBIT: Help me out of the bag and take my place.

COYOTE: Now go away quickly before the old woman comes back. Stupid Rabbit!

SON: Ah, what a delicious dinner we're going to have!

COYOTE: Fire?

SON: Mercy me!

COYOTE: Rabbit! Rabbit! You tricked me. I'll get you for this!

---

STUDENT 1: Where are we meeting?  
STUDENT 2: If they allow that.

STUDENT 3: Whatever.

STUDENT 1: No way.

STUDENT 3: Whatever.

STUDENT 1: Where are we meeting?  
TEACHER: At the main entrance. The buses will be waiting.

STUDENT 2: Should we bring our books?

TEACHER: No, but you should have a pencil and a notebook with you to take notes.

STUDENT 3: Take notes?

STUDENT 1: What?

STUDENT 2: Yeah, right. Come on!  
TEACHER: Yes, everything that you learn in the museum will be on the exam. So pay close attention.

STUDENT 1: Exam?

STUDENT 2: Sir?

STUDENT 3: Oh no!

TEACHER: Yes, the exam on the human body. Oh, one more thing, under no circumstances do I want to catch anybody talking on a phone or texting.

STUDENT 3: But can I bring my phone?

TEACHER: Look, I just don't want to see it or hear it. Keep it in your pocket. Is that clear?

ALL STUDENTS: Yes, Mr. Brewster.

STUDENT 1: What about lunch?

TEACHER: Bring a sandwich and a drink. We will have some time to eat it outside the museum.

---

TEACHER: Good work. Now, there's no phone or electricity. We can use cell phones but we should use them only in an emergency. And we are going to need flashlights. I also have a first-aid kit for minor accidents. If there's a more serious medical problem, we'll need to go to the clinic in Valle de Bravo. It's good we're going to have the school bus!

---

TEACHER: Can I have your attention please? Now you've read the information about the campsite.

STUDENT 1: Yes, we have. It's a bit basic.

TEACHER: Well, that's why planning is everything. I hope you have come up with some ideas.

STUDENT 2: We think we should take bottles of water and cans of food. We should get a gas stove and some pots, too. But if not, we can eat cold food. It's only three days.

TEACHER: Or we could take matches and make a fire.

STUDENT 2: If they allow that.

TEACHER: We're going to need some paper plates and cups. We can buy some fresh food in the store, I guess.

TEACHER: It might be closed on the first day since it's a Sunday. Where are we going to sleep?

STUDENT 3: We plan to take three big tents with air mattresses. It's going to be cold at night, so we might need sleeping bags.

---

STUDENT: It might be closed on the first day since it's a Sunday. Where are we going to sleep?

TEACHER: We're going to have the school bus!
Narrator: Part 1
Man: Hello, Cacahuamilpa National Park, this is Andrés Ramírez speaking.
Boy: Good afternoon. We’re calling from Mexico City. Our class is planning a field trip to the caves. Could you answer some of my questions, please?
Man: With pleasure. What would you like to know?
Boy: How can we get there?
Man: You can get here by car or by bus. It’s about two and a half hours from Mexico City.
Boy: What time do you open on Friday?
Man: We open at ten a.m. every day and we close at five p.m.
Boy: Hmm…So, we should leave around seven-thirty to be there at opening time. Is that right?
Man: Yes, that’s right.
Boy: Do you think we should hire a guide or go by ourselves? I mean, is a formal tour really necessary?
Man: You can go through the caves by yourselves. However, I suggest you hire a guide. Only guides can turn on the lights, and they can tell you lots of interesting stories. How many people are there in your group?
Boy: About twenty-five.
Man: OK, so you could hire a guide for only 150 pesos.
Boy: That’s pretty cheap. And how long does the tour last?
Man: It lasts about two hours.
Boy: One more question… How much do the tickets cost?
Man: They’re sixty pesos per person. Also, if you have more doubts you can go to our website.
Boy: Thank you very much.
Man: You’re welcome.

Narrator: Part 2
Boy 1: Hi, guys. I’ve talked to the people from Cacahuamilpa, and I’ve checked out their website.
Girl 1: Great.
Girl 2: What did you find out?
Boy 1: First of all, the caves open at ten a.m. So we should leave early if we want to be there in good time.
Boy 2: Say around seven?
Boy 1: Maybe not seven, but no later than eight. Next thing, I think we should hire a guide and take a tour. But the guide charges 150 pesos.
Girl 2: Do we have to pay an entrance fee, too?
Boy 1: Yep, sixty pesos. Although it might seem expensive, I really think we should go with a guide. They can turn the lights on and they know lots of stories about the caves.
Boy 2: So I guess it’s worth it. Can we take photos?
Boy 1: Yes, you can and you should. We need photos for our presentation.
Girl 1: What about exploring?
Boy 1: Well, the caves are enormous and it’s easy to get lost. This means that we must stay together.
Rest of students: No problem. Fine.
Boy 2: Or swimsuits!
Boy 1: Right, very funny. Finally, you need to wear good walking shoes because it’s slippery and easy to fall down. Is everything clear?
Rest of students: Yes, good job! Thanks.

Track 28
1. Man: Let me think about it.
2. Woman: I agree.
3. Teen Boy: I have a question.
5. Teen Boy: I have an idea.
6. Teen Girl: I have no idea.

Boy: We open at ten a.m. every day and we close at five p.m.
Boy 2: Say around seven?
Boy 1: Maybe not seven, but no later than eight. Next thing, I think we should hire a guide and take a tour. But the guide charges 150 pesos.
Girl 2: Do we have to pay an entrance fee, too?
Boy 1: Yes, you can and you should. We need photos for our presentation.
Girl 1: What about exploring?
Boy 1: Well, the caves are enormous and it’s easy to get lost. This means that we must stay together.
Boy 2: Or swimsuits!
Boy 1: Right, very funny. Finally, you need to wear good walking shoes because it’s slippery and easy to fall down. Is everything clear?
Boy 2: Or maybe we can ask whether they need something.
Boy 1: And what if they don’t need anything?
Boy 2: We can take some chocolates or flowers.
Boy 1: And if they don’t like them?
Boy 2: The important thing is to show that we care.
Woman: Excuse me. I don’t think I follow what you’re saying. Can you speak a little slower, please?
Narrator: Two
**Brainstorming**: generating ideas based around a topic. There is no editing or ordering of these ideas. They may then be used as the basis for another activity such as writing or discussion. It is often very productive as a whole-class activity.

**Conveying meaning**: making sure that students understand the significance of the vocabulary and structures they are learning. Meaning can be conveyed through mime, examples or paraphrasing.

**Elicitation**: having students provide information (vocabulary) to the teacher rather than the teacher providing it to the students. Elicitation develops a learner-centered dynamic, makes learning memorable because students link new ideas with information they already have, and helps to produce an engaging environment.

**Functional Language**: language that is meant to achieve a particular purpose, e.g. a request or a promise.

**Mind Map**: a diagram (= simple plan) with lines and circles for organizing information so that it is easier to use or remember.

**Monitoring**: watching and listening without interfering directly, while students are involved in an activity. Note that in monitoring, there are times when a brief intervention is appropriate: to clarify instructions, or to help students move forward by prompting them with simple questions. Monitoring is an excellent way of finding out what problems the students are having so as to be able to give them feedback.

**Portfolio**: a method of testing where students are given marks for a selection of work they have put together rather than as well as for a final test.

**Scanning**: a way of reading quickly. Scanning is looking for specific information, and is only really possible with things that really stand out such as numbers, long words, and words starting with capital letters.

**Self-Evaluation**: having students reflect on and judge their own progress. Self-evaluation allows students to discover what they know, what they can do, what they need, and what they would like to explore.

**Skimming**: a way of reading quickly. Skimming is reading through a text very quickly, for example, so that you know what each paragraph is about before you look at the comprehension questions or to check whether it really is something you want to read or buy.

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**Bullied**

Answer the questions.
1. Yes.
2. Because he was afraid.
3. Because he didn’t want to go with them like a crybaby.
4. Yes, he did.
5. By encouraging him to talk about Marvin’s attitude.

Find the antonyms in the text.
- accidentally (p. 6) – deliberately
- kind (p. 7) – evil
- best (p. 7) – worst
- dry (p. 7) – wet
- avoid (p. 9) – confront
- great (p. 9) – terrible
- alone (p. 10) – together

**Hellick City**

Complete the sentences with your own words.
Possible answers:
1. The three superheroes communicate with birthmarks of a comet on their hands which are radars that allow them to do so.
2. Their mission this time is to stop hunters who plan to kill seals for their fur. Then they want to hunt bears and tigers.
3. Moorlicks are ugly creatures that have warts on their noses.
4. Sukie freezes this time to give Oscar time to use his skateboard to fly towards the bullet.
5. Answers will vary in sentence 5. Accept students’ ideas.

Find words for these definitions in the text.
1. useless
2. birthmark
3. blood
4. bulletproof
5. still

**My Space**

Choose one of the dates and write a summary or definition. Use your own words.
(Answers will vary.)

Unscramble the words and match them to their meaning.
1. gravity (The force that pulls you down.)
2. amazing (Incredible.)
3. atmosphere (The air around our planet.)
4. disease (Illness.)
5. poverty (The lack of money.)

**Pluto’s Cup**

Think of three adjectives to describe each item from the story.
Possible answers:
- Arinya – funny / friendly / brown
- Ixchel – spotted / intelligent
- Emily and Pablo’s world – polluted / sad / hopeless
- The witch – scary / evil / ugly
- The potion – green / magic / powerful

Now choose one of the items and write a full description of it.
(Answers will vary.)

Write a definition of each term in your own words.
1. mermaid: a mythical creature that is half woman and half fish
2. nightmare: a bad dream
3. vanish: disappear
4. awake: in a state of consciousness
5. emerge: appear

**Chocolate: Food of the Gods**

Complete the table.
Departure time: 7 a.m.
What to wear: comfortable clothes and shirts
What to take: Possible answers: lunch / snacks / notebook / pen
Fee amount: $200 pesos
Fee includes: entry to the museum / transportation / dinner and water

Write the numbers.
1. 20 to 30 pods a year
2. 5 to 6 days
3. 500 grams

Find the words in the story.
1. cacao pods
2. cocoa powder
3. the Mayans
4. sugar and cinnamon
5. Theobroma Cacao
**Hear Me Out**

Mark (√) the correct option for each question.

1. e-mail / phone / in person / letter
2. Nursing home / Medicine / Dentist / Hospital
3. Apologize / Be polite / Take notes / Listen
4. Aromatherapy / Meditation / Acupuncture / Massage
5. bad service / shortages / mistakes / negligence

**Match each definition with the appropriate word.**

1. Abuse somebody or something – mistreat
2. Load or a weight that causes stress – burden
3. Make full again – replenish
4. Immoral behavior – misconduct
5. With the necessary tools to do the job – equipped

**Experiments**

1. It is important to have fun and learn at the same time.
2. These two salts make a clear salt solution. Table salt will be cloudy.
3. To discover iron in the water with the bill.
4. Number the steps for The Money Blending experiment: 3 1 5 2 4

**If You Play, You Have Played But... If You Read, Have You Read?**

1. Strategies for learning the past and past participle forms of verbs. (Answers may vary.)
2. Regular verbs end with -ed and irregular ones do not. They must be memorized.
3. That you know what an irregular verb is. / That you want to get better at using them while writing, listening or speaking.
4. Rhymes help because they have rhythm and are catchy.
5. In grammar books or on the Internet.
6. The context in which they appear will help identify which form is being used.
7. Make a list of five regular and five irregular verbs that you find in the text.

Possible answers:

<table>
<thead>
<tr>
<th>Regular</th>
<th>Irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>stop</td>
<td>write</td>
</tr>
<tr>
<td>play</td>
<td>ride</td>
</tr>
<tr>
<td>move</td>
<td>hide</td>
</tr>
<tr>
<td>happen</td>
<td>drive</td>
</tr>
<tr>
<td>remember</td>
<td>hit</td>
</tr>
</tbody>
</table>

**Unexpected Situations**

1. a) Sara has a curfew, but her boyfriend has tickets for a movie.
   b) Billy is surprised by an unplanned meeting with his sister’s boss.
   c) Diego’s car has a flat tire and he doesn’t know how to fix it.
2. She has a 9 p.m. curfew on school nights and isn’t allowed to go out to the movies without her parents’ permission.
3. He is nervous and doesn’t feel prepared to meet her. (Answer may vary.)
4. Diego doesn’t know how to change a flat and is afraid they will not get to the dance on time. (Answer may vary.)
5. Breathe deeply / Keep calm / Accept what happened / Keep positive / Don’t think about the negative aspects. (Answers may vary.)
6. A rule requiring children to return home by a specific time.
7. To be very angry. (Answers may vary.)
8. To be confined at home as punishment.
9. To have a look of depression. (Answers may vary.)
10. To make others have a good opinion of you.

**Global Warming: Man-made or Natural Phenomenon?**

Read each statement and write T (true) or F (false).

1. F
2. T
3. T
4. T
5. F

Correct the following statements.

1. The atmosphere prevents the heat from going back into space.
2. Scientists do not agree that men generated most of the CO2 in the atmosphere.

Each word is a synonym of a new word from the text. Write the appropriate words on the lines.

1. verify  2. severe  3. tide  4. warm up  5. decrease