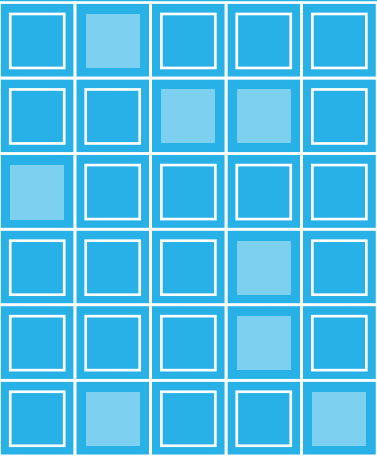
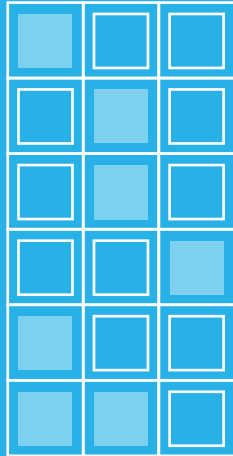




Bachillerato General Unificado



ENGLISH



Level

A2.2

TEACHER'S BOOK

FREE COPY
NOT FOR SALE



Ministerio
de Educación

Transformar la educación
MISIÓN DE TODOS

PRESIDENTE DE LA REPÚBLICA
Rafael Correa Delgado

MINISTRO DE EDUCACIÓN
Augusto Espinosa Andrade

Viceministro de Educación
Freddy Peñafiel Larrea

Viceministra de Gestión Educativa
Daysi Valentina Rivadeneira Zambrano

Subsecretario de Fundamentos Educativos (E)
Miguel Ángel Herrera Pavo

Subsecretaria de Administración Escolar
Mirian Maribel Guerrero Segovia

Directora Nacional de Currículo (S)
María Cristina Espinosa Salas

Directora Nacional de Operaciones y Logística
Ada Leonora Chamorro Vásquez

**English A2.2,
Teacher's Guide**

Author
Mariluz Murcia Sierra

Editor-in-Chief
Javier Andrés Tibaquirá Pinto

Editors
Carlos Sanabria Páez,
Miguel Ignacio Rodríguez

Assistant Editors
Germán Obando, Adriana Molano,
Jonnathan Loaiza, Marisela Niño

Proofreaders
Enrique Ferrer Corredor, Andrea Peña,
Emily Cross

Consulting Reviewer
Randall Barfield

Art Director
Gloria Esperanza Vásquez

Designers
Leonardo Rivas, Alexandra Romero,
Nohora Betancourt

Illustrators
Carmelo Vergara, Luisa Uribe, Germán Gutiérrez,
Nelson Hernández, John Joven Cartagena, Andrés
Prieto, Sandra González

Photography
Shutterstock®

© Grupo Editorial Norma SA
Avenida Isaac Albéniz E3-154, Wolfgang Mozart
Quito, Ecuador

© Ministerio de Educación del Ecuador, 2016
Av. Amazonas N34-451 y Atahualpa
Quito, Ecuador
www.educacion.gob.ec

La reproducción parcial o total de esta publicación,
en cualquier forma y en cualquier medio mecánico o
electrónico, está permitida siempre y cuando sea autorizada
por los editores y se cite correctamente la fuente.



Impreso en Ecuador por: ElTelégrafo E.P.

I. General Description

English A2.2 is a series of English textbooks for highschool students whose main purpose is to introduce students to English and its culture through a variety of activities and projects intended to tap into students' real lives and expectations. The series also intends to show learners the variety of topics and subjects through which they can learn English not only as a language, but also as a vehicle to learn information from areas such as social studies, natural science and popular culture. Furthermore, *English A2.2* makes an important contribution to education by proposing discussions about values and providing learners with academic and citizenship tools to apply to their school life and their adulthood.



A. Objectives and Characteristics

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

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



B. Rationale

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

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



1. Student Centeredness

The authors of *English A2.2* have designed our learning activities taking into account the theory of Multiple Intelligences developed by Howard Gardner. This theory views learners as individuals with different abilities and potentials, so we invite teachers to tap into students' different abilities to help them make the most out of their learning potential at school and in life.

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

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

2. Teaching and Learning Approach

English A2.2 is based on an eclectic but informed series of ideas and constructs in language teaching and learning. *English A2.2* has been developed by taking B. Kumaravadivelu's (2003) ideas into account. He clearly conceptualizes teaching as being enacted through the parameters of *particularity*, *practicality*, and *possibility*. *Particularity* has to do with the fact that teaching has to be responsive to particular contexts where teachers and learners are entitled to have their own ideas about learning. *Practicality* refers to the idea that teachers need to come to terms with the dichotomy of theory and practice, in order to empower themselves to figure out their own theories of language and teaching through their classroom experiences. Lastly, the idea of *Possibility* has to do with the empowering of learners so that they can critically appraise both the social and historical conditions of their learning, and therefore pursue new forms of understanding and recreating reality.

English A2.2 also derives its theoretical foundations from task-based instruction, cooperative learning, cross-curricular studies and the cross-cultural approach to language teaching and learning. The main idea behind task-based learning is the fact that learners will be engaged in a series of real-life language tasks that will help them improve their language skills and enhance their world knowledge. The series' approach also takes into consideration the situation of both teachers and students in EFL contexts. These textbooks therefore are aided by focused instruction especially in the areas of vocabulary and grammar as important building blocks for students' progress in their language proficiency.

Cooperative learning is the basis of many of the activities in *English A2.2*, since students need to adopt a variety of interaction patterns: individual, pair and group work. One of the highlights of each unit is the work students do progressively to create, develop and present a group project related to the topic of the unit. This project also involves the making of some sort of product that helps students use the input language meaningfully when creating and presenting it.

In the design of other cooperative tasks, *English A2.2* has also considered the ideas of Spencer Kagan (1994), who suggested the acronym PIES to stand for the basic principles of cooperative work, where P stands for *Positive Interdependence*, I for *Individual Accountability*, E for *Equal Participation*, and S for *Simultaneous Interaction*. *Positive Interdependence* means that group members need to be aware of the fact that there is no I in group work and that the group benefits from the contribution of all members. *Individual Accountability* has to do with the responsibility that each member has to have for the success of the entire group's project. *Equal Participation* calls for the idea of an inclusive group where all members are entitled to have a say regardless of the quality of their ideas or, in the case of language learning, their accuracy and fluency. *Simultaneous Interaction* has to do with the amount of participation that each group member has in different projects.

Cross-curricular activities are among the most important features of *English A2.2*, since students are exposed to a wide variety of topics and activities from areas such as natural science, technology, social studies, literature, arts, etc. Consequently, students engage in activities that reflect what they need to know in these subjects. For example, the use of timelines for historic or personal events, and the use of graphs and tables to make sense of information in social studies or science.

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



C. Lesson Planning

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

1. WARM UP

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

• **WARM UP** (books closed) **L V M**

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

2. PRESENTATION

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

• **PRESENTATION** **L I**

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

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

3. PRACTICE

Each unit has several moments of *Practice*. One of the aims of the series is to work towards skill integration. Consequently, students have plenty of opportunities to be exposed to the language input through listening and reading, and to use the newly learned language in speaking activities and in writing different types of texts. Besides the integration of language skills, *English A2.2* promotes cognitively challenging activities so that students are encouraged to have a problem-solving attitude towards language learning.

PRESENTATION

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

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

5. EXTRA IDEAS

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

PRACTICE

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

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

4. APPLICATION

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

EXTRA IDEAS

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

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

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

II. Series Components

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



A. Students’ Book Structure

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

1. Unit Opening Page

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



2. Lessons 1-2 Grammar and Vocabulary

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



3. Lesson 3 Reading and Writing

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

Pre-Reading Activities

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

While-Reading Activities

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

Post-Reading Activities

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

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



Lesson 3

A City Like No Other

1. Label these landmarks.



Word Bank

- TV Tower
- City Cathedral
- Lake Bridge
- City Park

Another green alternative is **Paranoá Lake**. It is all around the east part of the city. You can practice water sports and even swim. The **Paranoá Lake Bridge** is another excellent place to watch Brasilia's famous sunsets.

A very important thing about Brasilia is its transportation system. The bus system can take you anywhere inside the city fast because the city was designed without the need of many traffic lights and this makes the traffic very smooth. Besides this, there is a subway system that connects important and far areas with the city center. Read more...

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

Reading Strategy
Look for reasons that support opinions. Opinions are just the impressions people have. Facts are pieces of information that can be confirmed.

Reading a map
Identify the cardinal points.

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

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

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



3. Complete the sentences.

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

4. Think about a place. Investigate and write.

Place: _____

General description: _____

Give a general opinion about the place: _____

Give a reason: _____

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

Conclude (reaffirm your opinion about the city)

Reading and Writing

Opinion	Support (Why is that?)
Brasilia is a unique city.	It is organized and has great architecture...
Brasilia is very convenient.	
The cathedral has impressive architecture.	

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

Project Stage 3

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

4. Lesson 4 Culture and Communication

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

Lesson 4
In The Same Boat

- Look and match the pictures with the idioms.
 - a real page turner
 - take a rain check
 - in the same boat
 - hit the books
- Listen and match the idioms with their meaning.
 - To be in the same boat
 - To hit the books
 - To be a real page turner
 - To take a rain check
- Read and complete the conversations with the correct idiom.

Conversation 1

A: What are you doing this afternoon? How about going out to a movie?
B: Sorry, I have _____ (a).
A: I have an exam tomorrow.
A: I promise we'll get home early. Have you ever seen *Brilliant Mind*? It has great reviews.
B: Sounds like a good movie but I'd rather _____ (b).

Conversation 2

A: Have you read *The Chronicles of Narnia*?
B: No, I haven't. What's it like?
A: It's _____ (c).
B: Well, I've seen the movie but I haven't read the book.
C: Me too! We're _____ (d).
- Complete. Then share with your partner.

I have taken a rain check many times. The last time I took a rain check was _____.

I have hit the books _____.

Reflect on Values

	Always	Sometimes	Never
I use my free time adequately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am learning to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am open to new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28

Share Your Project

Rank these out of class-learning activities according to their importance. (1 is the most, 10 the least)

- going to museums or exhibits
- hanging out with friends
- attending conferences
- going to the movies
- listening to music
- talking to parents
- joining a hobby group
- participating in campaigns
- traveling

Other _____

Check what you think is true about your group work.

- There is a lot of creativity.
- There's respect for all members' ideas.
- Information to carry out the project is enough.
- We spent time appropriately.
- We collected information in a timely manner.
- Everybody collaborates.
- There is a lot of motivation.

- There's not much creativity.
- There's no respect for all members' ideas.
- Information to carry out the project is not enough.
- We didn't spend time appropriately.
- We didn't collect information in a timely manner.
- Not everybody collaborates.
- There is not much motivation.

Share your Presentations

Describe the objective of your campaign. Talk about your motivations to carry it out. Present the tips you promoted in your campaign. Invite people to read all the reviews you created to recommend interesting learning experiences.

Useful Expressions

- To introduce your campaign: We're running a campaign for/against... We have worked on a campaign... have created a campaign... have launched a campaign...
- To express the purpose of the campaign: The purpose of this campaign is... to create awareness... to change a habit...
- To engage students into the activity your group is promoting: We have learned... We have talked to... Invite your parents to... Consider doing... Start interacting with... To show the possibilities for learning... To give tips: We want to share with you these tips...

29

Gap Activity

Student _____ goes to page ____ by _____.

Student _____ goes to page ____ by _____.

5. Share your Project

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

6. Comic

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

Comic
The Great Moon Hoax!

Read and listen.

- In 1835, the New York Sun published an unbelievable story!
- The scientific community was amazed!
- Soon the news was copied and published in most media. Everyday new information was added.
- In a short time, the New York Sun reached a circulation of 35,000 daily printings.
- More stories were told and the newspaper became the biggest best seller ever.
- Soon people demanded more and more information.
- One day, an announcement was made. Some people were disappointed, others were very suspicious!
- Many people thought it was a hoax. However, on the moon, somebody was reading a newspaper.

They pulled out their legs.

Sorry! We cannot report anymore. The telescope was damaged by the sun's rays.

Who made that discovery?

How was that telescope made?

According to the newspaper, there are temples. They're made of precious stones like sapphires.

There are people almost like human beings. They walk erect but they have wings...

Did you read about the discovery of life on the moon?

The discovery was made by means of a powerful telescope!

A powerful telescope, are you kidding me?

Where do these people live? What are cities like on the moon?

They discovered us!

70

7. Game

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



8. Evaluation

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

9. Self Evaluation

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

e. Why _____ you decide to become a vet?

5. I will keep studying drawing. It's my thing.

Self-Evaluation

Now I can...

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

Very Well

OK

A Little

10. Glossary

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

Activities on page 94

Glossary

A-E

abroad: *adv.* out of the country (syn. overseas). *We've traveled abroad twice this year.*

attend: *v.* to go to an event, to be present at. *He has attended all the lectures at the conference.*

campaign: *n.* an operation, carried out by means of propaganda, to obtain some political, social or commercial goal. *Actions taken in order to achieve a particular goal. He's organizing a campaign.*



knowledge: *n.* information and abilities acquired through experience (syn. awareness, understanding). *Reading will help you improve your knowledge of the world.*

leadership: *n.* the position of being a leader, the act of leading. *This course develops leadership skills.*

Louvre: *n.* a well-known museum in Paris.



review: *n.* a text that gives an opinion about an event or product like a movie or a book. *Movie reviews can help you decide what to see.*

schedule: *n.* a timely planning of events. *What's on schedule?*

survey: *n.* a method to collect information. *Please, fill out this survey!*



take up: *v.* start a sport or activity; become interested in the activity and spend time practicing. *I took up tennis last month.*

O-T

picky: *adj.* a person who is complicated. *He's a picky eater.*

recipe: *n.* instructions for preparing particular types of food. *I have a recipe for preparing a great sauce.*

custom: *n.* tradition and knowledge from a place and its people. A conventional mode of acting. *The movie shows traditional customs from other countries.*

enlighten: *v.* to provide light, to give knowledge or truth, to explain (syn. edify, instruct). *This book will enlighten the world of teens.*

entertaining: *adj.* serving to entertain, agreeably diverting (syn. amusing, ant. boring). *It's an entertaining website.*



F-N

guidance: *n.* help and careful instructions (syn. counseling). *This website provides guidance for homework.*

journey: *n.* a long overland trip, travel from one place to another (syn. expedition). *He took a journey to a distant place.*

32

U

useful: *adj.* helpful want or need. *The information on diff workshop: *n.* ar for improving p skills. *I'm taking**

Colloquia

That is:

That's awf

To be a re
book to ri
novel or l

To hit tt

To be ir
the sar

To tal
postp
for ar

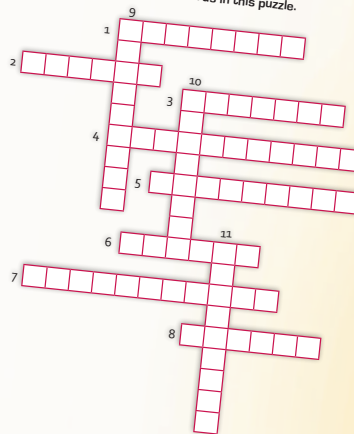


Glossary Activities

1. Label the pictures.



2. Use the clues to discover the words in this puzzle.



Across

1. place of interest for tourists
2. transportation system that runs underground
3. waste material that is thrown away
4. the living things around us including air, water and land
5. area of land with specific geographical characteristics
6. taking a walk in a mountain
7. activity consisting of visiting famous places
8. the time of the day when the sun goes down and evening begins

Down

9. a stream or river that falls over a cliff (inv)
10. outdoor activity in which people use a boat and paddles to move across water (inv)
11. contamination of the environment (inv)

3. Match the synonyms.

- | | | |
|---------------|----|--------------|
| a. convenient | 1. | prohibited |
| b. ecological | 2. | influential |
| c. forbidden | 3. | eco-friendly |
| d. impressive | 4. | appropriate |

4. Complete the sentence with a word from the glossary.

It's f _____ n) to throw g _____ e on the street. Let's all take care of the e _____ t and let's all beautify the l _____ e. I practice j _____ g on the beach from 5-6 PM, because I love to see s _____ s. They're b _____ l.

96

References

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

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

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

To Our Students

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

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

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

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

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

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

Ministry of Education
2016



UNIT

1



UNIT

2



UNIT

3



CLIL

- Personality Types and Attitudes
- Inspirational People
- Facebook

- Learning Experiences
- Cultural Literacy

- Mysteries
- Greek Myths
- Fairy Tales
- Fantasy

Goals

- You will learn how to
- talk about goals, obstacles, important decisions and achievements.
 - describe inspirational people's lifestyles.
 - talk about a person's experiences.

- You will learn how to
- ask and answer questions about experiences.
 - talk about the length of experiences.
 - recommend cultural activities like reading and going to museums.

- You will learn how to
- narrate stories and events in the past.
 - convey attitudes related to the events of a story.
 - talk about imaginary situations.
 - react to a story in different ways.

Grammar

- Verb patterns in present, future and past
- Verbs related to starting, continuing and finishing
- Time Expressions

- Present Perfect tense in affirmative, negative and interrogative forms
- Since / For
- Yes / no-questions and wh-questions in the Present Perfect tense

- First and Second Conditional sentences
- Past Perfect tense

Skills and Strategies

Vocabulary: using suffixes to create adjectives and nouns
Grammar: identifying principal verbs in verb patterns
Reading: previewing a text
Writing: signposting the chronological sequence of events
Listening:

- getting familiar with the topic and the kind of activity
- listening for specific information

Speaking: using "I mean" to clarify ideas

Vocabulary: grouping verbs
Grammar: using wh-questions to get details and yes/no-questions to approach a topic
Reading:

- focusing on familiar words
- understanding key ideas

Writing: connecting similar and contrasting ideas
Listening: paying attention to key words to identify relevant details
Speaking: explaining and giving more information with "that is"

Vocabulary:

- using adverbs to convey attitude
- associating vocabulary with pictures

Reading: reading literary texts: skimming, predicting and analyzing story elements
Writing: summarizing a story
Listening: identifying important elements of a story
Speaking: reacting to a story

Project

A Web Profile

A Learning Campaign

A Storytelling Show

UNIT 4



UNIT 5



UNIT 6



CLIL	<ul style="list-style-type: none"> • Types of Travelers • Going Green • A Tour of Brasilia • Finding Your Way in a Campsite 	<ul style="list-style-type: none"> • The Weather • Crazy News • Disasters 	<ul style="list-style-type: none"> • Digital Lives • Technology • TV vs. YouTube • Tech Gadgets and Toys
Goals	<p>You will learn how to</p> <ul style="list-style-type: none"> • give and ask for directions and information in a polite way. • ask people to agree with you. • give emphasis to descriptions and comparisons. 	<p>You will learn how to</p> <ul style="list-style-type: none"> • tell and react to news. • describe natural disasters and extreme weather. • talk about inventors, inventions, artists and artwork. 	<p>You will learn how to</p> <ul style="list-style-type: none"> • talk about Internet habits and wishes. • give instructions to use technology. • give opinions about technology.
Grammar	<ul style="list-style-type: none"> • Tag Questions • Indirect Questions • Placing Emphasis with <i>much</i> and <i>very</i> 	<ul style="list-style-type: none"> • Passive Voice • Yes / no-questions and wh-questions in the Passive Voice • Past and Past Participle forms of verbs 	<ul style="list-style-type: none"> • Wishes • Phrasal Verbs
Skills and Strategies	<p>Vocabulary: classifying words</p> <p>Reading:</p> <ul style="list-style-type: none"> • reading a map • identifying informed opinions <p>Writing: using facts and reasons to support opinions</p> <p>Listening:</p> <ul style="list-style-type: none"> • listening for repetition • using visuals <p>Speaking:</p> <ul style="list-style-type: none"> • asking for directions politely • addressing people politely 	<p>Reading: inferring</p> <p>Writing:</p> <ul style="list-style-type: none"> • generating ideas • writing an information report or news <p>Listening: understanding numbers</p> <p>Speaking:</p> <ul style="list-style-type: none"> • reacting to news • introducing a piece of news 	<p>Vocabulary: understanding prepositions</p> <p>Grammar: visualizing phrasal verbs</p> <p>Reading: drawing conclusions</p> <p>Writing:</p> <ul style="list-style-type: none"> • writing a "how to" article • explaining cause and effect <p>Listening: taking notes</p> <p>Speaking: checking instructions and clarifying</p>
Project	A Brochure	A News Broadcast	A Web Survey



Review

1. Complete and classify the questions. Then spin a pencil and play.

- a. What **is** your family like?
- b. What kind of inventions **do** you like?
- c. Who **do** you admire? Why?
- d. What **is** your city like?
- e. What qualities should a friend **have** ?
- f. What **do** you and your best friends have in common?
- g. How many cousin **do** you have?
- h. What **is** your favorite invention? Why?
- i. What **are** your plans for the future?
- j. What **is** your favorite place to live?
- k. Who **has** been an important person in your life?
- l. What kind of friends **do** you have?
- m. What **is** your most memorable vacation?
- n. What kind of places **do** you like to visit?
- o. What hobbies **do** you have?
- p. **Do** you and your family get along well?
- q. What career **would** you like to study?
- r. Where **would** you study that career?
- s. What **do** you do in your leisure time?
- t. **Have** you ever won a medal?





Review

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to revise topics, vocabulary and structures seen in the previous book.	<ul style="list-style-type: none"> Asks and answers questions about world facts, inventors, and inventions. Understands and completes a story in the past tense. Talks about hobbies, personal experiences and preferences. 	<p>Vocabulary wheel, inventions, qualities, career, leisure, medal, accomplishment</p> <p>Structures Simple Present, Simple Past and Present Perfect review.</p>	<ul style="list-style-type: none"> Asking follow up questions to keep a conversation going Using games Taking turns to speak Using pictures

▶ WARM UP (books closed)

Invite students to create possible penalties for the following game. Have the whole class brainstorm and agree to those penalties. Provide examples of possible penalties:

- dance
- draw a picture of themselves
- tell a joke
- clean the room after the class is over

1. Complete and classify the questions. Then spin a pencil and play.

In this exercise students will revise the questions using Simple Present and verb *to be*.

Have students go over the questions to complete them. Remind students that most questions need auxiliaries that depend on the tense and the subject. Set a time limit and then correct as a class. After that, direct students' attention to the wheel. Point out the different sections of the wheel.

Ask a volunteer to read the headings. Encourage students to associate the questions they have already completed to the corresponding section. Have students check their answers in pairs.

Finally, once students have classified and completed all questions. Divide them in groups of 3 or 4. Have them spin a pencil over the wheel. The sharp end of the pencil indicates a section. The group spinning the pencil should answer one of the questions. The students answering should talk for more than 30 seconds. If he or she does it, the group will get 3 points. If they don't, they pay a penalty. When the game is over, invite students to tell the rest of the class interesting information about their classmates.

▶ EXTRA IDEAS

You might like to have students assign points to each of the headings of the wheel according to the difficulty of the questions. The more difficult the questions the more points students get if they answer correctly.

2. Read the story. Then complete it by using the words below. Unscramble them. **V L K**

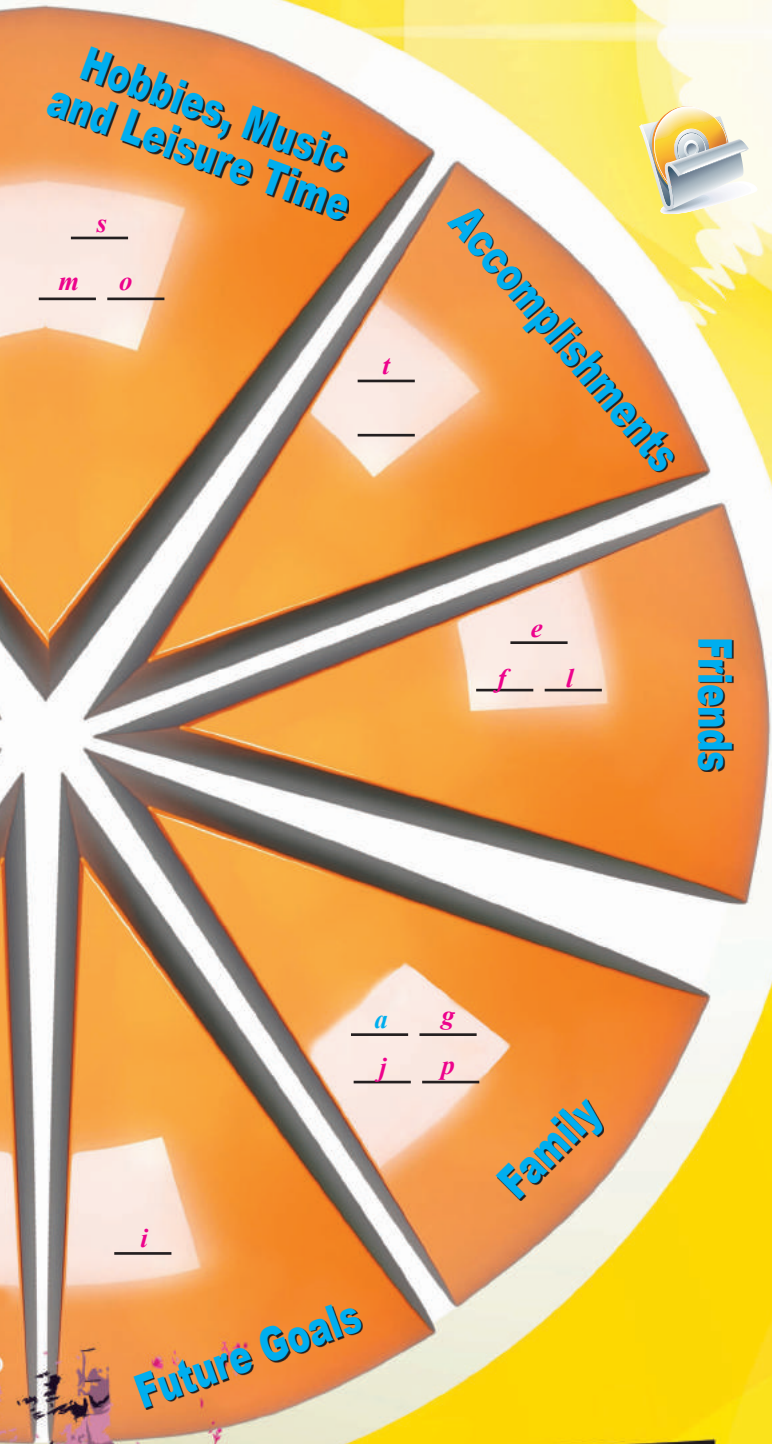


In this exercise students will review the past tense and will practice telling a story.

Explain to students, they should read the complete story and predict the verbs they need in the spaces.

Then direct their attention to the crossword puzzle below and have them unscramble the verbs for each of the spaces. Correct answers in pairs and then invite students to role-play the story.





2. Read the story. Then complete it by using the words below. Unscramble them.

One day, I was walking down the street when something strange (a) **happened** to me. A strange man (b) **gave** me a wizard's wand. A hole in the ground (c) **opened** right in front of me and I (d) **saw** an alien coming out of a spaceship. Luckily, I (e) **had** a phone, so I called my friend and I (f) **told** him the story. As expected, he (g) **thought** that I was crazy. He (h) **laughed** and didn't believe me. He (i) **offered** to help me but was not sure how. So, I (j) **decided** to look inside the hole, use the wand and take pictures of the alien. When I (k) **came** closer to take the picture, I (l) **went** down the hole, I (m) **said** the magic words "Abra Kadabra," and I (n) **felt** very different, as if I were floating. I began to (o) **hear** voices in my mind and to (p) **remember** things from my past. At that moment, I woke up and rushed to go to school because I was really late.

- a. peedahnp
- b. vgea
- c. poened
- d. was
- e. dah
- f. dolt
- g. gutothh
- h. helguda
- i. foederf
- j. ceedidd
- k. ecma
- l. netw
- m. dais
- n. elft
- o. raeh
- p. mebremre

h	a	p	p	e	n	e	d
g	a	v	e				
o	p	e	n	e	d		
s	a	w					
h	a	d					
t	o	l	d				
t	h	o	u	g	h	t	
l	a	u	g	h	e	d	
o	f	f	e	r	e	d	
d	e	c	i	d	e	d	
c	a	m	e				
w	e	n	t				
s	a	i	d				
f	e	l	t				
h	e	a	r				
r	e	m	e	m	b	e	r





3. Choose your answer. Then listen and check.

Welcome to the show where we'll see how much you know about the world.

Trivia Show

Geography

Which planet is closer to the sun?

- a. Jupiter
- b. Neptune
- c. Venus

Which country is the largest?

- a. Canada
- b. Russia
- c. Brazil

Which ocean is the deepest?

- a. The Atlantic
- b. The Arctic
- c. The Pacific

Which is the highest mountain?

- a. Everest
- b. Aconcagua
- c. The Snowy Mountains

People and Jobs

Who invented the printing press?

- a. Thomas Edison
- b. Johannes Gutenberg
- c. Louis Braille

Who invented the lighting system?

- a. Tim Berner Lee
- b. Graham Bell
- c. Thomas Edison

Who invented the motor car?

- a. Karl Benz
- b. Thomas Edison
- c. Graham Bell

Who invented the WWW?

- a. Joseph Marie Jacquard
- b. Tim Berner Lee
- c. Steve Jobs



4. Go around the class and interview your partners.

Find Someone Who...

Name		Extra Information
Sarah	<input type="checkbox"/> has learned to play the guitar.	She learnt last year.
	<input type="checkbox"/> went out of the city on his / her last vacation.	
	<input type="checkbox"/> has practiced karate.	
	<input type="checkbox"/> has learned French.	
	<input type="checkbox"/> will study architecture in the future.	
	<input type="checkbox"/> has visited an interesting city.	
	<input type="checkbox"/> has a pet.	
	<input type="checkbox"/> has met someone famous.	
	<input type="checkbox"/> has been on TV.	
	<input type="checkbox"/> is sociable and outgoing.	

Answers may vary.

Answers may vary.

Answers may vary.

Answers may vary.

3. Choose your answer. Then listen and check.

M **V** **L** **I**  Track 03

Students will revise comparatives, superlatives and Simple Past.

Divide the class into two groups. Tell students they will participate in a trivia contest. Explain that a trivia contest is a contest where people show their cultural knowledge. Choose a student from one group and ask him/her a question. If they get it right, assign 5 points for each correct answer. Bring a little something for the winning group. You might like to have small groups playing against each other.

EXTRA IDEAS

You might like to have students create their own trivia questions to include more questions.

4. Go around the class and interview your partners.

I **I** **K** **L**

In this exercise students will practice the Present Perfect and the Simple Past. Explain that students have to find someone who has done the activities mentioned. First they need to go over the items and think about the complete question. Go around the class providing help. Then when students are ready, have them stand up and mingle, asking everyone questions to try to find the right person for the statement. Encourage students to ask and provide extra information. Have them write it in the space provided. When students are done, invite some people to share their findings.



Inspirational People

1



Skills

CEF Standards

Indicators

Listening
Comprehension

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

- Understands descriptions of different lifestyles, experiences and future plans.
- Predicts ideas about styles and famous people.
- Uses background knowledge to aid comprehension.
- Explores visual aids before listening.

Reading
Comprehension

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

- Understands the connection between paragraphs in a wiki text, identifying the main ideas of each of the aspects mentioned.
- Scans and skims texts to locate specific information.
- Identifies connectors of sequence and time expressions.
- Previews a topic by exploring previous knowledge.
- Uses context clues.

Oral
Interaction

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

- Sustains a conversation about personal styles, interests, preferences and plans using simple vocabulary and some fixed expressions.
- Plans what to say and how to say it considering the effect on the audience.
- Asks questions.
- Uses *I mean* to clarify the meaning of idiomatic expressions.

Oral
Expression

Can narrate experiences and events giving brief reasons and explanations.

- Expresses and connects his/her ideas in a reasonably clear way to describe his/her or someone else's goals, difficult moments, past experiences and lifestyles.
- Plans what to say and how to say it considering the effect on the audience.
- Uses circumlocution and paraphrases to cover gaps in vocabulary and structure.
- Signposts important information to guide the listener.

Written
Expression

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

- Narrates and connects ideas chronologically, which describe important events in a person's life.
- Writes a wiki entry about an inspirational person and includes important details.
- Plans, edits, self-evaluates and peer-evaluates his/her work and his/her partner's work.

Inspirational People



▶ General Objective

You will be able to talk about lifestyles, personality types, preferences and interests.

▶ Communication Goals

You will learn how to

- ask for and give personal information about goals, obstacles, important decisions and achievements.
- describe inspirational people's lifestyles.
- talk about a person's experiences.

▶ CLIL

- Personality Types and Attitudes
- Inspirational People
- Facebook

Vocabulary

- Vocabulary related to teens' lifestyles
- Verbs related to starting, continuing and finishing processes

Grammar

- Verb patterns, Time expressions, Adverbs of sequence

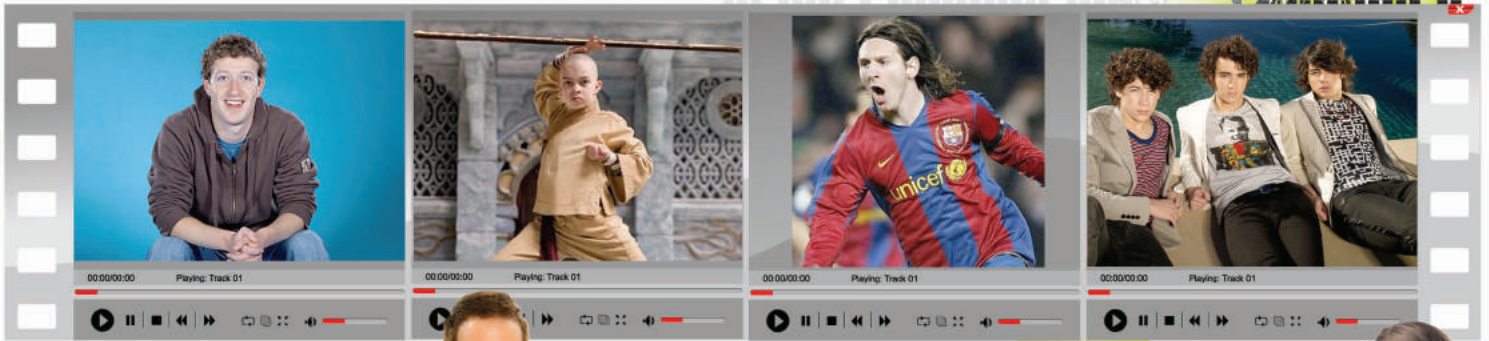
▶ Idioms and Colloquial Expressions

- *To be worlds apart*
- *To do it for kicks*
- *To facebook*
- *To have the knack*
- *For one thing*
- *Go for it*

▶ Project

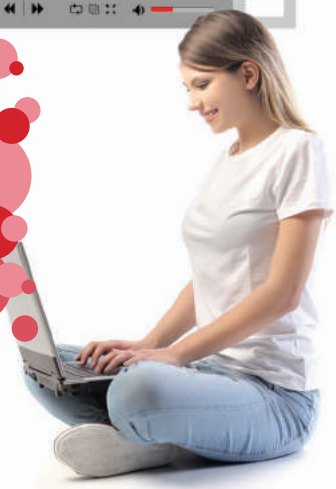
A Web Profile

You will work in groups to create a web profile and make a visual presentation of an inspirational person in your life.



Discuss:

- What types of teenagers are there?
- Do any of these people represent you?
- Do you think any of these characters have any inspirational characteristics?





Lesson 1

Teens of Today!



1. Read and complete each list. Use the Word Bank.

Teens'lives.com

Groups for everyone! For one thing, you'll make friends and discover your passions for successful future jobs! Join now!

Word Bank

- competitive
- artistic
- brainy
- spiritual
- tech-savvy
- eco-friendly
- stylish
- adventurous

Are you a tech-head? You'll enjoy using our online community with new apps every day!

Or a nature lover interested in protecting the environment? Find your causes here!

How about trend-setters? You like to express yourself in artistic ways. Find a way here!

Or maybe you're the go-getter? Well, you like to take risks and compete to go after your dreams. Register now!



- a. brainy
- b. tech-savvy



- c. spiritual
- d. eco-friendly



- e. artistic
- f. stylish



- g. competitive
- h. adventurous

2. Find more adjectives and identify the suffixes.

- a. adventurous c. stylish
- b. successful d. spiritual

3. Complete the sentences about the different teen types. Use the adjectives above.

- a. spiritual people care about the spirit. They're inspired by nature.
- b. Trend-setters are very stylish. They have a lot of talent and imagination.
- c. Jane knows what she likes. She will probably be successful in finding a career.
- d. Go-getters feel adventurous most of the time. They think life is an adventure.

Vocabulary Strategy

Pay attention to suffixes to identify adjectives. Some common suffixes are ous / ful / y / ish / ive / al.

4. Read and practice. Replace the personality type.

What are **nature lovers** like?

Key Expressions

For one thing: the first of many examples

Well, for one thing, they're **eco-friendly** and **spiritual**.



Lesson 1

Teens of Today!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to talk about preferences and lifestyles of teenagers today.	<ul style="list-style-type: none"> Describes interests, preferences and lifestyles. Identifies common adjective suffixes (-ous, -ive, -ful, -y) and noun suffixes (-er, -or, -ist). 	<p>Vocabulary Teen lifestyles: tech-heads, trend-setters, go-getters, nature lovers</p> <p>Structures Verb patterns with <i>enjoy, like</i> and <i>interested in</i></p>	<ul style="list-style-type: none"> Predicting before listening Identifying common suffixes Identifying principal verbs and their pattern when combined

► WARM UP (books closed)

Invite students to describe the styles of today's teenagers. Ask a couple of questions and encourage opinions without rejecting any. Have volunteers write important words on the board. Use a semantic map to group words: clothing, music, etc. Have them race to the board to write their ideas.

Make a collage to help students visualize the different aspects they need to mention. Activities teenagers do: *go to concerts, listen to music, play musical instruments, play games online*, etc. Places teenagers like to go to: *concert halls, malls, parks*, etc.

► PRESENTATION 1 *Track 04*

1. Read and complete each list.

Use the Word Bank.

Invite students to explore the text visually before doing the exercise. Ask these questions: *What kind of text is this?* (a website) *What is its purpose?* (to invite people to join the site) *What's the topic?* (teenagers' personalities and future careers) *What's your opinion about it?* (answers vary)

Focus students' attention on the photos representing different personalities. Go over the words in the Word Bank. Invite students to associate each style with a characteristic by identifying transparent words, word families and related words. Then have them complete each list. Ask them to justify their answers.

► EXTRA IDEAS

To challenge students and to clarify the meaning of these adjectives, invite them to come up with a definition for each word.

Brainy: an intelligent person

Stylish: a person who wears fashionable clothes

Adventurous: a person who likes adventures

Tech-savvy: a person who is good at computers and spends a lot of time using gadgets

► PRACTICE

2. Find more adjectives and identify the suffixes.

Ask students to read the Vocabulary Strategy and discuss what they understand. Ask what kind of words "adjectives" are, and invite students to underline all adjectives they find on the web page and in the Word Bank. Once the students have completed the exercise, have them read the words out loud and copy them on the board. Then go over the suffixes and ask students to identify the suffixes. Encourage them to come up with more examples. At some point, go over the pronunciation of the words.

3. Complete the sentences about the different teen types. Use the adjectives above.

Ask students to read the sentences before completing. Encourage them to create new sentences using the vocabulary. E.g. *Trend-setters love fashion. Tech-heads are crazy about computers.*

► APPLICATION

4. Read and practice. Replace the personality type.

Invite students to read the model and replace the words in colors. Call their attention to the Key Expressions box. Tell students that an abbreviated version of the expression *For one thing is For one*. For example: *There are many reasons to believe in her. For one, she's an excellent dancer.* This expression is used to give the first of a series of reasons someone has for something. *Have students realize the importance of practicing. Tell them to expand their conversation by using the newly learned language together with what they already know. That way they will be able to integrate and consolidate knowledge.*

PRESENTATION 2

5. What type of future occupation suits you best according to your personality? Take this test.

Then complete the grammar chart below.



Explain to the students that this is a test to find out what kind of style is the closest to their's and the kind of jobs that they may succeed at. Have them preview the test and go over difficult words. Remind students to use the glossary or their dictionaries. Have them read and choose a number. Once students have chosen their answers, have them compare with a partner. Give them time to speculate a little about the result they might get. Have them share the answers they chose. Give an example: *I chose 1 for A because I always surf the web in my free time.*

Invite students to go over the Reflect on Grammar chart. Direct students' attention to the bold type, illustrating the different verb combinations with gerunds and infinitives. Ask students to identify those expressions and write the main verbs on the board (*like, enjoy, be interested in*). Ask these questions: *What different combinations are there for the verb "like"? What combination(s) do you see for the verb "enjoy"? What happens after the preposition "in" in the expression "be interested in"?*

Next, invite a volunteer to read the information in the Reflect on Grammar chart. Call their attention to the Grammar Strategy. Make sure students identify the principal verbs that mark each combination (*enjoy, like, to be interested in*). Once students have identified the main verbs and their combinations, have them complete the chart.

Explain that some verbs like *love, like and prefer* can be followed by the gerund or infinitive. In British English, people use the -ing forms when expressing preference in general: *I love listening to music*, and infinitive forms when the preference depends on the situation: *I love to listen to music when I'm with my friends*. In American English there is not such difference, but people tend to prefer the infinitive forms. Write examples on the board to illustrate the difference.

If you have time and want to have students listen to the text, you can find it in the recordings.

Finally, call on a volunteer to check the answers and elicit more examples from students.

PRACTICE L I I Track 06

6. Complete the words in blue with the correct suffix. Then listen and check.

Have students brainstorm occupations that can be suitable for each style. Write the occupations they mention on

the board (*doctor, biologist, psychologist, dancer, singer, communicator, etc.*). Direct students' attention to the Vocabulary Strategy. Call on a volunteer to underline or identify the suffixes. Invite students to classify those occupations according to the four styles mentioned. Give a model: *Tech-heads can be excellent computer programmers.* Go over the pronunciation of /ðr/ and /ɪst/.

Then play the audio for the students to check their answers. Finally, elicit some reactions to the test results. Ask these questions: *According to the test, which one is your style? Do you agree? Why?*

7. Complete the questions and answers.



Before students do the activity, exploit the picture. Have some volunteers describe the picture. Have half the class think of questions to ask to the other half of the class. After students have come up with some examples, have them complete the exercise. Bring more pictures to class and have students create similar conversations using images.

EXTRA IDEAS L M

Copy this on the board and have students complete and share this personal information with their partners. Challenge them to create a song using the expressions seen in class. You can assign different rhythms to different groups.

I'm a _____ . (style)

I'm _____ . (characteristic)

I like to _____ . (activity)

I enjoy _____ . (activity)

I'm interested in _____ . (interest)

Project Stage 1 L I

Introduce Project Stage 1 by telling students to list all the inspirational people in their lives. Then have them identify a characteristic that makes each person important and inspirational. Work on the new suffixes they find as they explore more characteristics, e.g. *My father is hard working*. Have students think about an inspirational person in their lives. Tell students to investigate as much information as possible about the chosen inspirational person for next class and write some sentences about that person. Then, encourage students to say something about this person and write some ideas using the model in the Reflect on Grammar chart. Provide an example: *My inspirational person is my father. He enjoys spending his free time with us. He is interested in books and computers. Sometimes he likes to play sports with family and neighbors.*



5. What type of future occupation suits you best according to your personality?
Take this test. Then complete the grammar chart below.

File Edit View Window Help

Take this test and discover what occupation suits you best.

- a. When you have free time, do you **enjoy**...
1. being indoors, searching the web?
 2. going out, maybe camping or trekking?
 3. looking at fashion and music magazines?
 4. recycling paper and participating in social activities?
- b. When you have money to spend, do you **like**...
1. to buy new cell or computer gadgets?
 2. to meet new people or learn new things?
 3. to go shopping for clothes or go to the beauty salon?
 4. to buy food to feed stray dogs?
- c. You **like** having friends that are...
1. online when you need them.
 2. risk takers and adventurous.
 3. stylish and have a good sense of color and design.
 4. eco-friendly and care about the environment.
- d. When you think about the future, **are** you **interested in**...
1. getting to know about tech-advancements?
 2. traveling the world?
 3. being the creator of new trends?
 4. being an environmental activist?

Reflect on Grammar

When you're using more than one verb in a sentence, there are some special combinations you need to do.

Only Gerunds

I **enjoy** being indoors.

Gerund and Infinitives

I **like** to buy new cell or computer gadgets.
I **like** having friends that are online when I need them.

Gerund after Prepositions

I'm interested in **traveling** the world and **being** a creator.

Grammar Strategy

Pay attention to the principal verb (the first one in these sentences) to identify the combinations.



6. Complete. Then listen and check.

Results

- 4+ You're a **nature lover**. You'll probably be interested in working as a **marine biologist** or an **ecologist**.
3+ You're a **trend-setter**. You'll enjoy working as a media **communicator** or a **fashion designer**.
2+ You're a **go-getter**. You'll probably love to be a **manager** or a political **leader**.
1+ You're a **tech-head**. You'll be successful as a computer **programmer** or a **web specialist**.

Vocabulary Strategy

Use suffixes **-or** and **-er** to transform verbs into nouns, and **-ist** to change nouns or adjectives into nouns.

ACTIVE TAB

INACTIVE TAB

INACTIVE TAB

7. Complete the questions and answers.

- A:** What does she enjoy **doing** (a) in her free time?
B: She is interested in **listening** (b) to all kinds of music.
A: Does she like **to dance** (c), too?
B: Of course, she loves samba!

Project Stage 1

- Write some sentences about a person you admire.
- Get in groups and talk about your persons to discover things in common.

E.g. *Our fathers love to watch sports on TV.*

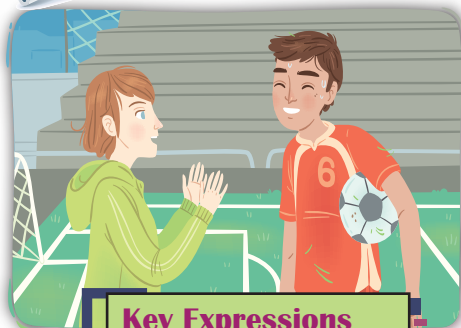


Lesson 2

Great People Inspiring Teens!



1. Listen, read and correct the false statements. Then complete the grammar chart below.



Key Expressions

Go for it: You can do it

Anne: That was an excellent match!

Bill: Thanks, our team **needed to win**.

Anne: Congratulations! **Keep working** hard and you **'ll probably be** the best.

By the way, do you **plan to become** a pro soccer player when you **finish**

studying?

Bill: Yes, I **want to** play for the best teams in the world. You know, just like Messi. And what **would you like to be**?

Anne: Well, I **want to** take drama classes next semester.

Bill: Drama? But you just **began** taking martial arts!

Anne: Yeah, I know. But just like Noah Ringer, the actor in *Avatar*, I'm into acting. Maybe **I'll be** a great taekwondo actress!

Bill: Taekwondo actress? I **won't miss** any of your movies.

Anne: **I've decided** to take up taekwondo and continue doing drama.

Bill: Well, then **go for it!**

- f** a. Bill's team lost the game. *Bill's team won the game.*
- t** b. Anne enjoyed watching the game.
- f** c. Bill inspires Messi to be a great soccer player. *Messi inspires Bill to be a great soccer player.*
- t** d. Bill will probably be a pro soccer player.
- f** e. Anne is going to take taekwondo classes. *Anne is going to take drama classes.*

Reflect on Grammar

Ways to express future

- I **'ll be** a great taekwondo actress!
- You **'ll probably** be the best.
- Do you **plan** to become a pro soccer player?

Ways to express desire, necessity and decision

- Our team **needed to win**. (necessity)
- I **want** to take drama classes. (desire)
- I **'m going** to take up taekwondo and continue doing drama. (decision)

Use **gerunds** after these verbs.

He **keeps practicing** sports.
 He **enjoyed taking** sports classes.
 He'll **finish studying** soon.

Notice:

I'll **start** chess.
 I'll **begin** practicing
 I'll **continue** to practice

Use **infinitives** after these verbs.

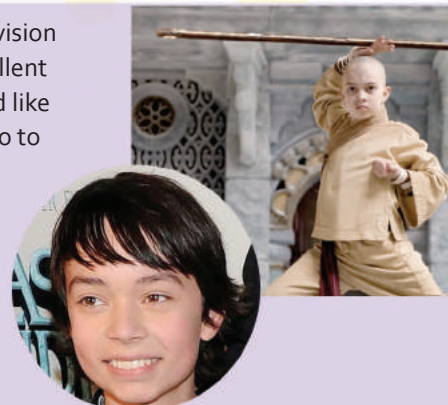
I **wanted** to be an actress.
 She **planned** to be an actress.
 You **would like** to be an actress.
 She **is going** to be an actress.



2. Fill in the blanks with the correct verb form. Use the verb in parentheses.

Noah Ringer is the actor who plays the leading role of Aang in the movie *The Last Airbender*. He began **practicing** (a. practice) taekwondo when he was 10. At the age of 12, he obtained his black belt. Noah kept **training** (b. train) and **learning** (c. learn). The following year he won the Texas State Taekwondo Championship. He became an actor because of his great

resemblance to the character of the television series *Avatar*, and, of course, for his excellent taekwondo skills. For the future he would like **to teach** (d. teach) taekwondo to other kids and teens, but for sure he's going **to continue** (e. continue) **acting** (f. act) in many more movies. Good luck, Noah!





Lesson 2

Great People Inspiring Teens!

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to talk about inspirational people and describe important events in their lives.	<ul style="list-style-type: none"> Talks about goals, experiences and lifestyles. Describes important events in the life of people. 	<p>Vocabulary</p> <p>Verbs related to processes: become, begin, start, finish, continue, decide, need, want, keep</p> <p>Structures</p> <p>Verb Patterns: enjoy, like, love interested in + verb in -ing form, in the past, present and future tenses.</p>	<ul style="list-style-type: none"> Identifying different verb combinations in different tenses Looking at pictures and identifying topics to activate background knowledge

▶ WARM UP (books closed)

Have students talk about the future occupations of people in the class. Bring flashcards of famous people and have a competition for students to say the correct occupation. Have them add any interesting information about their lives. Monitor the use of the past tense as this is important when mentioning achievements, obstacles, etc.

▶ PRESENTATION 1

1. Listen, read and correct the false statements.

Then complete the grammar chart below.

     Track 07

Invite students to look at the picture and establish the topic of the conversation. Ask: *Who are the people? Is it a formal conversation? Where are they?* Have them listen to the conversation with books closed. After students listen to the conversation, guide students' comprehension with these questions: *Who wants to be a professional soccer player? Who does he/she admire? What classes is the girl taking? Why?* Play the audio again and have them listen and read. Have them pay attention to the verb combinations in the conversation. Invite students to underline them, as well as difficult words or ideas. Then have students identify which sentences are true or false, and correct the false ones. Call students' attention to the Key Expressions box. Have them tell you a situation in which they could use this expression. Model an example: *I use it when trying to give support to someone.*

Have students practice repeating the conversation with a partner. Encourage students to imitate correct intonation and linking, and to support the verbal discourse with the correct body language. Encourage peer correction by calling on some pairs to give feedback. You can also ask them to create a new dialog based on the exercise for them to use the Key Expressions.

Finally, call students' attention to the Reflect on Grammar chart. Have them notice the different verb combinations. Guide students with these questions: *What different ways are there to express a future activity?* Have them identify the verbs in bold in the conversation from exercise 1. Ask: *How do you express necessity, desire and decision?*

Ask students to look for the verbs in the conversation or write them on the board: *want, would like, need* and *decided*. Call on volunteers to complete the sentences from the box. Ask: *What combination do these verbs use?*

Continue with the gerund group. Have students identify the principal verb combinations.

▶ EXTRA IDEAS

As a strategy, use a Venn diagram to help students visualize the combination cases. Encourage them to use the method to memorize and get familiar with the different combinations. Have them organize the verbs in the diagram.

▶ PRACTICE

2. Fill in the blanks with the correct patterns.

Use the verb in parentheses.    Track 08

Invite students to test their knowledge of verb combinations by completing this exercise. Call students' attention to the pictures. Ask some questions to introduce the topic: *Who likes martial arts? Who likes to watch martial arts films? Who has seen the movie "Avatar, The Last Airbender" or the series in the Nickelodeon channel? What do you know about this actor?*

Remind students to pay attention to the principal verb (before the parentheses) when completing the paragraph. Give them some time and then have students compare their answers in pairs.

PRESENTATION 2

3. Answer the questions and compare with a partner. Then complete the grammar chart below. Track 09

Direct students' attention to the pictures and the web page. Then have them notice the Listening Strategy and describe the pictures. **Challenge students to say anything they know about Lionel Messi.** Ask: *What's happening in this picture? What's Messi receiving?* Then have them answer the questions and compare with a partner. **Challenge students to support their answers.** Ask some further questions: *What else do you know about Messi? Where do you get information about your favorite athletes or celebrities?* If you want to, you can play the audio for students to listen to the questionnaire.

Direct students' attention to the Reflect on Grammar chart and use some of the questions in the trivia quiz to have students notice how questions are formed. Invite them to say the common auxiliaries used in the different tenses. Ask: *For the present tense, which auxiliaries can you use?* Elicit examples. Have a volunteer tell you what auxiliaries are used in the trivia questions. Ask these questions to guide students' discovery: *In the questions "Where was he born?" and "When did he begin to play professionally?", which is the auxiliary verb and which is the principal verb? What does the auxiliary verb indicate?* Finally, students complete the sentences in the Reflect on Grammar chart. Provide more examples with "who questions" and tell students "who questions" do not have an auxiliary verb if the answer is the subject. If the answer is not the subject and refers to a complement, they must use the auxiliary. Illustrate this information with these examples: *Who does Messi live with? Who does he play for? Who does he go to the movies with? vs. Who lives with Messi? Who inspired him?*

EXTRA IDEAS

Have a competition. Divide the class into two groups. Invite them to read the trivia questions and answer quickly. Call a volunteer from each group to call out the answers. The group with the most right answers wins. Give them a prize for winning.

PRACTICE Track 10

4. Unscramble. Then listen, check the questions and tick the correct answers.

Tell students they're going to listen to an interview with Messi. Call their attention to the Listening Strategy: listen to specific information that answers *wh-questions*. Remind students that the answer is the clue to know for sure what the question is. Invite students to put the words in the correct sequence. Then invite students to listen to check their questions. **Finally, ask students to compare answers with a partner.**

Pronunciation Track 11

Give students some extra practice by having them interview their partner with interesting questions about achievements, obstacles, goals, desires and needs. Help the students by writing some model questions they can use: *What are your plans for the future? What will you do when you finish your high school studies? Where do you plan to study? Where did you enjoy going when you were a child?* Finally, play the audio for students to practice reduction and contractions.

EXTRA IDEAS

Write some questions on the board and focus students' attention on the pronunciation of contractions, reductions and auxiliaries. Remind students that auxiliaries are not stressed. Go around the classroom monitoring students' pronunciation as they carry out the interview.

Project Stage 2

Remind students to come to class having prepared the project stage efficiently. In groups, have them select an inspirational person and the aspects of his/her life they want to talk about. At this stage, students should concentrate on choosing an inspirational person. All people in the group present their person and then they have to agree on selecting only one of them and the aspects they consider important to elaborate on.

Write questions about this person and assign students to investigate the answers to those questions.

Once they have decided what aspects to investigate, guide them into elaborating the necessary questions to be answered by their investigation. Write some examples on the board. *Aspect: Achievements: What is (are) the person's most important achievement(s)? Aspect: Childhood information: Where was he/she born? Where did the person grow up? What was his/her childhood like? Were there difficult moments in those days?* Go around the classroom guiding and providing help with the construction of questions. Assign the necessary time for students to come up with at least 5 questions. Remind students that they have to investigate using reliable sources of information.

EXTRA IDEAS

This project gives teachers an interesting opportunity to have students reflect on how they use the Internet to gather information. **Invite students to reflect on "copy and paste problems" and effective ways to search for information.**



3. Answer the questions and compare with a partner. Then complete the grammar chart below.

File Edit View Window Help



Lionel Messi Trivia

You think you know a lot about your favorite soccer star? Answer these questions.



1. What's Messi's full name?

- a. Leonardo Messi
 b. Lionel Andres Messi
 c. Lionel Nicolas Messi



2. Where was he born?

- a. Buenos Aires
 b. Mendoza
 c. Rosario

3. How old was Messi when he began to play professionally?

- a. 12
 b. 17
 c. 16

4. What is Messi's position?

- a. defender
 b. forward
 c. midfielder

Listening Strategy

Before listening, get familiar with the topic and type of activity.

Reflect on Grammar

How old **was** Messi when he began to play professionally? **Do** you plan to become a pro soccer player when you finish studying? What **are** you going to do after that?

Notice "Who" questions do not have an auxiliary verb, e.g. **Who** inspired you?



4. Unscramble. Then listen, check the questions and tick the correct answers.

a. inspired / who / to become / you / a soccer player?

Who inspired you to become a soccer player?

1. My father
 2. My mother
 3. My grandmother

b. do / what / in the future / plan / you / to / do ?

What do you plan to do in the future?

1. Keep playing and traveling around the world.
 2. Keep playing and helping sick children through UNICEF.
 3. Become a soccer coach.

Listening Strategy

Listen for specific information that answers wh-questions.

c. an important obstacle / be / what / you / had / to face?

What is an important obstacle you had to face?

1. My family was very poor.
 2. I suffered from a hormone deficiency.
 3. I was not fast enough at the beginning.

d. be / your / most / what / achievement / important?

What is your most important achievement?

1. My first goal in the Barcelona soccer club.
 2. Obtaining a gold medal at the Beijing 2008 Olympics.
 3. The Under 20 Soccer World Cup.

Pronunciation

Some sounds are shortened with reductions:

I'm **going to** / gona / be a pro-soccer player.

Some other sounds are shortened with contractions:

I'll / ail / be a taekwondo actress.

I'd / aid / like to become a scientist.

Project Stage 2

- In groups, select an inspirational person and the aspects of his/her life you want to talk about.
- Write questions about this person and assign responsibilities to investigate the answers to those questions.

E.g. *Who inspired Justin Bieber to...?*



Lesson 3

The Creator and His Creation

1. Read the text quickly to answer the following questions.

What type of text is this?

- a. a blog
- b. a wiki
- c. an article in a magazine

What's the topic of the text?

- a. The Facebook community
- b. Social networks
- c. The creator of Facebook



Reading Strategy

To get familiar with the topic of a text, take a quick look at the vocabulary it contains.

2. Look at the text below and look for the words in bold type corresponding to these definitions.

- a. to give people control over a situation
- b. a set of computers connected to each other to share information
- c. people with the same occupation or work as you
- d. to get unauthorized access to manipulate information
- e. a computer system through which programs run

1. **empower**
2. **network**
3. **colleagues**
4. **hacking**
5. **operative system**



3. Read the text below and identify the heading for each section of the contents.



About

Services

Partners

Support

Contact



Reading Strategy

Read quickly looking for words to find the topic of each paragraph.

Contents

Achievements
 Future goals
 Origins
 Obstacles and controversy
 Mission

Achievements ①

In 2004, Mark Zuckerberg surprised the world when he and other **colleagues** co-built one of the most recognized and used social networks of today. 3 years later Facebook was chosen by most media experts as "the website of the decade" with more than 500 million users all around the world.

Origins ②

Mark was born on May 14th, 1984, in Dobbs Ferry, New York. At an early age, he created Synapse Media Player, an early **operative system** version of an Mp3 and an instant messaging application for his father's business. He even designed computer games for his friends. When Mark was at Harvard, he developed a university social **network** based

on the need to join different communities of the university.

Obstacles and controversy ③

In a short time, Mark opened his own company and became very rich, successful and famous. But it wasn't easy. At the beginning, Harvard University accused him of violating individual privacy and **hacking** their internal system.

Mission ④

Behind Facebook's tech essence there is a social phenomenon that has revolutionized people's lives. Mark sees his company as the platform to **empower** people to share openly and communicate online in rich and varied ways.



Lesson 3

The Creator and His Creation

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to use clues in the context in order to improve reading comprehension.	<ul style="list-style-type: none"> ■ Skims through a text to determine its topic. ■ Scans for specific details in a reading. ■ Writes a Wiki entry. 	Vocabulary Time expressions and adverbs to sequence the stages of a person's life: at an early age, some time later, recently, etc.	<ul style="list-style-type: none"> ■ Associating words and expressions with a particular context ■ Skimming and scanning

▶ WARM UP (books closed)

Invite students to associate the word *Facebook* with as many words as they can think of. Get them to work in pairs and reward the winning pair.

▶ Pre-Reading

1. Read the text quickly to answer the following questions.

Invite students to preview the text by looking at the layout, photos, titles and section titles. Refer students to the Reading Strategy and remind them of the advantages of activating previous knowledge and getting prepared to read. Make sure they understand that knowing the topic of a text is a very important way of getting prepared to read.

Then go to question 1 and make sure they understand it. Have students answer and justify. Ask these questions about Facebook: *Do you have a Facebook account? What do you use it for? What do you think of this website?*

Invite students to tell you about famous wikis they use as references. Clarify the characteristics of wikis. Make sure students understand that wikis are texts supported by clear references and evidence that anybody can write on the Net. A wiki is also understood as a website whose pages can be edited by multiple volunteers: they can create, modify or erase a text that is being shared.

Then go to the question regarding the topic of the text. Make sure students notice the repetition the name of Mark Zuckerberg, Facebook's creator. Make sure they understand option A is not correct as it refers more to the community that makes up Facebook than to its creator, and that option B is too wide as this title could include Twitter, MySpace, etc. So, by eliminating incorrect options, we arrive at the right one, option C, which coincides with the repetition of and constant reference to Mark Zuckerberg.

2. Look at the text below and match the words in bold type corresponding to these definitions.

Direct students' attention to the text. Have them look over it quickly to locate the words in red. Challenge students to identify the kind of words they are. Explain that looking at vocabulary is another way of getting familiar with the topic of a text (readers do not necessarily read for detailed ideas right away). Then have them find similar words or paraphrases in the definitions so that they can establish the sense relationship of synonymy.

▶ While-Reading

3. Read the text below and identify the heading for each section of the contents.

Invite students to give the text a second reading but this time they should try to understand the gist (that is, the general idea) of each paragraph or section so that they can label each section with the correct heading.

Have students associate the heading with some of the most important words in each paragraph. Challenge students to do the exercise quickly without asking for further meanings (other than those they already worked on) or checking dictionaries. Remind them of the idea of moving their eyes quickly to find the information. The first one, "Achievements", is an example for them to follow.

4. Read again more carefully and answer the questions.

Refer students to the Reading Strategy. Ask them what they understand by it. Remind them of the saying *practice makes perfect*. Tell them a way of practicing is setting different goals and doing things several times, with a different goal each time. Tell them that in order to apply this strategy, they will read again but in a different way so that they can find specific information. Help them become aware of how the previous stages in reading help them get prepared for the following ones, in which they will have to deal with meaning in a more detailed way. Go over the questions so that they know what to focus their attention on and invite students to read silently and thoroughly all the text to answer the questions.

Post-Reading

5. Read again and decide where to put these sentences (1, 2, 3, 4, 5).

Refer students to the Reading Strategy. Explain that context clues are words or expressions that are found before or after one specific word or idea. Context clues take the form of prior knowledge, examples, definitions, synonyms, antonyms, and association restatements (paraphrasing). Go over the idea of synonyms, connectors of contrast and similarity, examples, etc., so students can identify context clues necessary to put the sentence in the correct space. Model an example using the first one. The first section talks about achievements, so a good example is: *Facebook was chosen the website of the decade*. The sentence that should go in this section of the wiki should give another example of an achievement, that is: *In the year 2010, the famous "Time" magazine chose Mark as the person of the year*. After students put the sentences in the correct space, have them reflect on the context clues that helped them guess meaning. You can ask: *What are the context clues that helped you determine the correct position?*

Pre-Writing

6. Read and choose the correct expression.

Call students' attention to the Writing Strategy. Explain to students that when they narrate the different events in a person's life, they need to use expressions that signal or indicate the chronological sequence of those ideas. These expressions not only show the sequence but also help make connections. Have a volunteer read the examples and clarify the use of the expressions if necessary. Invite students to choose the correct expression in each sentence. Ask a few questions to evaluate students' comprehension: *What website does she prefer? What problems did she have with MySpace?*

While-Writing

7. Write a paragraph about a website or social network you use. Explain past, present and future interests, motivations, obstacles and joys using it.

As a pre-writing strategy, invite students to do some free writing. Tell them they should write whatever comes to their minds as a way to produce ideas. Then have them organize those ideas and evaluate their sequence and relevance. Then in order to establish the difference, write on the board the main aspects to deal with (motivations, interests, obstacles, joys) and elicit some ideas they can be related to. Remind students of the use the expressions to sequence those experiences. After planning, have them write in pairs so that each student helps another. Finally, have students exchange their paragraphs for peer correction. Then invite them to display their work on a bulletin board so that other students can read the texts.

Project Stage 3

Organize chronologically the information about the person you chose.

Have students get in groups, organize, summarize and write the information in their own words. Encourage students to use the expressions in the Writing Strategy so that they organize the information chronologically.

Create a visual presentation for this information.

Bring materials such as cardboard, colored pencils and old magazines, or ask students to bring their own materials. Have students create a collage to use as a visual aid. Tell students to use only visual aids and to keep the text to a minimum so that they get help from the pictures and avoid reading everything. Encourage students to prepare the presentation.

future goals

5

Facebook's creator is now focused on the future of Facebook. He and his team of collaborators are interested in improving the social experience of users by giving them more and better options to interact over the net.

4. Read again more carefully and answer the questions.

a. What did Mark do at an early age?

He created Synapse Media Player.

b. What happened in the year 2004?

Zuckerberg created Facebook.

c. What did Mark do when he was at Harvard?

He developed a university social network.

d. What happened in the year 2007?

Facebook was chosen the website of the decade.

e. What will happen to Facebook in the future?

It will be improved.

5. Read again and decide in which paragraph to put these sentences.

- 5 This means that in the years to come the way people search for information, connect and share online will be different.
- 2 Quickly, it worked so well that Mark decided to drop out of the university to dedicate himself completely to the development of his company.
- 1 Recently, in 2010 the famous Time magazine chose Mark as Person of the Year.
- 3 More recently Mark had to face hard critics on privacy issues and the policies of his company.

6. Read and choose the correct expression.

In a short time / Soon / **Currently** the social network I use is Facebook. I enjoy facebooking. **Before** / **When** / **At the beginning** I have free time, I see pics of my friends and write quick messages on their walls and, of course, I play games. **Two years ago** / **In the years to come** / **Now**, my favorite social network was My Space because all my friends had their accounts there. **At an early age** / **Recently** / **When** I started to have problems logging in and I got bored. So I signed up with Twitter but I don't use it much. I think I'll keep facebooking!

7. Write a paragraph about a website or social network you use.

Explain past, present and future interests, motivations, obstacles or joys using it.

Answers may vary.

Reading Strategy

Use context clues to discover what comes after or before these sentences.

Writing Strategy

Use these expressions to attach ideas smoothly and to signpost the chronological sequence of events.

At an early age, Mark showed great talent for computers.

In the year 2007, Facebook became the leading social network.

When he started / finished...

Recently, currently, eventually...

Before / after...

Finally...

flickr



facebook

LinkedIn

Project Stage 3

- Organize chronologically the information about the person you chose.
- Create a visual presentation for this information.

E.g. *At an early age, Justin Bieber began to play the piano. In the year...*



Lesson 4

I Have the Knack!

1. Complete with the expressions below by listening to the dialogs.

Speaking Strategy

Use "I mean" to clarify your ideas.

Word Bank

- do it for kicks
- live wire
- worlds apart
- Facebook
- have the knack

Conversation 1

Bonny: Look at this picture I took!

Alan: It's great! **I mean,** _____
you have the knack (a). Why
 don't you _____ *facebook* (b) it?

Bonny: No, it's not really good.

Alan: Come on! It's great. Just
 _____ *do it for kicks* (c). Everybody

is going to enjoy it.

Bonny: All right!

Conversation 2

Ted: Let's invite the new guy to
 be part of our team. He's a real
 _____ *live wire* (d).

Lynn: What do you mean?

Ted: **I mean** he's enthusiastic and very
 energetic.

Lynn: Yeah, but we don't have anything in
 common. We're _____ *worlds apart* (e).

Ted: Come on, give him a chance.



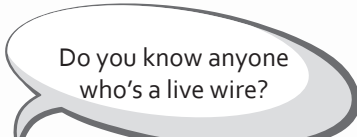
2. Match these idioms with their meanings.

- | | |
|---|---|
| <ul style="list-style-type: none"> a. to be worlds apart b. to facebook c. to do something for kicks d. to be a live wire e. to have the knack | <ul style="list-style-type: none"> c 1. to do something for excitement or fun e 2. to have a talent to do things easily d 3. to be an energetic and enthusiastic person b 4. to post something on Facebook a 5. to have different ideas, tastes and interests |
|---|---|

3. Complete with information about you.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Things I like to do for kicks • People I know that are live wires • Things I or friends do when facebooking • People I know that are worlds apart | <ul style="list-style-type: none"> Reason _____ Reason _____ Reason _____ Reason _____ |
|--|--|

4. Share with a partner.



Speaking Strategy

Integrate idiomatic expressions into your daily communication.

Reflect on Values

	Always	Sometimes	Never
■ I have role models that nourish my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I choose the people I admire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I respect my friends the way they are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gap Activity

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



Lesson 4

I Have the Knack!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to communicate using idioms, to exchange information in gap activities and to give a formal presentation.	<ul style="list-style-type: none"> Uses idiomatic expressions to describe people. 	Vocabulary <i>to do something for kicks.</i> <i>to facebook</i> <i>to have the knack</i> <i>to be a live wire</i> <i>to be worlds apart</i>	Using <i>I mean</i> to rephrase what he/she have said

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

Have students compete in an idiom race. One participant from each group runs to the board to write an idiomatic expression they know. Give groups 60 seconds for them to come up with as many expressions as they can. Then challenge them to explain those expressions or mention concrete situations in which they would use those idioms.

PRESENTATION **V L** Track 13

1. Complete with the expressions below by listening to the dialogs.

Ask students to explore the pictures in order to understand the situations. Remind them to read the conversations and the idioms. Go over them with the students. Have them do some predicting or guessing just for fun. Then play the audio and have students check their answers. **At this point students should not be given any translations. They're getting acquainted with the expressions in context. They should be encouraged to interpret the meaning of the expressions.**

PRACTICE **L I**

2. Match these idioms with their meanings.

After students match the definitions and idioms, have them practice explaining them by using the expression presented in the Speaking Strategy: *I mean*. You might like to model the strategy so students see how to deal with situations in which they have to explain.

EXTRA IDEAS

Write this conversation on the board and model an example with a volunteer. Encourage students to personalize the idiomatic expressions by using real and meaningful contexts.

A: *I am going to be a pro soccer player one day. I have the knack.*

B: *The knack? What do you mean?*

A: *I mean, I have a talent for soccer.*

B: *Oh, I get it! Yes, you do.*

APPLICATION **L I**

3. Complete with information about you.

Invite students to get in groups of 3, write and share the information they wrote. Remind them to be spontaneous. They should not only read but also explain their answers. Challenge them to report interesting information at the end of the exercise.

4. Share with a partner. **I**

Have students role-play short dialogs, like those of the conversations containing the idioms focused on in the lesson.

Reflect on Values **L I I**

Invite students to explore the idea of role models, respect and personal decisions. Have them name people who could be role models and how they influence others. Guide them in reflecting that sometimes people follow role models that are influenced by the media. Finally, remind them that no matter how different we are, respect is always the most important quality to show. After the reflection, have them check the grids and invite volunteers to explain their answers.

Gap Activity **L K I**

Tell students to get in pairs and assign roles for each student. Explain to students that each person has a part of the information. They share it by being asked the corresponding questions.

Share Your Project

1. Discuss your experience.

Get students in groups and encourage them to answer these questions honestly. **Clarify ideas by telling students to talk about the positive things of people at school.** Then compare their answers with the options in the book: *How many are similar answers? What aspects seem to be more important? Engage students in deciding what's the most and the least important aspect (clothes, achievements, etc.).*

a. What did you find inspiring about your classmates?

Ask students to work individually and think of the positive things they can find in working with their classmates and how they can be inspiring for him/her.

b. According to your experience, identify and rank (5 - most, 1 - least) how important these personality types are when working in groups.

Have them practice some debating skills by asking: *Who's better to work with: a nature lover or a tech-head? What's better to be: similar or different?*

c. Check what you learned (L) or need to learn (NL).

Go over the items and help students explain how they learned those things.

d. Evaluate your process.

You can have the students write a reflection about this issue in a journal, learning blog or forum. Invite everyone to read those blogs and make comments on the reflections.

2. Read and answer. Track 14

Invite students to read the paragraph out loud and practice some diction and speed. Ask them to answer the questions to check comprehension and reflect on the idea of: *labeling vs. the fact of being unique as human beings.*

3. Give Your Presentation.

Assign some time for students to organize their presentations. Go over the Useful Expressions and remind them of the importance of signposting. **Explain that people signpost when they want to set out the stages of a presentation and orient the listener's attention.** Walk around the room providing help as needed. Remind students to speak clearly, look all people in the eyes and stand up straight. **Have them rehearse how they will use their visual prompts correctly.**

Share Your Project

1. Discuss your experience.

a. What do you find inspiring in your classmates?

 their looks
 their personalities

 their talents
 their clothes

 their achievements
 other: _____

b. According to your experience, identify and rank (5 - most; 1 - least) how important these personality types are when working in groups.

 the leader
 the brainy one

 the joker
 the eco-friendly person

 the rebel
 other: _____

c. Check what you learned (L) or need to learn (NL).

 to accept my partners just as they are
 to look for creative ways to solve problems
 to share ideas

 to help my partners
 to take the initiative

Answers may vary.

d. Evaluate your process.

- I contributed interesting and relevant information.
- I had a positive attitude about the activity.

Always

Sometimes

Never



2. Read and answer.

Understanding personality and people's preferences is an important issue for many different professionals. Psychologists, teachers, researchers, marketers, etc. use labels to fit people into certain descriptors such as *tech-heads*, *rebels*, *nature lovers*, etc. These descriptors are used for example to target a product (a book or piece of clothing) or to discover the important characteristics of outstanding people who have made a difference in the world. Unfortunately, sometimes people label others to place them in boxes and limit their growth. For instance, when a characteristic of an individual is over-generalized and projected into a group, e.g. "all tech-heads are addicted to the net." In short, even when individuals are easily identified and labeled, everybody is unique.

- What's the reason that people are labeled?
- Why do you think labeling limits people's growth?
- Why do people pay attention to the lives of others?

Answers may vary.

I love technology.

Give your Presentation

- Give a basic introduction of the person you chose and his / her personality.
- Talk about the different aspects you investigated.
- Explain clearly why you chose that person as someone who inspires you.
- Give biographical information to illustrate those aspects.

Useful Expressions

- **To Introduce the group:** Good morning, this is my group ... I'm ... and this is...
- **To introduce the topic:** We're going to talk about...
- **To list one of the many qualities of the person:** We admire this person because for one thing,...
- **To give reasons:** He's our VIP (very inspiring person) because...

I love nature.





Becoming Your Dream!



Listen and read.

1. One day, Gina discovered her passion was music! She loves listening to music and going to concerts.

I want to become a great singer!

I need to look trendy!

2. In class Gina daydreams too much.

This is my opportunity!

3. That day, Gina is not satisfied with her image. It took time.

Look! The Trendy Rockers are looking for a guitar player.

4. When she arrived at the club, the audition was already over. They found someone else.

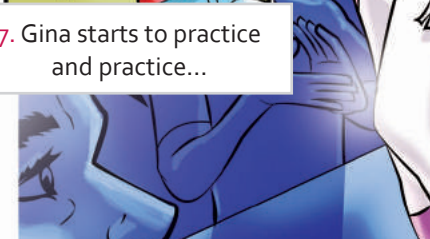
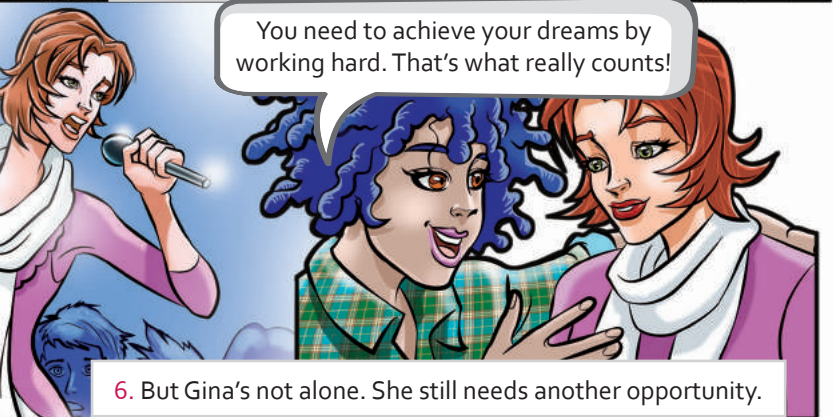
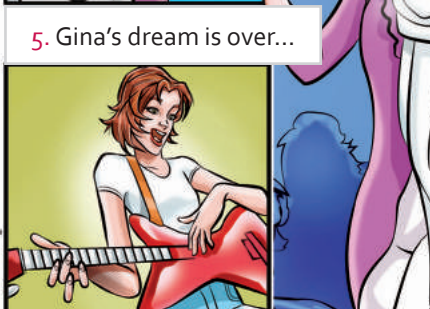
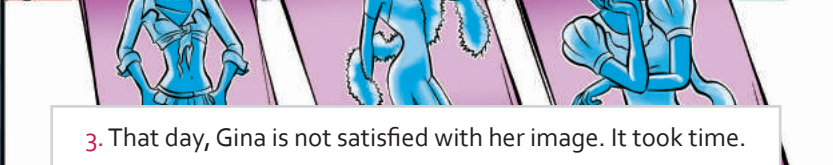
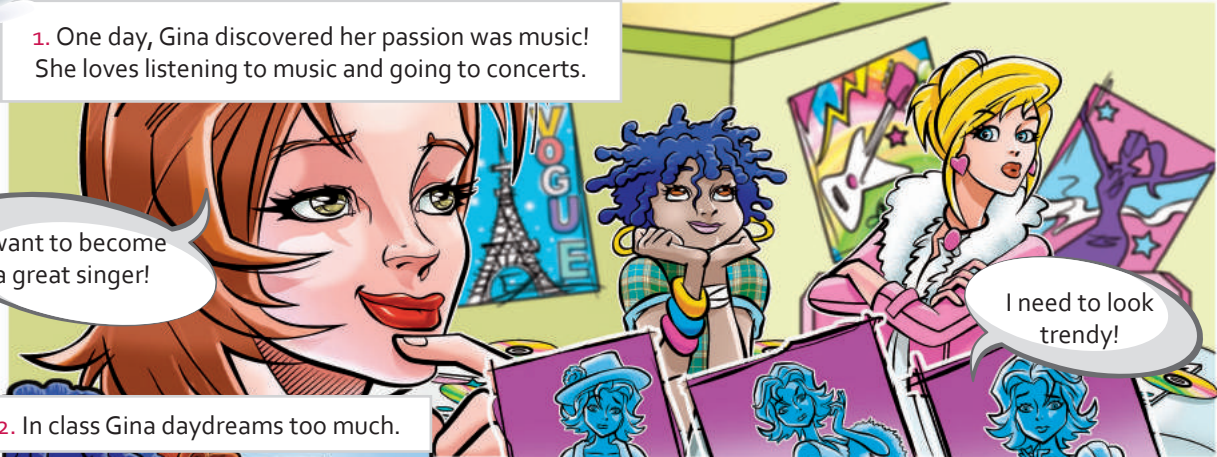
You need to achieve your dreams by working hard. That's what really counts!

5. Gina's dream is over...

6. But Gina's not alone. She still needs another opportunity.

7. Gina starts to practice and practice...

8. Finally, she's going to be a great singer!



Becoming Your Dream!

Listen and Read.

Pre-Reading (books closed)

Call students' attention to the title of the comic. Write it on the board and invite them to make some predictions.

While-Reading Track 15

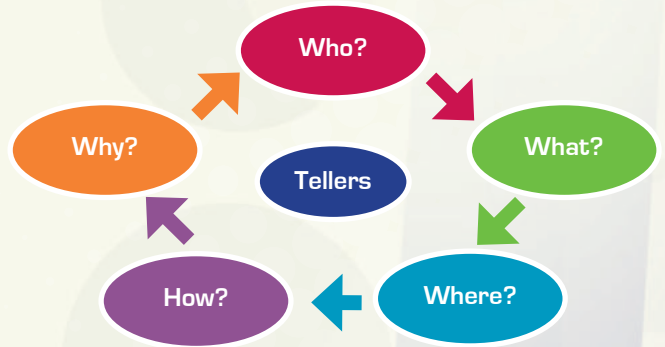
Have students open their books and read the comic silently and individually. Remind students to sit comfortably. Have them look at the pictures carefully so that they can understand better. Encourage students to read the complete story without stopping to look up new words. Ask them to highlight words they don't understand. Tell them you'll discuss them the second time they read the story.

Post-reading

Have students answer these comprehension questions: *What's Gina's passion? What does she enjoy doing? What happens at school? Why is she trying on clothes? What happened when she arrived at the club? Why was she late? What did she learn from the experience? How did she become a rocker?*

EXTRA IDEAS

Invite students to tell the story with books closed. Have them role-play the story and add more information. To make it into a play, have them create a complete script by doing the following dynamics:



Draw this diagram on the board and select a couple of stronger students to be the narrators of the story. Divide the class into groups and assign each group a *wh*-question. Groups will be in charge of creating questions that help clarify the ideas the narrators have. Ask narrators to add more ideas to the story. Once an idea is given, challenge the groups to explore those ideas by asking logical questions: e.g. *The gypsy rocker went on a reality show and she became famous.*

Who group: *Who became famous? Who helped her?*

What group: *What did she do exactly? What happened after that?*

Where group: *Where did she go?*

How group: *How did she become famous? How did she feel when she became famous?*

Why group: *Why did she become famous?*

Invite all students to make notes and at the end put together the story by inviting everyone to re-tell it using the notes they made.

Quiz Time

Before the test

Before students begin the quiz, invite them to use all the strategies they know of to complete a test like this one. Before answering, look at the pictures, read the questions, predict information and use background knowledge. Encourage them to do it on their own. **L V I**

1. Listen, read and check the correct boxes.

L  Track 16

This exercise helps you assess students' understanding of conversations about styles, preferences and future plans. Remind students to read the information before listening. Challenge stronger students to get extra information from the conversations.

2. Choose the best option. **L**

This exercise helps you assess vocabulary and the uses of suffixes. Remind students to read all the answers before choosing one.

3. Complete this paragraph with the correct verb combination. **L**

This exercise helps you assess verb patterns with the gerund and infinitive.

4. Complete the questions with the correct auxiliary verb. Match them with the questions.

L

This exercise helps you assess the use of auxiliaries in the present, past and future. Tell students to read the questions and the answers fully so they get a better idea of the kind of auxiliaries they need. Should students use their preferred approach for this exercise. First, they can either complete the questions or match them with the answers.

Self-Evaluation **L I I**

Have students read the Self-Evaluation chart. Tell them to complete it and share the answers with their classmates. Invite students to illustrate each of the descriptors with examples.

To help weak students and challenge the stronger ones, you might like to have the stronger ones explain the topics to their classmates.

Glossary

Have students use the Glossary to develop dictionary skills. Invite students to go over the words identifying the information provided by the Glossary. You might like to go over the pronunciation and add some interesting examples or elicit examples from students.

Game 1 **L K**

Divide the class into two groups, say a word out loud from the Glossary and have students find the word in the context where it was used. Then invite the students from the same group to say the kind of word it is or the corresponding synonym.

Game 2 **V L**

Invite students to go over the Glossary and study it for some time. Have them close their books, and challenge them to remember the words by giving a definition and asking them to think of the corresponding word.

Game 3 **L V I M**

Students use the pictures and the words from the Glossary to create a story. When they're ready, they tell the story out loud in front of the class, but instead of saying the word, they pause or make a funny noise. The other students have to say the missing word.

Game 4 **L I**

Play Dictionary

Students should select a word from the Glossary and give 3 different definitions for the students of the opposing group to guess.

EXTRA IDEAS **V L K**

You might like to have students create their own glossaries based on their interests and the new vocabulary that appeared in their presentations and project. Have them use the glossary of the book as a model. Invite students to do the corresponding glossary activities on pages 93 to 98.

Quiz Time



1. Listen, read and check the correct boxes.

	Kevin	Joe	Nick
a. He enjoys wearing trendy clothes.		✓	
b. He likes nature and loves being outdoors.			✓
c. He's a tech-head.	✓		
d. He will write a book about his life.		✓	
e. He'll go solo or create his own band.			✓
f. He'll travel around the world.	✓		



2. Choose the best option.

- a. Mike is really artistic. He dances and sings beautifully.
1. artistic
 2. brainy
 3. stylish
- b. At an early age, Natalie showed her energetic personality. She's a real live wire.
1. eco-friendly teen
 2. stylish girl
 3. live wire
- c. Go-getters tend to be competitive. They love to compete and win.
1. competition
 2. competing
 3. competitive
- d. Eco-friendly teens are very committed to animal and conservation causes. They always help animals in need.
1. Trend-setters
 2. Eco-friendly
 3. Brainy

3. Complete this paragraph with the correct verb combination.

What's my brother like? Well, for one thing, he's extravagant and the typical rebel. Rebels are (a. be) freedom lovers. He likes look (b. look) different. He's very smart, though. He's interested in knowing (c. know) all the different views, but he enjoys creating (d. create) controversy. Recently he decided to be (e. be) more relaxed and friendly.

He plans to study (f. study) ecology at the university. My parents think he'll become (g. become) a great professional.

4. Complete the questions with the correct auxiliary verb. Then, match with the questions.

- a. What do you enjoy doing?
- b. How old were you when you began to practice taekwondo?
- c. What will you do next year?
- d. What are you interested in learning?
- e. Why did you decide to become a vet?
- b 1. I was 8 years old.
- a 2. I enjoy surfing the web and chatting with friends online.
- d 3. I'm interested in learning languages.
- e 4. Well, for one thing, I love animals.
- c 5. I will keep studying drawing. It's my thing.

Self-Evaluation

Now I can...

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

Very Well

OK

A Little

Glossary

A – E

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

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

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

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



F – N

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

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

goal²: n. the space between the two posts where the ball should score (in soccer, hockey, etc.).



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

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

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



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

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

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

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

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

resemblance: n. similarity.

risk: n. a potentially dangerous or difficult situation.

successful: adj. having achieved goals.

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

trekking: n. an activity in which people go on adventurous walks.



U – Z

wiki: n. a website with software that allows many web pages to be interlinked and gives people in general the possibility to edit the entries.

Colloquial Expressions

For one thing: the first of many possibilities.

Go for it: you can do it.

To be a live wire: to be an energetic and enthusiastic person.

To be worlds apart: to have different ideas, tastes and interests.

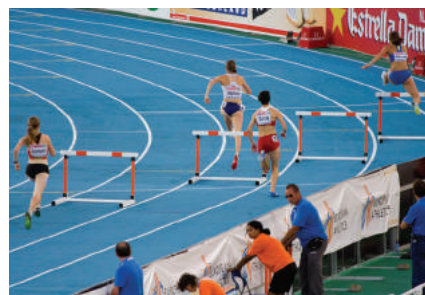
To do it for kicks: to do something for excitement or fun.

To facebook: to post something on Facebook.

To have the knack: to have the talent to do things easily.

O – T

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





Unit 1

Glossary Activities

1. Label the pictures.



trekking



coach

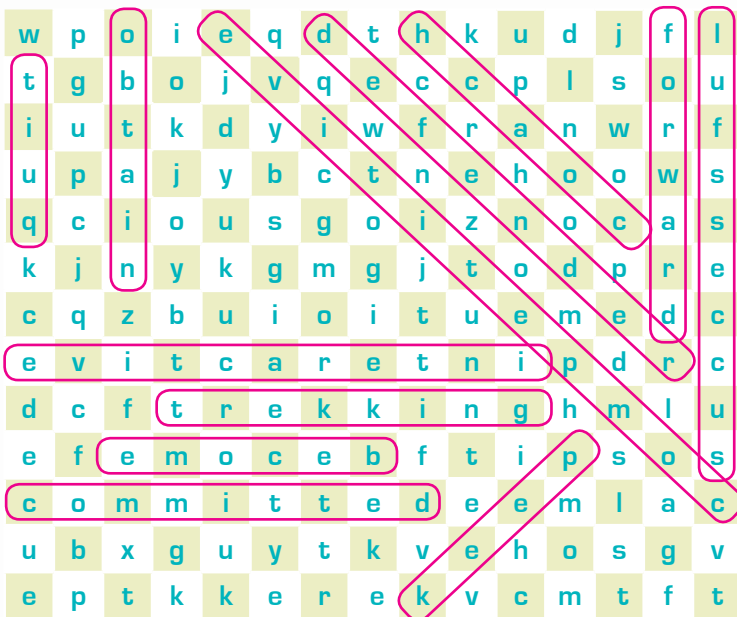


goal



defender

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



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

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

NOUNS	VERBS	ADJECTIVES
<i>forward</i>	<i>quit</i>	<i>successful</i>
<i>trekking</i>	<i>obtain</i>	<i>interactive</i>
<i>defender</i>	<i>become</i>	<i>committed</i>
<i>coach</i>	<i>keep</i>	<i>competitive</i>

4. Complete the sentences.

- a. Leonel Messi plays as **f orwar d**.
- b. The **c oac h** gave the players clear instructions to win the match.
- c. If you love outdoor activities and the mountains, you'll enjoy **t rekkin g**.
- d. He was a **s uccessfu l** student. He got good grades in all subjects.
- e. If you don't succeed at first, **k ee p** trying.
- f. People who play sports are usually very **c ompetitive**. They love competition.

2 Experience Culture!



Skills

CEF Standards

Indicators

Listening
Comprehension

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

- Identifies the final sounds of regular verbs in the past and participles.
- Identifies the principal ideas in short conversations about learning experiences.
- Identifies key words to get relevant details (days, numbers, places).

Reading
Comprehension

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

- Previews the text by focusing on familiar words.
- Identifies key ideas.
- Works out meaning using context.

Oral
Interaction

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

- Offers advice on simple learning matters.
- Sustains a conversation about learning experiences using simple vocabulary and some fixed expressions.
- Plans what to say and how to say it considering the effect on the audience.
- Uses *that is* to explain or give more detailed information.

Oral
Expression

Can narrate experiences and events giving brief reasons and explanations.

- Expresses and connects his/her ideas in a reasonably clear way when describing his/her or someone else's experiences.
- Gives recommendations and advice to improve people's learning experiences.
- Plans what to say and how to say it considering the effect on the audience.
- Uses fixed expressions and appropriate body language to convey feelings and meaning.

Written
Expression

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

- Gives reasons to support opinions.
- Connects ideas using connectors of similarity and contrast.
- Writes a review following a set of steps.

2 Experience Culture!



▶ General Objective

You will be able to talk about your most significant learning experiences in the context of cultural literacy.

▶ Communication Goals

You will learn how to

- ask and answer questions about experiences.
- talk about the length of experiences.
- recommend cultural activities like reading and going to museums.

▶ CLIL

- Learning Experiences: traveling, languages, sports, camps and hobbies.
- Cultural Literacy: going to museums, attending lectures, learning dances, reading books, seeing art films and going to concerts.

Vocabulary

- Vocabulary related to different types of cultural activities and learning experiences

Grammar

- Present Perfect tense in affirmative, negative and interrogative forms
- Since / for
- Yes/no questions and wh-questions in the Present Perfect tense

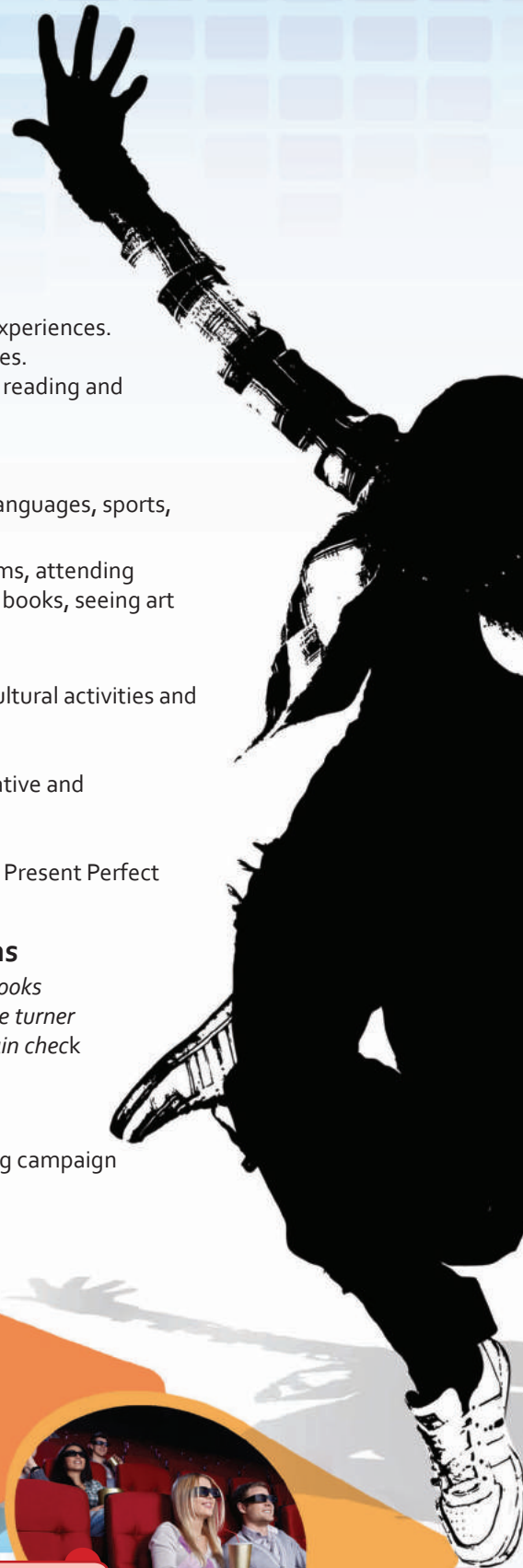
▶ Idioms and Colloquial Expressions

- *That is*
- *That's awesome*
- *To be in the same boat*
- *To hit the books*
- *To be a page turner*
- *To take a rain check*

▶ Project

A Learning Campaign

You will work in groups to carry out a learning campaign promoting cultural literacy.



Discuss:

- Do you like going to museums, libraries or cultural centers? Why?
- How can these places contribute to a person's education?
- Do you know of free exhibits in your town?



Lesson 1

What Have You Done Lately?

1. Look and complete. Use the Word Bank.

Word Bank

- taken up
- attended
- been (2)
- studied
- participated



a. She's **been** abroad for two weeks.



c. They've **studied** a foreign language for two months.



e. They've **taken up** karate since February.



b. I've **attended** a workshop at the museum since December.



d. They've **been** members of a dance group for more than a year.



f. We've **participated** in a reading campaign since January.

2. Complete the chart. Listen and check. Then complete the grammar chart.

	REGULAR VERBS			IRREGULAR VERBS		
Present	travel	support	study	take	go	be
Past form	<i>traveled</i>	<i>supported</i>	<i>studied</i>	<i>took</i>	<i>went</i>	<i>were / was</i>
Past participle	<i>traveled</i>	<i>supported</i>	<i>studied</i>	<i>taken</i>	<i>gone</i>	<i>been</i>

Vocabulary Strategy

Identify the verbs that have the same form in the Simple Past tense and Past Participle form.

3. Listen and match each conversation with the situations in exercise 1.

- Conversation 1 **c**
- Conversation 2 **d**
- Conversation 3 **a**
- Conversation 4 **b**

Reflect on Grammar

Present Perfect tense

I	have		
You	have	been	a member of this museum
She	has		

for 2 weeks.

Use the Present Perfect tense for:

- a. completed actions (started in the past, finished in the past)
- b. uncompleted actions (started in the past, continue at present)

4. Circle an option to make these sentences true for you.

- a. I **have / haven't** taken up a sport or hobby.
- b. I **have / haven't** been abroad.
- c. My mother **has / hasn't** studied English.

Answers may vary.



Lesson 1

What Have You Done Lately?

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to talk and ask about learning opportunities and cultural literacy experiences.	<ul style="list-style-type: none"> Asks and answers questions about experiences. Describes the length of experiences. Recommends cultural activities like reading and going to museums. 	<p>Vocabulary road, to study a foreign language, to take up karate, to attend a workshop, to be a member, to participate in a campaign</p> <p>Expressions that is, that's awesome</p> <p>Structures Present Perfect for actions in an indefinite past that continue in the present</p>	<ul style="list-style-type: none"> Providing additional information Identifying patterns and classifying words

▶ WARM UP (books closed)

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

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

▶ PRESENTATION

1. Look and complete. Use the Word Bank.

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

2. Complete the chart. Listen and check. Then complete the grammar chart.

Direct students' attention to the chart. Point out the two columns (regular and irregular verbs) and the different tenses. Ask students to mention all the things they find different or interesting about the verb patterns. Ask them questions like: *What differences/similarities do you identify? Why do you think they are called "regular" and "irregular" verbs?* Have a volunteer read the Vocabulary Strategy and invite students to complete the chart. Encourage them to correct any mistakes while listening. Invite students to practice pronunciation by listening to the audio and repeating as many times as necessary.

▶ EXTRA IDEAS

Elicit more present, past and participle forms and write the list on the board. Make students organize them according to similar sounds, similar patterns and verbs that do not change their past and participle form. Encourage students to discover the patterns themselves.

▶ PRACTICE

3. Listen and match each conversation with the situations in exercise 1.

Lead the students back to the images in exercise 1. Tell them that they are going to listen to four conversations related to some of those images. Play the audio while students look at the images. Then play the audio for the second time, stopping after each conversation to give students time to answer. Discuss the clues that helped them match the conversations with the situations.

4. Circle an option to make these sentences true for you.

Now that students identify the structure and the circumstances involving them, invite students to examine the Reflect on Grammar chart while doing the exercise. Refer students to exercise 1 to complete the rules and make sentences which are true for themselves. Call volunteers to complete the information.

▶ EXTRA IDEAS

Ask students to read the sentences in exercise 4 and choose one option to talk about themselves. Invite students to pair up and share their answers with their partners and as you walk around the classroom. Encourage students to ask follow-up questions: *What sport / hobby have you taken up? Where have you traveled? Where has your mother studied English?* Finally, ask students to report their partner's information.

PRESENTATION 2

5. Listen and fill in the blanks. Then complete the grammar chart. Track 19

Invite students to look at the pictures below the conversations. Challenge them to recognize the places in the pictures. Then have them listen and complete the conversations and confirm their answers.

Ask a few questions to check comprehension after the exercise is done: *Who has practiced karate before? Has Bob practiced karate for more than 2 years? Who is in Paris now? When did she go?*

Invite students to go over the grammar chart. Have them complete it by using the model in exercise 5. Invite some volunteers to explain their understanding of *since* and *for* using a graph. Refer students to page 100 for more information. In this section students will be challenged to explain the use of these words by themselves but you should guide them with these questions: *What kind of information goes after "since"?* (specific date: January, 1997, Monday or specific event: since I moved to town.) *What kind of information goes after "for"?* (the period of time: 3 days, 4 months, 1 year)

Key Expressions

Draw students' attention to the Key Expressions box. Have students tell you how this expression was used in the dialog. Have them create a similar dialog using the Key Expression.

Model an example: *I'm the best student in my class! Congratulations. That's awesome!*

Promote its use by asking students to perform small conversations in pairs where they might use the expression. Encourage students to imitate correct intonation, linking and to support the verbal discourse with the correct body language.

Pronunciation Track 20

Guide students through the pronunciation of contractions and the pronunciation of the reduced form of *have*. Repeat with them several times until they pronounce properly. Have students practice more by reading out loud the conversations from exercise 5 in pairs. Monitor as you walk around. Do individual and choral repetition.

PRACTICE 2

6. Unscramble the sentences and complete with your information.

Invite them to put into practice what they have just learned. Tell them to put the questions in the correct sequence and complete the answers with their own information. Remind them to go over the answers first, to get a better idea of the questions' structure in these four conversations.

EXTRA IDEAS

Create more examples of scrambled questions and assign one word per person in groups. Have them go to the front and organize themselves according to the position of their word in the sentences. Look at the time to see which group does it first.

7. Ask and answer the questions in exercise 6 with a partner.

Invite students to create a role-play, elaborating on the conversations in exercise 6. Invite some volunteers to perform in front of the others and encourage peer correction. Remind students of the contractions and reductions of the auxiliaries *have* and *has*. In addition, draw students' attention to the Speaking Strategy and encourage its use. Provide a personal example. Write on the board:

A: *How long have you been a teacher?*

B: *I've been a teacher for ten years, that is, since I graduated from university.*

Project Stage 1

Explain to students the overall purpose of the project. They should create and carry out a campaign to promote the cultural learning of the students in their class or school. It will be carried out in groups. Each group will be in charge of promoting a specific aspect or cultural event. Before groups begin to work, explore the concept of campaigns with the students. Invite students to share their understanding and experiences with campaigns. Read exercise 3 on page 29 if they lack knowledge.

Give an example of a possible campaign.

Campaign: Healthy Eating Campaign

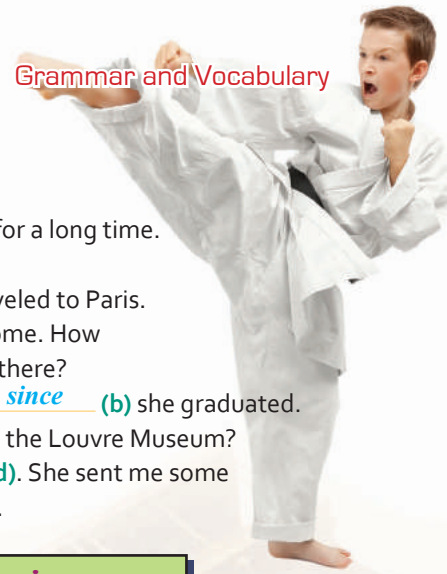
Purpose: to invite people to reflect on their eating habits.

Methodology: investigate good and bad eating habits.

Actions: make people conscious of bad habits that are present by creating posters, interviewing people, showing movies or documentaries, asking people questions to make them reflect, etc.

Ask students to get into groups and list activities that promote cultural understanding and learning. Provide a model for students to elaborate on: *going to concerts, reading books, traveling*. After students make a list of 8 or 10 activities, have each group come up with questions to investigate if their classmates have had these experiences. After they finish, tell them to go around the classroom asking their classmates if they have done any of them. Based on this information, students should start creating their campaigns. Remind them to use the result of this activity in the presentation. As a conclusion, invite groups to choose an aspect or event they would like to promote, taking into account their findings. Write a model sentence on the board for them to follow:

We have chosen "a reading campaign" because we found that students haven't read books for a long time.



5. Listen and fill in the blanks. Then complete the grammar chart.

Conversation 1

Ann: Hi! I'm new to this group.
Bob: Welcome to the group! Have (a) you taken karate before?
Ann: No, I haven't (b). I'm just curious. Have you been (c) a member for a long time?
Bob: Yes, I have (d). I' ve (e) been in this group since (f) January last year! That is, for (g) 20 months or so.
Ann: That's awesome!

Conversation 2

Al: I haven't seen your sister for a long time. Where is she?
Sarah: She's abroad. She traveled to Paris.
Al: To Paris? Oh, that's awesome. How long (a) has she been there?
Sarah: She's been abroad since (b) she graduated.
Al: Has (c) she visited the Louvre Museum?
Sarah: Yes, she has (d). She sent me some pictures. It's a great museum.



Pronunciation

Contraction of have and has
 I've been abroad.
 She's been abroad.

Reduction of have
 How long have you been here?

Key Expressions

That's awesome! It's great!

Reflect on Grammar

Questions

Have you taken karate? Yes, I have . / No, I hasn't .
Has she visited the Louvre Museum? Yes, she has / No, she hasn't.

How long has she been there? Since she graduated
 For two weeks.

Use How long to ask for the duration of the activity.

Use for to indicate a period of time.

Use since to indicate a point in time.

6. Unscramble the sentences and complete with your information.

A: long / have / you / How / studied English / ?

How long have you studied English? (a).

B: I have studied English for _____ (b).

That is, since _____ (c).

Answers may vary.

C: I've been in this dance group for _____ (d).

That is, since _____ (e) and you?

long / have / been / you / in / your group / How / ?

Answers may vary.

How long have you been in your group?

(f).

D: I've been in my group since _____ (g).

That is, for _____ (h).

Answers may vary.

E: Martha is my best friend.

F: Really? long / been / she / your friend / How / has / ?

How long has she been your friend? (i)

E: Since _____ (j).

7. Ask and answer the questions in exercise 6 with a partner.

How long have you studied English?

I've studied English for 2 years. That is, since I began to study here.

Speaking Strategy

Use "that is" to explain or give more detailed information.

Project Stage 1

- Get in groups and think about learning activities for teens.
- Investigate if students in your class have done these activities.

E.g. *Some students have practiced martial arts.*



Cultural Literacy for Everyone



1. Read, listen and complete. Use the Word Bank.

Discover how culturally literate you are! How much knowledge have you acquired lately?

Name: Linda Diaz

Age: 14

Word Bank

- attend
- take up
- meet
- see
- be



- | | Yes | No | If yes, which one? |
|---|-------------------------------------|-------------------------------------|----------------------------|
| a. <i>Have you read</i> _____ a good book recently? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <i>Sophie's World</i> |
| b. <i>Have you tried</i> _____ any new dish or food? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| c. <i>Have you taken up</i> _____ a new sport or hobby? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <i>spinning</i> |
| d. <i>Have you seen</i> _____ a good movie? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <i>can't remember</i> |
| e. <i>Have you met</i> _____ new people? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| f. <i>Have you been</i> _____ to museums or exhibits? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <i>Metropolitan Museum</i> |
| g. <i>Have you attended</i> _____ any special event? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <i>a concert</i> |

Grammar Strategy

Use *yes/no* questions to approach a topic. Use *wh*-questions to go into details.



2. Listen again and fill in the blanks with time expressions and adverbs of frequency. Then complete the grammar chart.

- a. I *read* *Sophie's World* *last year*. It was very interesting. I haven't read any other book since then.
- b. I've *always eaten* the same snacks. I'm picky when I eat. I eat only what I like.
- c. I *ve practiced* spinning *just couple of times*.
- d. Yeah. I saw an excellent movie *yesterday afternoon*. I can't remember its name, though.
- e. I have some friends at school and in the neighborhood. I *haven't met* anyone *lately*.
- f. Yes, I have. The school *took* the whole class to the Metropolitan Museum like *a year ago*.
- g. I *ve been* to concerts *many times*. For example, my friends and I went to a great concert last month. We only go to reggaeton concerts.

Reflect on Grammar

Present Perfect vs. Simple Past

Present Perfect

I've been to concerts *many* *times*.

Simple Past

I went to a great concert *last* *month*.

The **Present Perfect tense** is used for actions that happened at an indefinite time in the past or actions that are repeated.

The **Simple Past tense** is used for actions that happened at a definite time in the past and are finished.

3. Take the test with a partner.

Take turns asking and answering the survey.





Cultural Literacy for Everyone

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to give advice about how to improve or achieve cultural literacy.	<ul style="list-style-type: none"> Talks about goals, past experiences and lifestyles. Describes important events in people's lives. 	<p>Vocabulary attend, take up, participate, visit, meet, see. That's awesome!</p> <p>Structures Simple Past tense for finished actions in contrast to Present Perfect tense for actions in an indefinite past that may continue in the present. Gerund and infinitive verb combinations.</p>	<ul style="list-style-type: none"> Providing additional information Using <i>yes/no</i> and <i>wh-questions</i> Identifying general and specific information Paying attention to key words to identify relevant details Previewing information

WARM UP (books closed)

Write the numbers 1 to 20 randomly around the board. Tell students they have to match the present and participle forms of the verbs seen last class. Write a list of verbs for your reference:

1. go 2. see 3. take up 4. visit 5. be 6. travel 7. attended 8. do 9. participate 10. study 11. taken up 12. participated 13. traveled 14. seen 15. gone 16. been 17. studied 18. done 19. visited 20. attended

Divide the class into two groups, make sure all books and notebooks are closed and no one has a pen or pencil in their hands. Then invite a member of a group to say two numbers. Say out loud the answers for those numbers for everyone to hear. The group gets a point if they find the matching pair. If they do, they continue playing. If they don't find the pair, it's the next group's turn. Cross out the numbers that have been found. Invite students to predict the forms of the verbs before calling them out.

PRESENTATION 1

1. Read, listen and complete. Use the Word Bank.



Invite students to describe the kind of text it is. Have them read the heading, look at the picture and ask some preliminary questions:

What kind of text is this? (an online survey or questionnaire)

Where would you find a text like this? (website for teenagers, educational website)

What's the topic of the questionnaire? (cultural literacy and learning experiences)

You might like to explore the concept of cultural literacy and invite students to give their own ideas. You can add to

this by explaining that in order to understand and interact in an adequate manner with people from another culture it is important to have some knowledge of their values, beliefs system and customs. When people do that, they tend to develop cultural skills such as tolerance, respect, foreign language proficiency and are more aware of similarities and differences among cultures. This kind of knowledge is acquired through many experiences such as reading, learning languages, traveling, interacting with people and being in contact with their cultural expressions (movies, music, art, etc.). Invite students to name more ways to improve cultural literacy.

EXTRA IDEAS

They can prepare a presentation about cultural literacy to show in front of the class. They can even interview or invite someone with that kind of experience and have a discussion in class.

Then invite students to look at the questions and predict the part of the sentence that is missing for sentences 1 and 2. Go over the Word Bank and play the audio. Students should tick the appropriate box. Tell students that they will listen again and they should complete the information for questions with a yes answer. Point out the Grammar Strategy and invite students to be attentive to the details and the extra information.

EXTRA IDEAS

Challenge students to come up with an appropriate *wh-question* to replace the *which one question*, e.g. Sophie's World: *What book has she read recently?* You may prepare the answers beforehand in an appealing way and play a Jeopardy game during class, granting points or prizes to students.

2. Listen again and fill in the blanks with time expressions and adverbs of frequency. Then complete the grammar chart.

L **V** **M**  Track 22

Explain to students they will listen to the audio again to complete the sentences. Tell them they should be focusing on the forms of the verbs, as well as the time expressions and adverbs of frequency. Play the audio and give students time to complete. Play the audio twice if necessary. Invite students to examine the Reflect on Grammar chart. Remind them to refer to the exercise 2 model to complete the box. Provide time to complete and call volunteers to go over the information. Invite students to give you a personal example using the Present Perfect and Past Simple model: *Last year I went to San Felipe island. I've been there only one time.* Invite the whole class to evaluate the answers and provide peer correction.

PRESENTATION 2

4. Match these comments to Linda's answers in exercise 2. **V** **L**

Explain to students that the next exercise offers advice to Linda on how to improve her cultural literacy. Invite students to explore the text: its title, picture captions, its main purpose and where it can be found (*recommendations to improve learning experiences and cultural literacy / a set of comments posted in a blog about the survey.*) Invite students to read the different excerpts and match each one to Linda's answers in exercise 1. Check vocabulary comprehension and invite students to underline the different verb combinations they find. After that, point out the Reflect on Grammar chart and have them complete it. Remind students to refer to exercise 4 to complete the box. Guide students through all the verbs and point out that some verbs are followed by a gerund or an infinitive (explain if necessary) and other verbs can be followed by either of them. Provide time to complete and call volunteers to go over the information. For a more complete list of verbs go to the grammar chart on page 99.

EXTRA IDEAS **L** **I** **I**

Ask volunteers to read the excerpts aloud. Remember that reading is a good opportunity to check pronunciation. Invite students to offer more advice and make more combinations. Write some of the verbs on the board and encourage students to recommend things depending on the problem. Write some problems on the board:

She doesn't have friends.

They don't understand people from other countries.

She feels bored all the time.

He shows little respect for old people.

5. Listen to a phone call to the Youth Cultural Center and choose the corresponding poster.

V **L**  Track 23

Invite students to explore the picture in exercise 5. Ask questions: *What's this place?* (a museum). Direct their attention to the three posters and ask: *What activities is it offering?* (workshops, conferences and movies) After that, explain to students they're going to listen to the museum's announcements about its activities for the month and invite them to choose the right poster. Ask a volunteer to read the Listening Strategy, then play the audio for students to identify some of the differences. Have students check their answers in pairs. Remind students that when they preview, they can focus their attention and make connections between what is already known and what needs to be identified. Guide them with questions such as: *What information will you be able to find? What do you need to focus on to complete the exercise?* This way they will know they need to focus on numbers, days and certain activities.

6. Listen again and choose. **V** **L**  Track 24

Help students previewing what kind of information they need to find. This involves reading before listening and establishing beforehand what words may complete the sentences, as well as the most likely options for the multiple choice section. Then play the audio once more and invite them to complete and choose the correct option for each activity. Tell students to concentrate on the target information directing their attention just to numbers and days, and the second time, to the activities. This way they will not be overwhelmed by the detailed information.

Project Stage 2 **V** **L**

In groups students will vote for an activity they wish to explore in order to promote a campaign.

Once they've chosen the activity they must work in groups to prepare a list of recommendations and reasons to motivate students to get involved in that activity. Remind them to use the grammar structures (verb combinations) they learned in the lesson. They should now start identifying the different steps and tasks they need to come up with a campaign. They should think about a way to promote their recommendations.

4. Match these comments with Linda's answers in exercise 2. Then complete the grammar chart.

Comments

Dare to be different!

☰
☐
✕

a. Webhelper Monday 14th f

Consider doing this activity more often. In a family reunion suggest going to museums and cultural events.

b. Friendly surfer Tuesday 15th b

Avoid eating the same things. Make your own shopping list and give new things a try. Practice cooking new recipes.

c. Charisma Tuesday 15th g

Dare to be different. Learn to listen to other kinds of music and dance expressions. Be sure to listen to diverse music.

d. ArtMaster 678 Wednesday 16th e

You need to interact with more people. You can start meeting more people by joining hobby groups like theater troupes. Why not? Give it a try!

Reflect on Grammar

Giving Tips!
 Be sure to listen to diverse music.
 Avoid eating the same things.

Followed by gerunds	Followed by infinitives
consider	dare
suggest	learn
avoid	be sure
practice	need
start	

Listening Strategy

Pay attention to key words to identify relevant details.



5. Listen to a phone call to the Youth Cultural Center and choose the corresponding poster.

a

Our cultural center is offering these workshops, conferences and classes.

- Reading workshop
Saturdays at 5:00 PM.
- Conference *Study Abroad*
Saturday at 8:00 AM.
- Course *Learning to Watch Movies*
Mondays, Wednesdays and Saturdays at 4:00 PM.

b

Our cultural center is offering these workshops, conferences and classes.

- Reading workshop
Thursdays and Fridays at 4:00 PM.
- Conference *Study Abroad*
Saturday at 8:00 AM.
- Course *Learning to Watch Movies*
Mondays, Wednesdays and Saturdays at 4:00 PM.

c

Our cultural center is offering these workshops, conferences and classes.

- Reading workshop
Saturdays at 5:00 PM.
- Conference *Study Abroad*
Saturday at 8:00 AM.
- Course *Learning to Watch Movies*
Wednesdays and Saturdays at 4:00 PM.



6. Listen again and choose.

Listening Strategy

Concentrate on the specific information by previewing the information you will need.

Activity	Objectives
Workshop	<ul style="list-style-type: none"> learn to _____ <input type="checkbox"/> a. read fast <input type="checkbox"/> b. read difficult texts <input checked="" type="checkbox"/> c. enjoy reading
Conference	<ul style="list-style-type: none"> give information about _____ <input type="checkbox"/> a. traveling abroad <input type="checkbox"/> b. working abroad <input checked="" type="checkbox"/> c. studying in a foreign country
Course	<ul style="list-style-type: none"> learn how to interpret _____ <input checked="" type="checkbox"/> a. movies <input type="checkbox"/> b. history <input type="checkbox"/> c. photographs

Project Stage 2

- Choose one learning activity per group to promote in a campaign.
- Prepare a set of recommendations for students to get involved in the activity your group is promoting. E.g. *Campaign: Learn to enjoy reading books.*



Lesson 3

Reading to Choose

1. Look at the texts below and label them.

- a. a book review
- b. a web-site review
- c. a workshop review
- d. a summer camp review
- e. a video game review

2. Read these reviews and answer the questions below.

Reading Strategy

Preview the topic by focusing on familiar words.

A. *A web-site review*

This site is one of those websites you will find very useful and entertaining. It has very interesting articles with important advice for young people. You can find topics such as health, school, careers, family and the latest news to enlighten the world of teens. It **also** contains a school section with the links to educational sites that cover plenty of academic topics in depth and accurately. **Additionally**, these articles are written in very simple English so that anyone understands.

On the other hand, you can chat with students all over the world about your homework and your interests. **Unlike** wikis –or any other educational web-sites– MSAE offers the possibility to receive help online by a tutor that is highly qualified and who is ready to help clarify your doubts. I definitely recommend this website to all students who need guidance on their homework and projects.

Stop and think.

What's the author's opinion about the web-site?

- a. The author thinks it's a great site for students who can't do their homework.
- b. The author thinks it's important for students to chat about their homework with students in other countries.
- c. The author thinks the web-site offers interesting services to students with homework problems.

B. *A book review*

I want to share with you a great book that has taught me incredible things. The book is called *Sophie's World*. Its author is Jostein Gaarder, who has written many books for children and young people. *Sophie's World* is a young girl's journey down through the history of philosophy. Through a series of mysteries and the help of a mentor, Albert Kong, Sophie discovers that philosophy is extremely important for people because we,

as humans, need to question the nature of our existence. On her journey she discovers the great philosophers and theories that have shaped human thought. *Who am I? Where do I come from? Where is God?* If you ever wonder about the same questions, you will probably discover some interesting answers and **also** enjoy reading the adventures that happened to Sophie and her friends while learning to think more critically and with a different perspective. I highly recommend this book because it is full of mysteries and knowledge.

Reading Strategy

Understanding Key Ideas

Key ideas are usually rephrased to make the reading more cohesive. Look at the beginning and end of paragraphs to identify rephrasing.

Stop and think.

What's the book about?

- a. The history of Sophie
- b. Sophie's journey while learning philosophy
- c. The history of philosophy



Lesson 3

Reading to Choose!

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to identify and use key ideas to enhance comprehension.	<ul style="list-style-type: none"> ■ Previews to determine the topic of a text. ■ Considers the purpose of the text to better understand key ideas. ■ Writes a review of a product or service. 	Vocabulary Connectors of similarity and contrast: unlike, also additionally	<ul style="list-style-type: none"> ■ Identifying key ideas ■ Previewing reviews ■ Organizing ideas to structure a review ■ Linking ideas with connectors of similarity and difference

WARM UP (books closed)

Bring some of your favorite books and show them to the class. Ask students to choose one book they would like to read. Ask them to explain their choice. Then give a short review of each of the books and ask students to choose again. Did their opinion change? Elicit from them that reviews give people information to help them choose.

Tell students that a **review** is text about someone's opinion about a product or a service. Point out that there are different kinds of reviews. Invite them to name some typical reviews that might be helpful for people to choose: *a movie review, a book review, a video game review, etc.*

Pre-Reading

1. Look at the texts below and label them.

Have students read exercise 1 and the Reading Strategy. Explain that to preview a topic, students can look for familiar words but also they should look at the pictures, the opening lines of the text and any titles or subtitles. Tell students that first they will use the strategy to find out what kind of review is each text is.

While-Reading

2. Read these reviews and answer the questions below.

Invite students to read all the texts silently and thoroughly and then to answer the questions below. Refer them to the strategy and elicit their understanding of key ideas. Explain to them that when they perform while-reading activities, their concentration and comprehension increases due to the fact that they have to achieve a set goal. Explain that key ideas tell them what is really important in the text. Point out that in order to decide what is important, they should have a clear idea of the purpose of the text. Invite them to reflect about a review's purpose. Ask: *What do you think the purpose of these texts is? Is it simply to inform? Is it to persuade? (a review's purpose is to express an opinion about a service or product so that the reader can be persuaded of its benefits or drawbacks.)*

Also explain that in paraphrasing, the same ideas are used, only they are expressed with different words. Remind them to look for synonyms when looking for paraphrased ideas.

What's the author's opinion about the website?

Ask students what they think the author's intention is.

What's the book about?

While students check their answers ask them why they think that is the correct answer. Check if someone has different answers and ask them to support his / her reasons why.

► Post-Reading

Start a discussion on how important reviews are. Ask students things like: *What's your opinion on reviews? Do you read reviews before watching a movie? If someone gives you a bad review about a movie, would you not watch it even if it was a movie you were looking forward to seeing? Where else can you find reviews or similar things?* (Facebook's "I likes"; YouTube video ratings). **L I**

3. Complete the expressions to recommend items, services and events. **V L**

Go over the Word Bank with the students. Remind students to read the sentences before answering. Give them time to do the exercise and then ask for volunteers to read out the answers.

4. Follow the models in the reading and organize these steps to write a review. **V L**

Ask for a volunteer to read the Writing Strategy. Invite students to discuss how to write opinions clearly. Accept their ideas and **tell students that to write clearly, writers should have a purpose and should know what result they want to achieve. They also need a logical development of their ideas.** Then ask them to sequence the different parts of a review according to the models read before.

5. Choose the correct connector. **V L**

Point out that knowing the different parts of a review is not everything they need to write one. They also need to know how to connect their ideas. Invite a volunteer to read out loud the Writing Strategy about connecting similar and contrasting ideas. Ask them to complete the paragraph with the connectors in the box. To check answers, call on a student to read out loud the paragraph to check the answers and pronunciation.

6. Write a review of a product or service. **L I**

Ask students to think about a recent learning experience they have had. Ask the following questions:

Have you been to a nice restaurant recently?

Have you taken up any sports?

Have you seen a good movie lately?

Have you read an exciting book recently?

Have you found any interesting websites?

Have you listened to any new good band or singer?

Then invite a volunteer to recommend it to their classmates. Encourage the student to give the reasons why he/she would like to recommend it. Invite students to do some free writing to explain the reasons. Give students time to complete the task. After they have finished, tell them that now they are going to write the complete review about the item they like and want to recommend. Write the following writing plan on the board to guide students:

Think about the product or service you are going to recommend. List the reasons why you want to recommend it.

Organize your ideas into 3 different parts: introduction (get attention from public while introducing your product); supporting information (state your reasons, providing details to support your ideas) and conclusion (make sure you conclude your argument).

Identify the connectors you need to link all your reasons and opinions. Identify similar and contrasting ideas to choose the adequate connector.

Once all reviews are finished, students can exchange them for peer correction. Some of the best reviews can be posted on a bulletin board.

Project Stage 3 **L V K I**

Students assign the different responsibilities and start planning the strategy they need to use to fully achieve their campaigns. After they have finished, they work once more as a group planning, organizing and rehearsing their presentations.

C. *A summer camp review*

Are you a music lover? Have you ever thought of going to a summer camp where you can meet other young people from different parts of the world and learn how to sing and dance? This is a camp that takes place every year at the Youth Country Center. There you will live with kids from different countries while learning about music and performing. In the camp you will learn popular songs and dances from other countries while you rehearse and prepare for a final performance. You will also take part in sports activities, games and small nature trips. I would like to recommend *Melody Summer Camp* because all these factors make it a perfect place for teens who want to learn music and have fun. It offers an unparalleled experience for young artists.



Stop and think.

What's the author's opinion of *Melody Summer Camp*?

- a. It's important to learn to sing and dance.
- b. Only young artists can enjoy this camp.
- c. It's a great experience for anyone who enjoys music and dance.

3. Complete the expressions to recommend items, services and events.

- a. I definitely recommend this book because of its original ending.
- b. I would like to recommend this movie to all jazz music fans.
- c. This website has an interesting collection of English exercises.
- d. It also contains podcasts and videos to practice your English.

4. Follow the models in the reading and organize these steps to write a review.

- 3 Give a conclusion restating why you recommend it.
- 1 Give your opinion to introduce the topic by making a small comment or asking a question.
- 2 Support your opinion by giving information about the service, product or item.

5. Choose the correct connector.

• also • additionally • unlike

Watching movies is a fun way to spend free time and learn lots of things. Be sure to watch movies with good reviews. I highly recommend going to see good indie movies. Unlike commercial movies, indie movies usually offer different stories to help you see the world from different perspectives. You can also get familiar with foreign customs. Additionally, you will be able to enjoy different actors, actresses and directors.

6. Write a review of a product or service.

- a. Think about a book, movie or learning experience you wish to recommend.
- b. Think about the reasons to recommend it.

Writing Strategy

Reviews are opinions of a product or service.
State your opinion clearly and support it strongly.

Word Bank

- would / recommend
- contains
- definitely
- interesting

Writing Strategy

Connecting similar and contrasting ideas.
Use **also** and **in addition** to give extra similar information about an idea.
Use **unlike** to contrast two nouns.

Project Stage 3

- Assign responsibilities e.g. designing flyers or posters, preparing speeches and slogans.
- Use a strategy to carry out the campaign.
- Rehearse your presentation.





Lesson 4

In The Same Boat

1. Look and match the pictures with the idioms.

1. a real page turner

2. take a rain check

3. in the same boat

4. hit the books



2. Listen and match the idioms with their meaning.

- a. To be in the same boat
- b. To hit the books
- c. To be a real page turner
- d. To take a rain check

- c 1. to be a very exciting novel or non-fiction work
- d 2. to postpone an invitation or plan
- b 3. to study hard
- a 4. to be in the same situation

3. Read and complete the conversations with the correct idiom.

Conversation 1

A: What are you doing this afternoon? How about going out to a movie?

B: Sorry, I have **to hit the books** (a). I have an exam tomorrow.

A: I promise we'll get home early. Have you ever seen *A Brilliant Mind*? It has great reviews.

B: Sounds like a good movie but I'd rather **take a rain check** (b).

Conversation 2

A: Have you read *The Chronicles of Narnia*?

B: No, I haven't. What's it like?

A: It's **a real page turner** (c). It's a fascinating story!

B: Well, I've seen the movie but I haven't read the book.

C: Me too! We're **in the same boat** (d).

A: OK! Some other time! No problem!

4. Complete. Then share with your partner.

I have taken a rain check many times. The last time I took a rain check was

Answers may vary.

I have hit the books...

Answers may vary.

Reflect on Values

	Always	Sometimes	Never
■ I use my free time adequately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am learning to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am open to new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Gap Activity

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



Lesson 4

In the Same Boat

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to communicate using idioms, to exchange information in gap activities and to give a formal presentation.	<ul style="list-style-type: none"> Uses idiomatic expressions to talk about experiences. 	Idioms <i>to be in the same boat</i> <i>to hit the books</i> <i>to be a page turner</i> <i>to take a rain check</i>	<ul style="list-style-type: none"> Looking at pictures and identifying topics to activate background knowledge Associating words and expressions with a particular context

▶ WARM UP (books closed) **L I**

Review previous idioms or some of your favorite idioms. Write the first idiom on the board and divide students into groups of 4. Tell them they should discuss its possible meanings and come up with one definition. The group with the correct definition (or the closest) will be granted a point. The group with most points will be the winner and will be given a prize.

▶ EXTRA IDEAS **V L K**

You might want to create different categories for each idiom, e.g. the craziest definition, the most creative explanation (even acting could be accepted), opposites, the shortest/longest definition, etc.

▶ PRESENTATION

1. Look and match the pictures with the idioms.



Invite students to look at the pictures and describe each of them. Then have them label the pictures. Have them check their answers in pairs. Remind students that this is only the literal meaning and although they can use them as a memory aid, they should know idioms have a special meaning.

2. Listen and match the idioms with their meaning.



Have students read the meanings. Then have students match the idiom to the definition. Ask students how they came up with it. Before playing the audio, have them explain their answers. Play the audio for them to check. Explain how the context clarifies the real meaning and ask students to provide examples from the audio in which the context helps to illustrate the meaning.

▶ PRACTICE

3. Read and complete the conversations with the correct idiom. **L**

Invite students to read all the conversations before filling in the blanks. Go over difficult words and have them

complete the conversations. Ask volunteers to role-play the conversations. Encourage students to imitate correct intonation, linking and to support the verbal discourse with the correct body language. Correct any mistakes if necessary and check pronunciation.

▶ APPLICATION

4. Complete. Then share with your partner. **V L**

Ask students to complete with their own information. Then get them in groups to share information. Encourage the use of follow-up questions during the session.

▶ Reflect on Values **L V I I**

Invite students to explore the idea of using time adequately, the importance of being open to learning new things and creating new strategies and habits during any learning process. Encourage them to reflect how sometimes people end up postponing things and become procrastinators and how this can affect their lives. Give examples of highly respectable people who have achieved important goals just by organizing their time and priorities (e.g. Bill Gates). Have them create a poster where they highlight strategies to use time effectively and how they can influence their lives of others, or if there is not enough time, discuss in groups. Finally, remind them that regardless of how brilliant we are, anything can be achieved through determination, organization and hard work. After this, have them check the grids and invite volunteers to explain their answers.

Gap Activity **V L K**

Tell students to get into pairs and assign roles for each student. Explain to students that each person has one part of the information. They have to share it by asking appropriate questions. Tell students the activity has a part A and part B so they can both do the questioning and answering. Invite some pairs to perform their role plays in front of the class and encourage them to expand and spontaneously build on the conversation using the idioms and Key Expressions seen in the unit.

Share Your Project

1. Discuss your experience.

Students work individually to rank the activities. After they finish, have students work in their groups and challenge them to discuss and complete honestly the second part of the exercise regarding their group's performance and work in the campaign.

Invite them to draw some conclusions. Remind students the importance of being objective in order to come up with better projects in the future and develop better team work skills, which are fundamental in society and when they become adults and start their working life.

2. Read and answer. Track 27

Invite students to read the paragraph out loud and practice diction and speed. Invite them to reflect on the leadership and commitment in their campaigns and how it will affect their final presentation.

Answers

- a. It is an organized activity to achieve a goal.
- b. If used honestly, they can enhance different ways of thinking and acting.
- c. Answers may vary.

3. Give Your Presentation.

Ask a volunteer to read the Useful Expressions. Go over the pronunciation of those phrases and encourage students to use the appropriate body language. Walk around the room providing help for students to get ready for their presentations. Remind students to look at the audience and not the teacher. Have them rehearse how to use their visual prompts appropriately. At this point, they can rehearse by presenting to the class the information they got from the exercise in stage 1. Invite a leader from each group to report some of the findings. Encourage students to explain or elaborate on some of the information by using *that is* and the rest of the class to react by using *that's awesome* if the information is interesting.

Share Your Project

1. Discuss your experience.

Rank these out of class-learning activities according to their importance.
(1 the most, 10 the least)

- going to museums or exhibits hanging out with friends attend conferences
 going to the movies listening to music talking to parents
 joining a hobby group participating in campaigns traveling
 Other

Check what you think is true about your group work.

- | | |
|--|--|
| <input type="checkbox"/> There is a lot of creativity. | <input type="checkbox"/> There's not much creativity. |
| <input type="checkbox"/> There's respect for all members' ideas. | <input type="checkbox"/> There's no respect for all members' ideas. |
| <input type="checkbox"/> Information to carry out the project is enough. | <input type="checkbox"/> Information to carry out the project is not enough. |
| <input type="checkbox"/> We spent time appropriately. | <input type="checkbox"/> We didn't spend time appropriately. |
| <input type="checkbox"/> We collected information in a timely manner. | <input type="checkbox"/> We didn't collect information in a timely manner. |
| <input type="checkbox"/> Everybody collaborates. | <input type="checkbox"/> Not everybody collaborates. |
| <input type="checkbox"/> There is a lot of motivation. | <input type="checkbox"/> There is not much motivation. |



2. Read and answer.

Campaigns are organized activities to achieve a goal. Campaigns are designed to bring people together and involve them in particular ways of thinking and doing things. Honest campaigns are powerful tools to make a big difference in the world. They can have a great educational impact and can also be a fun way to obtain important skills such as leadership and commitment. Interesting changes can be obtained when people work together to make something happen. The strategies or tactics you use will depend on the kind of message or idea you will be campaigning for. These strategies have to be different as not all people respond to the same thing. You can send messages, write posters, give talks or have discussions, or even create a slogan.

Answer these questions:

- What's a campaign?
- According to the author, why can campaigns make a difference in the world?
- In your opinion, what's the most important element in a campaign?

Give your Presentation

- Describe the objective of your campaign.
- Talk about your motivations to carry it out.
- Present the tips you promoted in your campaign.
- Invite people to read all the reviews you created to recommend interesting learning experiences.

Useful Expressions

- To introduce your campaign**
We're running a campaign for/against...
We have worked on a campaign...
 have created a campaign...
 have launched a campaign...
- To express the purpose of the campaign**
The purpose of this campaign is...
to create awareness...
to change a habit...
- To engage students into the activity your group is promoting**
We have learned... We have talked to...
Invite your parents to...
Consider doing... Start interacting with...
To show the possibilities for learning...
- To give tips**
We want to share with you these tips...



Game

Time to Play

1. Think about experiences you have had.

- Get in pairs. Move around the board by tossing a coin. Move one or two spaces (Head = 1; Tails = 2).
- Ask and answer questions to be the first one to get to Rome.

Start



Complete. **1**

What **have** you done lately?
 How **long** have you **studied** English?

What an experience!

YOU'RE SAFE

Talk about it. **4**

Recommend a good movie.

What an experience!

Transform these verbs into the past participle form: *take, be, see, study* and *read*. **8**

Correct this sentence. **7**

I have studied English since five years.

Answer. **6**

When was the last time you hit the books? Why?

Ask a question. **5**

I've been a member of this group for a short time.

Mention 5 verbs in their past participle form. **10**

Mention as many cultural activities as possible. If you mention 6, you can advance 3 squares. **11**

Make a question following this structure: **12**

Wh + Aux + subject + verb in past participle + preposition of time + years?

Organize this sentence. **13**

a camp you going thought to summer ever Have of?

What an experience!

Create 2 sentences for these time expressions. **19**

last night
lately

Ask *have you ever* questions to your partners using these verbs: *dance, travel, escape, cried, learn, travel* and *practice*. **18**

What an experience!

Mention three books you consider real page turners. **16**

Complete these sentences. **15**

I **have been** abroad two times.
I **went** to Canada in 1990 and in 2003.

YOU'RE SAFE

What an experience!

Complete these sentences. **22**

I've been abroad **for** 2 years.
She's **participated** in a reading campaign.

Talk about it. **23**

Recommend a book you've read recently.



▶ Game

Time to Play

Think about experiences you have had. Remind students to think of common activities that teens like them can have. L V K I

Provide some examples:

Have you read a book lately?

Have you traveled to three different cities or towns in your country?

Then ask them to write 5 questions on different pieces of paper. Next, collect all the questions and put them in plastic

bags. Divide the questions among the groups. Explain to students that they will move around the board using a coin. Students should complete each task on the square they land on. If they land on a surprise square, they have to take a piece of paper from the plastic bag and answer the question. If their answer is yes, they advance 3 spaces. If their answer is no, they have to go back 3 spaces. The winner is the student who arrives first at the Coliseum.

Read the instructions with the students and answer any doubts or questions. Walk around the classroom providing help and encouraging students to talk as much as possible.



Quiz Time

Before the test

This test will help you evaluate the different objectives proposed by the unit: to ask and answer questions about experiences, describe the length of experiences, recommend cultural activities, identify the difference between finished and unfinished actions and use idiomatic expressions to talk about experiences and activities. Remind students to do the test individually and with a good attitude. Encourage them to use all strategies they have learned and to apply them in an independent way: before answering, look over the test, look at pictures, look at the questions, predict information, use background knowledge etc.

1. Listen and choose the right answer.

L **V** **M**  Track 28

This exercise helps you assess the students' listening comprehension of short conversations about different kinds of experiences and the length of those activities. Have students go over the questions and options before you play the audio.

2. Complete with the Simple Past tense or the Present Perfect tense. **V** **L**

This exercise helps you assess the students' understanding of the difference between the Present Perfect tense and the Simple Past tense. Ask students to write the verbs in parenthesis in their correct form plus the corresponding auxiliary if necessary.

3. Complete with *since* or *for*.

This exercise helps you assess the students' understanding of the difference between "since" and "for" when talking about past experiences...

4. Complete with the correct word or expression.

L

This exercise helps you assess verb patterns with "ing" and infinitive "to." Help them realise that although they need to develop their communicative skills, that grammar and vocabulary are also important components of communicative competence.

Self-Evaluation **L** **V** **K** **A** **I**

Have students read the self-evaluation chart. Allow some time for students to check achievements and invite them to provide examples to support their answers. Help students recognize how well (very well, ok, a little) they have achieved the objectives of the unit. Provide concrete advice on what to do and refer them to the corresponding pages of the book and Grammar Chart appendix to help them with difficulties. Tell them to complete it and share the answers with their classmates. Invite students to demonstrate each of the descriptors with examples. To help students and provide challenge, invite weak students to explore their difficulties and the stronger students to offer advice on how to deal with those things.

Glossary

Have students use the Glossary to develop dictionary skills. Invite students to go over the words identifying the information provided by the Glossary. You might like to go over the pronunciation and add some interesting examples or elicit examples from students.

Game 1 **L** **K**

Divide the class into two groups, say a word out loud from the Glossary and have students find the word in the context where it was used. Then invite the students from the same group to say the kind of word it is or the corresponding synonym.

Game 2 **V** **L**

Invite students to go over the Glossary and study it for some time. Have them close their books and challenge them to remember the words by giving a definition and asking them to think of the corresponding word.

Game 3 **L** **V** **I** **M**

Students use the pictures and the words from the Glossary to create a story. When they're ready, they tell the story out loud in front of the class, but instead of saying the word, they should pause or make a funny noise. The other students have to say the missing word.

Game 4 **L** **I**

Play Dictionary

Students should select a word from the Glossary and give 3 different definitions for the students of the opposing group to guess.

EXTRA IDEAS **V** **L** **K**

You might like to have students create their own glossaries based on their interests and the new vocabulary that appeared in their presentations and project. Have them use the glossary of the book as a model. Invite students to do the corresponding glossary activities on pages 93 to 98.

Quiz Time



1. Listen and choose the right answer.

- a. How long has she waited?
1. for a long time
 2. She just arrived
 3. for 10 minutes
- b. What has the girl done lately?
1. She has been to some countries.
 2. She has gone to the library.
 3. She's gone to the Great Waterfall.
- c. Who has traveled a lot?
1. the boy
 2. the girl
 3. both
- d. What does the boy think of the Great Waterfall?
1. He has never heard of it.
 2. He thinks it's not a good place to visit.
 3. It's a beautiful place to visit.

2. Complete with the Simple Past tense or the Present Perfect tense.

All my life I **'ve loved** (a. love) to travel.

When I **went** (b. go) to New York in

2005, I **met** (c. meet) wonderful people and I **learnt / learned** (d. learn) a lot of things. It was a great experience.

I've never **been** (e. be) to Europe

but one day I'd like to go and travel by train and visit interesting places like Paris and Rome.

I **'ve heard** (f. hear) interesting things about

these cities. My best friend **traveled**

(g. travel) with her family to Rome last summer and

she **took** (h. take) some great pictures of the Coliseum.



3. Complete. Use *since* or *for*.

A: Have you been here **for** (a) a long time?

B: Well, I've been here **since** (b) you called me.

A: How long has she been abroad?

B: She's been abroad **since** (c) 1995. She left one year after her brother. He's been in Italy **for** (d) more than 20 years.

4. Complete with the correct word or expression.

a. Learn **to take** advantage of your free time.

1. to take
2. taking
3. take

b. Gina suggested **going** to an exhibit instead of staying home.

1. to go
2. going
3. went

c. Linda had to **hit the books** because she needed a better grade than the previous one.

1. take a rain check
2. hit the books
3. get in the same boat

d. Elkin and Teresa are **in the same boat** because they haven't read the book.

1. hit the books
2. in the same boat
3. a real page turner

Self-Evaluation

Now I can...

- talk about learning experiences.
- ask and describe the duration of some actions.
- give recommendations to improve one's learning skills.

Very Well



OK



A Little



Glossary

A – E

abroad: **adv.** out of the country (syn. overseas). *We've traveled abroad twice this year.*

attend: **v.** to go to an event, to be present at. *He has attended all the lectures at the conference.*

campaign: **n.** an operation, carried out by means of propaganda, to obtain some political, social or commercial goal. Actions taken in order to achieve a particular goal. *He's organizing a campaign.*



custom: **n.** tradition and knowledge from a place and its people. A conventional mode of acting. *The movie shows traditional customs from other countries.*

enlighten: **v.** to provide light, to give knowledge or truth, to explain (syn. edify, instruct). *This book will enlighten the world of teens.*

entertaining: **adj.** serving to entertain, agreeably diverting (syn. amusing, ant. boring). *It's an entertaining website.*

F – N

guidance: **n.** help and careful instructions (syn. counseling). *This website provides guidance for homework.*

journey: **n.** a long overland trip, travel from one place to another (syn. expedition). *He took a journey to a distant place.*

knowledge: **n.** information and abilities acquired through experience (syn. awareness, understanding). *Reading will help you improve your knowledge of the world.*

leadership: **n.** the position of being a leader, the act of leading. *This course develops leadership skills.*

Louvre: **n.** a well-known museum in Paris.



O – T

picky: **adj.** a person who is complicated. *He's a picky eater.*

recipe: **n.** instructions for preparing particular types of food. *I have a recipe for preparing a great sauce.*



review: **n.** a text that gives an opinion about an event or product like a movie or a book. *Movie reviews can help you decide what to see.*

schedule: **n.** a timely planning of events. *What's on schedule?*

survey: **n.** a method to collect information. *Please, fill out this survey!*



take up: **v.** start a sport or activity; become interested in the activity and spend time practicing it. *I took up chess last month.*

U – Z

useful: **adj.** helpful to do what you want or need. *The books contain useful information on different jobs.*

workshop: **n.** an educational session for improving people's knowledge or skills. *I'm taking a workshop on art.*

Colloquial Expressions

That is: it is to say.

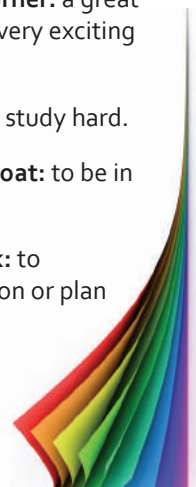
That's awesome! It's great!

To be a real page turner: a great book to read fast; a very exciting novel or book.

To hit the books: to study hard.

To be in the same boat: to be in the same situation.

To take a rain check: to postpone an invitation or plan for another time.



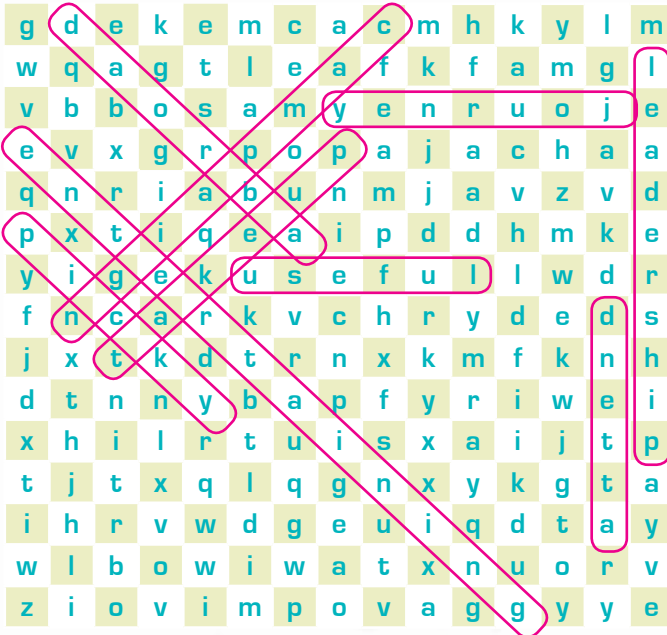


Glossary Activities

1. Find these words in the crossword puzzle.

Word Bank

- | | | |
|---------|--------------|----------|
| abroad | leadership | journey |
| attend | entertaining | useful |
| take up | picky | campaign |



2. Complete with an idiom and then match it with the exercise above.

- a. That's awesome!
Basketball is a great sport.
- b. Sorry I didn't go to class, either. I think we are in the same boat.
- c. Sorry, I'll take a rain check.
I have a lot of things to do. Maybe we can do something next Friday.
- d. Some books like *Soul* can be real page turners.

3. Find the synonym.

- | | |
|---------------|---------------------|
| a. instruct | <u>enlighten</u> |
| b. amusing | <u>entertaining</u> |
| c. expedition | <u>journey</u> |
| d. counseling | <u>guidance</u> |

4. Write the numbers of the correct match next to each word.

- | | | | |
|--------------------------|---------------------|-------------|------------|
| a. <u>7</u> travel | f. <u>9</u> picky | 1. a sport | 6. people |
| b. <u>3</u> attend | g. <u>8</u> sea | 2. movie | 7. abroad |
| c. <u>1</u> take up | h. <u>5</u> useful | 3. class | 8. journey |
| d. <u>10</u> leadership | i. <u>4</u> reading | 4. campaign | 9. eater |
| e. <u>2</u> entertaining | j. <u>6</u> meet | 5. idea | 10. skills |

5. Use the matched words in exercise 2 to complete the following sentences.

- a. I was sick yesterday. I couldn't attend class. Did you tell the teacher?
- b. I have a lot of free time. I think I am going to take up a sport like basketball or tennis.
- c. They are going to travel abroad soon. They want to see the world.
- d. For this job, you need leadership skills. It's important to take a leading role later.
- e. What a useful idea. Write it down so you don't forget. We can use it later.
- f. He enjoys going on a sea journey. He's quite a traveler.
- g. We are promoting a reading campaign. We believe books are great teachers.
- h. He's a picky eater. He avoids eating vegetables and grains.
- i. Sit down and watch. It's an entertaining movie.

Test Training A

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

Listening *Track 29*

Listen to a short conversation twice. There are five questions. For questions 1-5 check the correct answer (A, B, C).

Tell students to preview the pictures before you play the audio. Ask them to first read the questions, to be prepared to listen out for the kind of information they will need.

Ask students to focus their attention on the differences among the pictures, to identify the different possibilities for their answers.

Strategy: Focusing attention on picture differences.

Speaking

Remind the students to use the information provided.

While Student A prepares the questions, Student B should plan complete answers. Allow sometime for both students to get together and prepare the complete interaction.

Strategy: Supporting verbal discourse with body language.



Test Training A

Listening

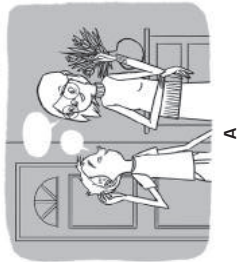
Listen to a short conversation twice. There are five questions. For questions 1-5 check (✓) the correct answer (A, B or C).

Example:

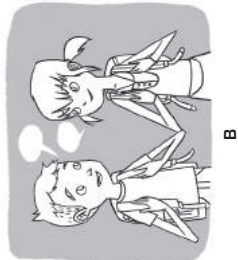
0. What's the situation?

Answers

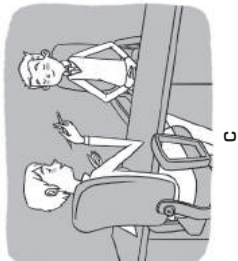
0	A	B	C
1	A	✓	C
2	A	✓	C
3	A	✓	C
4	A	✓	C
5	A	✓	C



A

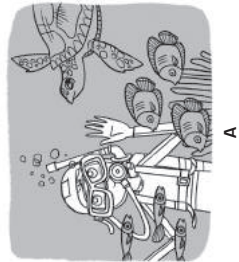


B

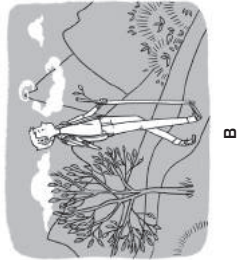


C

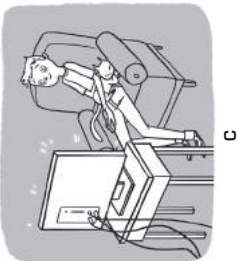
1. What does Pablo enjoy doing?



A



B



C

2. What type of books does Pablo enjoy reading?



A



B

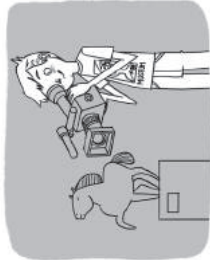


C

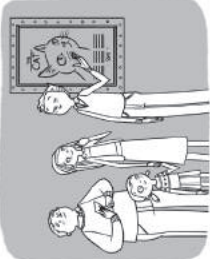
3. What will Pablo have to do?



A



B



C

4. Where is *The Cat Set*?



A



B



C

5. Has Pablo seen "The Commander"?



A



B



C

Speaking

Candidate A

You're Craig. You're on a trip through Africa. You want to help people who live in remote areas to get a source of renewable energy. You have an interview with a News Channel.

Answer their questions. You are going to talk about personal information first and preferences. Then talk about experiences and, finally, about future plans.

Reading

Read the article. Are sentences 6-15 "Right" (A) or "Wrong" (B)? If there is not enough information to answer, choose "Doesn't say" (C).

Cycling for a Cause!

Craig has always loved sports, adventure and the outdoors. He has loved cycling all his life. When he was a kid, he got interested in sports like surfing and sailing but later he became interested in traveling the world in his bicycle. After he finished his university studies, he realized that he wanted to join a cause to help improve the living conditions of millions of people who live in extreme poverty. But how can a man with a bicycle help people? In time Craig discovered that there are many ways to help. Craig began to look for partners and sponsors for this project. He joined a campaign "The Solar System Aid" which made it possible for Craig to begin pedaling through Africa with the noble intention of collecting funds and raising awareness about the benefits of installing and using solar panels in schools, clinics and community centers. These solar panels can power their medical equipment, irrigation systems as well as their cell phones, radios and lamps, and impact greatly the lives of thousands of Africans who live in remote places and do not have electricity. For 3 months, he has cycled through Africa and has visited and gone through 5 countries and nearly 3000 kilometers. He will cycle another 2000 kilometers because he firmly believes that this is a great way to make a difference in the world and do what he enjoys doing the most: cycling and caring about others!

Example:

- | | | | |
|---|---|---|---|
| 0. Craig has loved cycling all his life. | A | B | C |
| 6. He started helping the poor when he was at university. | A | B | C |
| 7. He got sponsorship from an African organization. | A | B | C |
| 8. Craig started pedaling through Africa with the intention of making people aware of the benefits of installing solar panels in their homes. | A | B | C |
| 9. Solar panels can serve as a source of power for cell phones. | A | B | C |
| 10. Craig's initiative can have positive consequences for people who live in rural areas. | A | B | C |
| 11. He has visited all the countries in Africa and five more countries. | A | B | C |
| 12. Craig thinks pedaling will help him enjoy cycling. | A | B | C |
| 13. Craig thinks cycling is the best outdoor activity in Africa. | A | B | C |
| 14. "The Solar System Aid" has helped Craig by selling him the solar panels for a very low price. | A | B | C |
| 15. Craig is a multimillionaire who enjoys helping poor people. | A | B | C |

Answers

0	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C
11	A	B	C
12	A	B	C
13	A	B	C
14	A	B	C
15	A	B	C

Writing

You're interested in joining a cause similar to Craig's.

- ▶ Write
- About your interests, preferences and future plans.
 - Write about a cause you would like to support and why.
 - (Explain how you're planning to support the cause and the relevant experience you have.)
- ▶ Write between 30 to 45 words.

Speaking

Candidate B

You're a reporter covering the epic trip of Craig through Africa. Ask him questions. Use the guidelines. You can ask about personal information first and preferences. Then ask about experiences and, finally, about future plans.

- How long have you...?
- Where did you...?
- When did you...?
- How many countries...?
- Why have you...?

▶ Reading

Complete the following report about frequent accidents people are facing now. Choose the best for each space. (12-16)

Clarify to students they have to complete using one of the options. Invite them to preview the text and read it completely before choosing the options. Direct students' attention to read the example and have them notice how they should mark their answers on the answer grid.

Strategy: Previewing the text and use context clues.

Part 2

Choose the correct answer.

Clarify to students that the second part of the reading exercise is based on the same report. Students will now be assess on their comprehension of the text. Remind them to re-read the text and have the question in mind and the possible answers as they read.

Strategy: Previewing questions and answers and scanning the text.

▶ Writing

Invite students to read the instructions and look at the pictures carefully.

Encourage students to center their writing on the purpose of the text: to give recommendations.

Strategy: Establishing the goal for writing.



3 Story Time!



Skills

CEF Standards

Indicators

Listening
Comprehension

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

- Understands stories and narratives with highly familiar vocabulary.
- Uses background knowledge to aid comprehension.
- Uses visual clues to relate to the topic and work out meaning.
- Recognizes the sequence of the events of a story.

Reading
Comprehension

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

- Understands the plot of familiar stories and narratives fairly well.
- Skims the text to make informed predictions.
- Identifies the literary elements of a story.

Oral
Interaction

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

- Tells a story.
- Reacts to a story with simple comments and questions.
- Plans what to say and how to say it considering the effect on the audience.

Oral
Expression

Can narrate experiences and events giving brief reasons and explanations.

- Narrates real and fictional events and connects those events, conveying attitudes and moods.
- Plans what to say and how to say it considering the effect on the audience.
- Uses fixed expressions and appropriate body language to convey feelings and meaning.

Written
Expression

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

- Maps a story to identify its elements and summarize it.
- Narrates stories connecting events.

3 Story Time!



► General Objective

You will be able to tell stories and reflect on their messages.

► Communication Goals

You will learn how to:

- narrate stories and events in the past.
- convey attitudes related to the events of a story.
- talk about imaginary situations.
- react to a story in different ways.

► CLIL

- Mysteries
- Greek Myths
- Fairy Tales
- Fantasy

Vocabulary

- Words related to fantasy and mystery, adverbs

Grammar

- Past Perfect vs. Simple Past tense
- First and second conditional sentences

► Idioms and Colloquial Expressions

- *To give someone the creeps*
- *To draw a blank*
- *To have something on the tip of the tongue*
- *To be between a hard place and a rock*
- *To be all ears*
- *To sound creepy*
- *Not to take it*

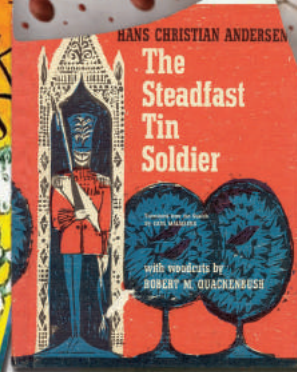
► Project

A Storytelling Show

You will work in groups to create or recreate a story and tell it in a storytelling show.

Discuss:

- What are your favorite stories? Why?
- Who are the main heroes in Roman and Greek mythology?
- Which are some of the main characters in fairy tales?
- Name some of the most famous fairy tales all over the world.
- Who is your favorite fantasy writer?
- Do you know of any ghost stories?





Lesson 1

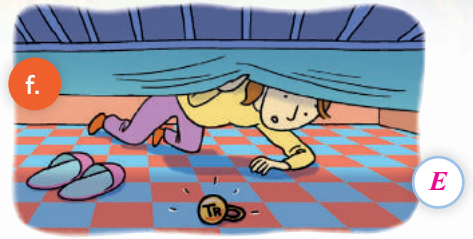
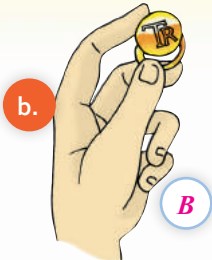
Mysteries

Word Bank

- strangely
- mysteriously
- immediately
- suddenly
- unfortunately



1. Listen to the story and match the pictures to the events by placing the corresponding capital letters in the circles. Then listen again and complete the texts. Use the Word Bank.



A. Immediately, she picked it up and examined it very carefully.

D. So she put it in her backpack and decided to take it home and show it to her parents.

B. Strangely, the ring had her initials marked on it.

E. Mysteriously she found it again under her bed.

C. Tina had missed the school bus so she was walking in the park. Suddenly when she came close to a tree, she saw a shining object. It was a ring.

F. Unfortunately when she was crossing a bridge on her way home, the ring fell out of her backpack and disappeared into the river.



2. Listen again and put the events in (capital letters) chronological order.

- | | | |
|-------------|-------------|-------------|
| 1. <u>C</u> | 3. <u>B</u> | 5. <u>F</u> |
| 2. <u>A</u> | 4. <u>D</u> | 6. <u>E</u> |

3. Match these adverbs to their meaning.

- a. When something is unexpected and quick, it happens suddenly.
- b. When something occurs in a complete manner, it is done completely.
- c. When something is unusual, it happens unusually.
- d. When something occurs with surprise, it happens surprisingly.
- e. When something occurs against good luck, it happens unfortunately.
- f. When something is surrounded by mystery, it is said to happen mysteriously.

Vocabulary Strategy

To make adverbs, add **-ly** to adjectives. Adverbs of *manner* and *attitude* mysterious – ly careful – ly fortunate – ly surprising – ly Adverbs that describe manner and attitude towards an event usually go at the beginning of a sentence.

Immediately, she picked it up and examined it carefully.



Lesson 1

Mysteries

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to sequence, connect and describe events of short stories.	<ul style="list-style-type: none"> Describes and sequences events chronologically. Describes the attitude of the speaker and the way actions happen. Recognizes the sequence of the events in a story. 	<p>Vocabulary strangely, mysteriously, immediately, suddenly, unfortunately</p> <p>Expressions Sounds creepy! I'm all ears. I don't take it.</p> <p>Structures Past Perfect tense</p>	<ul style="list-style-type: none"> Associating vocabulary with pictures Using body language to memorize words Using the context to understand unknown words

▶ WARM UP (books closed)

Play Hangman by inviting students to discover the mysterious character. Prepare the description of a well-known fairy tale character. Write a tale dash for each of the letters in the character's name. Invite students to guess the character. Provide clues when students ask for help. Example: *She's a girl who walks through the woods with a basket of food.* (Little Red Riding Hood)

▶ PRESENTATION 1

1. Listen to the story and match the pictures to the events by placing the corresponding capital letters in the circles. Then listen again and complete the texts. Use the Word Bank.





Draw students' attention to the title of the lesson. Invite students to think about famous mysteries. Then invite them to look at the pictures. Explain that they depict the different events of a story. **Allow students enough time to look at the pictures carefully as visual support plays an important role in increasing understanding.** Ask some volunteers to describe the pictures. Guide the students: *Who's the principal character of the story? What happened to her?* Point out there is no sequence yet. **Next, invite some volunteers to read the sentences below the pictures. Clarify doubts and invite students to match.** Check answers as a class. Then call students' attention to the words in the Word Bank. Introduce the adverbs by telling students they are words that convey manners (the way things are done and moods, which are the emotion or attitude behind the action). Ask students to predict some of the answers as most adverbs tend to be true cognates. Then play the audio for students to confirm their predictions.

2. Listen again and put the events in (capital letters) chronological order.



Now invite students to go back to the pictures and predict the correct sequence of the actions. Encourage them to use these words to explain the sequence: *first, second, third, then, next.* Then have them listen and check their predictions.

3. Match these adverbs to their meaning.  






Draw students' attention to the adverbs and Vocabulary Strategy. Guide students into explaining in their own words the strategy by asking some questions: *How do you form an adverb? What suffix do you use?*

Write this example: **Immediately**, she picked it up and examined it **carefully**. Invite students to identify the adverbs of manner (carefully) and attitude (immediately). Write some more examples and call on more volunteers: *She went home **quickly*** (manner). **Obviously**, (attitude) *it wasn't the same ring.*

▶ EXTRA IDEAS



Ask students about the position of the adverb: *What position do adverbs of attitude and manner usually take?* Invite students to read the definitions and match them with the corresponding adverb. After that, write the adjectives and adverbs on the board. Invite students to reflect on the story and how the adverbs relate to the events by asking these questions: *What event happened "suddenly" in the story?* (She saw a shining object) Continue asking the same question with the rest of the adverbs.

PRACTICE 1 / PRESENTATION 2

4. Complete. Use the two Word Banks. Use either the Simple Past or Past Participle form of the verbs. Then listen, check and complete the grammar chart below.      Track 32

First, write the sentence: *Tina had missed the school bus so she was walking in the park.* Ask students to focus their attention on the Past Perfect. Ask: *What action happen first, "miss the bus" or "walk in the park"?* After that, invite students to preview the conversation to notice that it's the same story but this time it is being told. Clarify that they will need to complete the narration using the Simple Past or the past participle of the verbs in the Word Bank and the adverbs previously seen. Students should differentiate whether they need an adverb or a verb. Elicit the past participles of the verbs for students to complete. Once they finish, play the audio.

Direct students' attention to the grammar and have them choose the correct option to form the rules and complete the examples. Students should be guided into reflecting where they can discover by themselves the use of the Past Perfect and its formation. Call on some volunteers to draw conclusions and elicit examples to support those conclusions. Make sure you ask these questions: *What are two important and related events in story? What event happened first? When do you use the Past Perfect? How is this structure formed?*

5. Write T (true) or F (false).  

Invite students to read the sentences and decide if they're true or false. Have them compare their answers with a partner and elicit an explanation for every true or false answer. Have them underline the expressions used with the Past Perfect: *before, before that day.* Clarify that those expressions can be used as time expressions: *Before that day, she had never found anything.* Or in a time clause: *Before passing the bridge, she had already lost the ring.*

6. Complete. Use Past Perfect or Simple Past.



Have students work individually. Invite students to compare answers so that they can discuss their ideas with peers. Walk around the class providing help. Invite students to identify and locate more time expressions that are usually combined with the Past Perfect: *until, by the time, when.* Invite students to give their opinions about the story, and then direct their attention again to the conversation and call on volunteers to read the Key Expressions. Ask students: *What is the function of these expressions?* (reacting to the story) *What kind of expressions are these?* (comments about the events of the story)

Play the audio again, and invite them to pay attention to how the story is told and the different people interacting with questions and comments about the story. Challenge students to find more ways to react to a story. Write on the board: *Ways to react to a story.* Guide students to discover the different techniques people use to react to stories.

Making a comment

That's ... unbelievable. / Sounds creepy...

Showing interest or disbelieving

Really? / Uh huh. / Yeah, sure. I don't buy it.

Asking questions

Was it magical? / What happened after that?

Have the class come up with more expressions. In the same way, have them identify expressions to deal with interruptions: *Let me finish! Why don't you just listen?* To wrap up, invite students to act out the conversation, reacting verbally and with the appropriate body language.

EXTRA IDEAS

Invite students to tell the story again but adding or changing any information to make it different. They might also role-play the story and change the reaction to the events of the story!

Project Stage 1

Inform students about the project's purpose. Students should plan a story telling session where they will tell and listen to stories. Invite students to read exercise 3 on page 43 so that they get a better idea of the kind of narratives they can use. Remind students that story telling combines many different skills. It helps develop linguistic skills. At the same time, it promotes confidence and cultural understanding.

Have them get in groups. The group size will depend upon the size of the whole class but to tell a story, 3 is a good number. Inform the students that each group will look for a story they would like to tell.

They can choose a well known story and give it a spin, or they can create a whole new story. It's up to them. If they want to create their own stories, help them by asking questions to lead their imagination to a starting point and then let them build on it as desired. Ask: *What characters would you choose for a story? What's happening to this character? Where is he / she?* Encourage them to explain the reasons for choosing the story.



4. Complete. Use the two Word Banks. Use either the Simple Past or Past Participle form of the verbs. Then listen, check and complete the grammar chart below.

Word Bank

- arrive
- see (2)
- walk
- pick
- belong
- lose

A: Listen to this story!

B: I'm all ears!

A: Well, that day Tina had missed the school bus, so she decided to go back home through the National Park. She had (a) **walked** for 20 minutes when she felt tired and stopped under a big tree. When she got close to the tree, she (b) **saw** a shiny object. She (c) **picked** it up and examined it (d) **carefully**. It was a ring.

B: Was it magical?

A: Shh! Let me finish! (e) **Strangely**, it had her initials on it. She put it in her bag and continued her journey. (f) **Unfortunately**, when she was crossing the bridge over a river, she tripped, the ring fell out of her backpack and disappeared into the river. She (g) **arrived** home very disappointed; but when she came into the living room, she noticed a painting she hadn't (h) **seen** before. It was a painting of her grandmother wearing the same ring she had found in the park.

B: That's... unbelievable.

A: Oh, Lucas, why don't you just listen? Anyway, that night Tina went to bed very sad. (i) **Mysteriously**, when she

Word Bank

- strangely
- carefully
- mysteriously
- unfortunately

Key Expressions

Sounds creepy: It's scary.



Key Expressions

I'm all ears: I'm paying attention.

was looking for her slippers under the bed...she found the ring again. It was the same ring.

B: Sounds creepy! How did it happen? She had (j) **lost** the ring in the park. Why was it under her bed now?

A: Nobody knows. It's a mystery. Later, her mother told her the ring had (k) **belonged** to her great-grandmother who had the same name as Tina.

B: Uh huh. Yes, sure! Let me tell you something, you know, I don't buy it!

Reflect on Grammar

Past Perfect

She **missed** / **had missed** the school bus, so she **decided** / **had decided** to go back home.

She had missed the school bus.

She decided to go back home

now

X

X

X

The Past Perfect tense is used to show that one event happened **before** / **at the same time** another event in the past.

Key Expressions

I don't buy it: I don't believe it.

5. Write T (true) or F (false).

- a. **F** Tina had decided to go home before she missed the bus.
- b. **T** Before Tina arrived home, she had lost the ring.
- c. **T** Before that day, Tina hadn't seen a painting of her grandmother wearing the ring.
- d. **T** She had lost the ring in the river before she found it again under her bed.
- e. **F** Before she crossed the bridge over the river, she had lost her backpack.

6. Complete. Use Past Perfect or Simple Past.

- a. I **had heard** (**hear**) that story before you **told** (**tell**) it to me last night.
- b. Everyone **had thought** (**think**) the story was true, until they **found** (**find**) out it was just an urban legend.
- c. The children **had fallen** (**fall**) asleep when he **finished** (**finish**) telling the story.
- d. By the time Tina **arrived** (**arrive**) home she **had lost** (**lose**) the ring.

Project Stage 1

- Talk about the kinds of stories you like.
- Choose one story. Explain why!

E.g. We like stories full of fantasy and magic. We think they're entertaining.

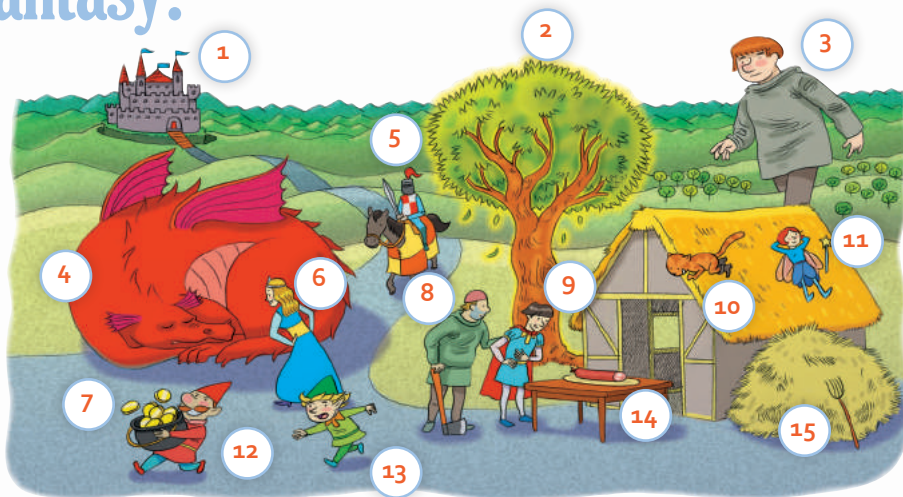


Lesson 2

Fantasy!

1. Look up the words below in your dictionary. Then number them based on the picture.

11 a fairy	6 a princess
1 a castle	9 a prince
2 a magical tree	7 gold
8 a woodcutter	4 a dragon
12 a gnome	15 straw
13 an elf	3 a giant
10 Puss in Boots	5 a knight
14 a juicy sausage	



2. Classify and complete the chart.

Magical or Mythical Characters	People	Wishes	Places
<i>a fairy</i>	<i>a woodcutter</i>	Turn <u>straw</u> into gold.	<i>a castle</i>
<i>a gnome</i>	<i>a prince</i>	Have <u>a juicy sausage</u> for lunch.	
<i>an elf</i>	<i>a princess</i>	Become a <u>strong</u>	
<i>Puss in Boots</i>	<i>a knight</i>	<u>giant</u>	

3. Complete the sentences. Use the vocabulary above.

If I were a king, I'd live in a castle.

If a fairy granted me a wish, I'd ask for happiness.

If I were a fairy tale character, I'd be Answers may vary.

If I had a mythical creature, I'd have a Answers may vary.

If I wrote a fairy tale, I'd write about Answers may vary.

If I had magical powers, I'd turn Answers may vary. into Answers may vary.

4. Read and complete the story with some of the words in exercise 1.

Then complete the grammar chart on page 39.

The Three Wishes

Once in a kingdom far, far away, there was a woodcutter and his wife. One day the man saw a (a) magical tree and he thought "If I cut down this tree, I'll make some good money. If I make good money, I'll get my wife a new dress."

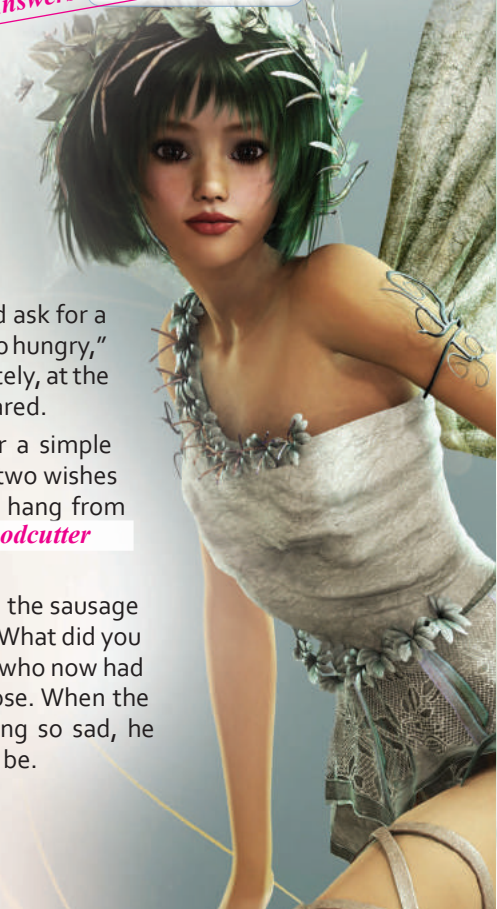
But the man noticed that the tree was very thick so he doubted if he could cut it down. However, he kept thinking about the money "If I could chop it down, I wouldn't have to work for a long time."

Suddenly, a beautiful and tiny (b) fairy appeared and said "I wouldn't cut down that tree if I were you! It's a magical tree. I will grant you and your wife three (c) wishes if you don't cut it down." Happily, the man accepted, went to his house and told his wife about the fairy.

"If a fairy granted me a wish, I'd ask for a hot (d) sausage, I'm so hungry," said the wife jokingly. Immediately, at the table, a big juicy sausage appeared.

"Oh, come on, you wished for a simple sausage and now we just have two wishes left! I wish the sausage would hang from your nose," said the (e) woodcutter angrily without thinking.

As soon as he spoke the words, the sausage hung from the woman's nose. "What did you do? Look at me," said the wife, who now had a sausage hanging from her nose. When the woodcutter saw his wife looking so sad, he knew what his next wish would be.





Lesson 2

Fantasy!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to talk about imaginary situations or unlikely events.	<ul style="list-style-type: none"> Describes images of fantasy characters. Classifies vocabulary according to its semantic function. Expresses imaginary consequences or results. 	<p>Vocabulary</p> fairy, princess, castle, prince, magical tree, gold, woodcutter, dragon, gnome, straw, elf, giant, Puss in Boots, knight	<ul style="list-style-type: none"> Relating visuals to words Classifying information Using and activating background knowledge Identifying the elements of a story
		<p>Structures</p> Second Conditional	

WARM UP (books closed)

Invite students to agree or disagree with this sentence: *Imagination is more important than knowledge.* Challenge students to think of the creator of this quote (Albert Einstein). Scramble the letters of his name and have students discover the name. Write on the board: *RATBLE TNEESIIN*. Invite students to give their opinions about the quote. For each opinion help students by organizing one letter of the name. For example, the next letter arrangement could be: *ARTBLE TNEESIIN*. Encourage students to speak spontaneously and accept all opinions.

PRESENTATION 1

1. Look up the words below in your dictionary. Then number them based on the pictures.

Invite students to look at the pictures and write the number of the character next to its corresponding word.

Allow some time for students to use their dictionaries and clarify doubts. Get students in pairs to check their answers and have them practice saying the words out loud. Challenge students to close their books and remember all the characters and places that appear in the illustration. Explain that this technique helps them remember.

PRACTICE 1

2. Classify and complete the chart.

Go over the headings of the chart before you ask students to classify the words. Allow some time for this and then have them get in pairs to check their answers. To activate the vocabulary, invite students to describe magical characters, people and places. Model an example: *Fairies can fly. They have wings and they're magical beings. A miller works in a mill. He's a poor man. Kings live in castle.*

Have them predict the kind of stories these words belong to: *The three wishes and Rumpelstiltskin.*

3. Complete the sentences. Use the vocabulary above.

Write *imagine* on the board and clarify to students that this exercise has sentences that refer to imaginary situations. Invite students to complete the sentences with the words from the previous exercise and their own ideas. Go over the example. Clarify that answers vary. Invite students to share their answers with peers and discover very original fantasies.

PRESENTATION 2

4. Read and complete the story with some of the words in exercise 1. Then complete the grammar chart on page 39.

Invite students to read the title and explore any ideas they might have about the story. Ask: *Have you heard this story before? What might the three wishes be?* Activating their background knowledge before reading helps students improve their understanding. Remind students that they have to use some of the words from exercise 1. Once students have read and completed the story, call on volunteers to check their answers. Ask some questions to check comprehension: *Why did the fairy grant a wish to the woodcutter? Why did the wife ask for a sausage? What's the moral of the story?*

Invite students to go over the story once more but this time invite them to focus their attention on the conditional sentences they find in the text. Have them underline those examples so that they can easily identify the grammar point. Invite students to compare the different sentences and ask some questions to guide their thinking processes: *Which conditional refers to a situation likely to happen? Why do you think so? Which conditional refers to a situation not likely to happen? What's the different between the two conditionals?*

Draw students' attention to the Reflect on Grammar. Invite students to complete the chart and compare with a partner.

PRACTICE 2

5. Match the if clauses with result clauses.

Students will focus their attention on the parts of the conditional sentences and the difference between the First and Second Conditional. Invite students to read the sentences before matching. Remind students to match the sentences according to the story. They need to refer to the story.

6. Complete with the Second Conditional.

   Track 35

Now get students to focus their attention on the forms of the verbs. Call students' attention to the last exercise. They should complete with a more open answer. Invite students to read the pronunciation section. Have them practice saying the sentences using the contraction for *would* and for *had*. **Remind students to round their lips to when pronouncing *would* and *that'd* in the contraction.** Invite students to tell you how to distinguish when the contraction 'd refers to the Past Perfect and when it refers to *would*.

7. Complete with the Second Conditional.

    Track 33

First invite students to recall the vocabulary from exercise 1. Tell them the story uses some of the words from exercise 1. Invite them to predict. Call their attention to the chart and the possible answers. Have a volunteer read the Listening Strategy. Go over the elements of a story and clarify that the setting is not only the place but also the time when the story happens. Invite them to predict what happens in the story they are about to listen to. Remind students they will listen to the first part to complete the chart and to give an alternative ending. When students are ready, play the audio and have them check and share their answers.

8. Listen to the second part of the story and answer the questions. Track 34

In the second part, students will listen to how the story ends. Have them compare their predictions and the ending in the story. Call on some volunteers to check answers. Invite students to discuss the moral of the story.

EXTRA IDEAS

They can role-play the story and experiment with different voices depending on to the events in the story and the characters.

APPLICATION

9. Get into groups and play a game. Make a wish game.

Invite students to get in groups and play the game. One student begins by proposing a situation. Then the other students elaborate on the same topic but offer a totally new result clause. Have groups compete for the most interesting, illogical and fun sentences.

EXTRA IDEAS

Invite students to spontaneously put their imaginations at work by completing a sentence starting with *What if...* Explain that this is the abbreviation for *What would happen if...*

Provide some examples:

What if animals could talk ?

What if I could turn things into Gold?

Project Stage 2

Invite students to continue working and create the story for a show. Have each group member propose different endings and settings so that there is discussion and students use the Second Conditional. Invite students to report some good possible endings and give you the reasons to support their choice.

Reflect on Grammar Conditional Sentences

■ Use **first conditional sentences** when you think a future situation is possible.
If I **cut** this tree down, I **will make** good money.

■ Use **second conditional sentences** when a situation is very unlikely (almost impossible) to happen or is contrary to reality.

If I **were** you, I **wouldn't cut down** that tree.

If a fairy **granted** me a wish, I **'d ask** for a hot sausage.

- In the second conditional,
 - a. the if clause uses the **simple present / simple past**.
 - b. the result clause uses **would ('d) / simple past**.

Notice the form of the verb **be** in the conditional:
*If I **were** you, I **wouldn't cut** that tree.*

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

- | | | |
|----------------------------------|----------|-----------------------------------|
| a. If I were you, | d | 1. I wouldn't have to work. |
| b. If I cut down this tree, | a | 2. I wouldn't cut down that tree. |
| c. If a fairy granted me a wish, | c | 3. I'd wish for a hot sausage. |
| d. If I could chop it down, | b | 4. I'll make some good money. |

6. Complete with the second conditional.

- a. If I **saw** (see) a fairy, I **'d wish** (wish) for richness.
- b. If I **were** (to be) rich, I **would live** (live) in a castle.
- c. If I **lived** (live) in a castle, I **would be** (be) a king or queen.
- d. If I **were** (be) a king or queen, I'd have _____.
- e. If I had _____, *Answers may vary.*
- f. _____

Listening to a story

When listening to story, identify its most important elements: characters / setting / conflict / resolution.



7. Use the vocabulary from exercise 1 and predict the story. Then listen and choose. Finally complete the sentence below.

Main Characters

- a gnome and a baby
- a girl and a gnome
- a king and a servant

Setting

- a tower in a castle
- an enchanted forest
- a haunted house

The Conflict

- a lie and a promise
- a mystery and a murder
- a bad decision

If you were the character of the story, what would you do?

Answers may vary.



8. Listen to the second part of the story and answer the questions.

a. What did the main character have to do to solve the problem?

She sent a servant to spy on the gnome.

b. How did the story end?

The baby remained with the queen and king.

9. Get into groups and play a game. Make a wish game.

If I were _____, I'd _____ . If I _____,

I'd _____ . If I _____,

I'd _____ . If I... _____

Answers may vary.

Pronunciation

Notice how **would** is contracted.

I'd wish for a sausage.

She'd wish for a new dress.

I wouldn't cut down that tree if I were you.



Project Stage 2

- Create a new version of the story you chose.
- Select two top endings and discuss the best possible results.

E.g. If the queen didn't keep her promise, the gnome would do something bad.





Lesson 3

Stories of All Kinds!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to identify the most important elements of a story.	<ul style="list-style-type: none"> Identifies the correct word cloud to approach the text. Narrates the plot of a story by summarizing its most important information. Writes a summary of a story. 	Vocabulary challenge, fool, draw, hide, stand still, behead, awaken	<ul style="list-style-type: none"> Using prior knowledge Skimming the text to make informed predictions Identifying and mapping the literary elements of a story

▶ WARM UP (books closed)




Play a trivia game about Greek stories. Ask these questions.

- A horse with wings**
 - a. Hercules b. Pegasus c. Zeus
- The most powerful God**
 - a. Hades b. Aphrodite c. Zeus
- A monster with serpents on her head**
 - a. Poseidon b. Medusa c. Minotaur
- The place where the Gods lived**
 - a. Athenas b. Mount Olympus c. Mount Trojan

▶ EXTRA IDEAS

Bring pictures of these characters to help students visualize the questions. Invite them to create more questions about fairy tales and Greek myths in general.

▶ Pre-Reading

- Look at the text quickly and choose the word cloud that best represents it.**   

Explain that a word cloud is a visual representation of the most important words. The size represents how many times a word appears in a text. Challenge them to tell you the 3 most important words in each cloud. Encourage them to tell you what they know about these words. Also ask them to find elements in common between both clouds. Now have students read the Reading Strategy. Explain that skimming is a strategy for readers to gain an overall understanding of the whole text in a short time (looking quickly around the text to obtain clues about general meaning or to activate prior knowledge.) To create interest in the story, invite them to predict.

Encourage students who know the stories to go to the front and have the rest ask them questions. Predicting is an important skill because it permits the students to try out their ideas and theorize so they can activate their background knowledge and at the same time be ready to make connections.

- Match the columns. Use your dictionary.**



Call students' attention to the words and the definitions. Invite students who don't have dictionaries to locate those words in the story and try to infer their meaning using the context. Invite students with dictionaries to correct those guesses and to supply extra information about those words, such as: grammar category, pronunciation, additional meaning, etc. Encourage students to share this information with all class.

▶ While-Reading

- Read.**    Track 36

Invite students to read silently and do the corresponding exercises. Point out that while students are reading they can apply a variety of strategies like: pausing to think about previous ideas, asking themselves questions and using context and visual clues. If students are reading silently they might not read at the same pace, so you can go around the classroom giving the instructions individually.

- Stop and think. Look at the picture and number the magical objects Perseus received.**



Direct their attention to the pictures. Invite students to label the pictures, check with peers and continue reading.

- **Stop and think. If you were Perseus, how would you use the magical objects to kill Medusa?**

Choose one. **V L**

When students make predictions, it helps keep them involved in the text. Have them continue reading and direct their attention to the pictures so they understand each of the alternatives they can choose. Allow some time for students to read the choices, clarify vocabulary. Ask some volunteers to read the answers for the class to discuss those answers. Encourage students to give their point of view.

Answers

- Flying above her and using the sword to hit her in the head. *(It's not a good idea as Medusa could kill him only by looking at him)*
- Hiding and using the reflection of the shield to locate and kill her without looking at her. *(It's the right answer)*
- Using the helmet to be invisible and getting near to kill her. *(It could be, but Medusa would see his sword and his shield)*
- Using the reflection of the shield to turn the Gorgon into stone. *(Perseus needs the head of Medusa to kill the Kraken, so a petrified head wouldn't work)*

Invite students to continue reading to check their predictions.

- **Stop and think. If you were Perseus, how would you use the magical objects to kill Medusa?**

Choose. **V L I**

Invite students to give you their opinion about Perseus. Elicit more characteristics or idiomatic expressions about Perseus. Call on volunteers to say their answers out loud but challenge them to explain the reasons. Ask: *What event in the text makes you think Perseus was intelligent? Brave? Impulsive?*

▶ Post-Reading **L I**

4. Read again and answer the questions. **V L**

Point out re-reading is a strategy that can help them clarify ideas because they get another chance to read while thinking about the overall message of the text and how all the information is related and how it is organized. Go over the questions before students read for the second time so that they can focus on the answers to these questions. Allow some time for students to write the answers. Then have them get in groups and discuss those answers. Remind students to write their answers using the Simple Past and Past Perfect.

5. Read again and complete the chart. **V L**

Explain to students that this technique helps students visualize the story and therefore understand and enhance their comprehension of the text. Go over the Writing Strategy with the students and clarify that this kind of mapping helps them see how the different parts relate to the bigger picture.

6. Summarize the story of Perseus and Medusa by using the map of the story. **V L I**

Remind students that “summarizing” is telling the most important ideas. Stories can be long or short but sometimes short stories are better at keeping the audience engaged. Invite them to rephrase the information on the map and write the summary. Have them imagine they’re telling the story to someone who has not read it.

Help students begin the story with a catchy phrase (*Long, long ago; Once upon a time*) and connect their ideas with adverbs of attitude as well as connectors. Have them get in groups and read their summaries to peers to find similarities and differences between their versions.

Project Stage 3 **V L I K**

Get students to work in their groups on their stories. Invite students to check if their story is too long. Tell students that stories should be kept short so that the audience does not lose interest. Have a look for details that might be irrelevant or repetitive. Encourage them to create a summarized version of the story using the key elements of this kind of narrative.



Use the helmet to be invisible and get near to kill her. *Answers may vary.* Use the reflection of the shield to turn the Gorgon into stone.

Perseus remembered that if he looked into Medusa's eyes, he would turn into stone. So, he used the Medusa's reflection on the bronze shield to behead her before she had time to look at him. Medusa died at once. Immediately, her sisters awoke and saw Perseus, who quickly ran away with Medusa's head. Thanks to the invisibility helmet, Perseus escaped and with his winged sandals flew back to the island of Seriphos.

4. Read again and answer the questions.

- Why did Perseus decide to go after Medusa's head? *Because he had been challenged by Polydectes.*
- Who helped him? *Hermes and Athena helped him.*
- What elements did he need to fulfill his mission? *Winged sandals, a shield and a helmet.*
- How did he find Medusa? *By asking (forcing) the Graeae to tell him where to find her.*
- How did he kill her? *He used Medusa's reflection on the shield to behead her.*

5. Read again and complete the chart.

Setting	<i>The Greek island of Seriphos Remote land</i>
Characters	<i>Perseus • Polydectes • Hermes Athena • The Graeae • Medusa</i>
Conflict	<i>Polydectes enslaved Perseus' mother.</i>
Resolution	<i>Perseus petrified Polydectes and saved his mother.</i>

6. Summarize the story of Perseus and Medusa by using the map of the story.

Answers may vary.

When he arrived he found out that Polydectes had turned his mother into a servant. Desperately, he entered the room where the evil king and his close friends were gathered. All of them turned to look at Perseus, not believing he had fulfilled his task.

"You fool, you think I believed your story?" said Polydectes as he turned around to look at Perseus.

When all the people in the room were looking, Perseus took out Medusa's head petrifying anyone who was looking at it. And this is how the brave Perseus saved his mother Danae and became one of the greatest heroes in Greek mythology.

Stop and think. What do you think? What was Perseus' best quality?

- a. braveness and intelligence
- b. braveness and strength
- c. braveness and impulsiveness

Answers may vary.

Reading Strategy

To understand a story better, identify its most important elements. Use a graphic organizer to visualize those elements clearly.

Writing Strategy

To summarize a story, identify the most basic and essential information so that you get the big picture.

Project Stage 3

- Map your story.
- Write a summary.



Lesson 4

He Gives Me the Creeps!



1. Match the expressions with their meaning. Then listen and check.

Expressions

- a. to give someone the creeps
- b. to draw a blank
- c. to have something on the tip of the tongue
- d. to be between a hard place and a rock

Meaning

- 1. **d** to be in a situation which offers two alternatives that are both difficult
- 2. **a** to make someone feel frightened
- 3. **b** to forget something
- 4. **c** to fail to find a word you know

2. Complete this anecdote with the expressions above. Make the corresponding changes in the verb tense.

It all happened one day when I arrived late at school. I was coming into the school and suddenly the principal jumped from behind the gate and scared me.

God, (a) **he gave me the creeps** ! I was so scared. "I'm sorry I'm late," I said, and continued walking to my classroom. Then the principal shouted, "Hold it right there. You can't pass," and he continued, "Well, I'll let you in if you answer my riddle."

I looked at him and said, "No problem... just ask!"

"What walks on four legs in the morning, two legs at noon and three legs in the evening?" asked the principal. "Come on, it's easy," I said.

"Then tell me the answer," said he.

I know the answer but I'm (b) **between a hard place and a rock**

Let me think. Oh yeah, I know... I (c) **have it on the tip of my tongue**

The principal waited patiently for one minute and then he said, "What happened? You would know the answer if..."

"Yeah, I know ..., the answer is ..." I was trying hard to figure out the answer, but I (d) **drew a blank** , I didn't have any idea. All I could say was "Man... you got me!"

I hadn't finished all my sentence when he said, "You read the story of *Oedipus and the Sphinx*! Well done!

You can pass.



3. Discuss.

- What situations *give you the creeps*?
- What do you do when you *draw a blank*?
- What situations make you *feel between a hard place and a rock*?

Scary stories about ghosts and spirits give me the creeps.

I was between a hard place and a rock when I got lost downtown and I didn't have any money with me.



Reflect on Values

	Always	Sometimes	Never
■ I enjoy reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I like to listen to stories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I understand the cultural value of stories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gap Activity

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



Lesson 4

He Gives Me the Creeps!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to communicate using idioms, to exchange information in gap activities and to give a formal presentation.	<ul style="list-style-type: none"> ■ Uses idiomatic expressions to talk about anecdotes. ■ Associates words and expressions to a particular context. 	Idioms <i>to give someone the creeps</i> <i>to draw a blank</i> <i>to have something on the tip of your tongue</i> <i>to be between a hard place and a rock</i>	<ul style="list-style-type: none"> ■ Using idiomatic expressions in context ■ Personalizing idiomatic expressions to share personal anecdotes ■ Activating previous knowledge by listening to a Greek story

WARM UP (books closed)

Invite students to revise and use idioms from previous classes. Randomly distribute 2 or more idioms per group and invite them to create a story. Model some examples: *The miller's daughter could not turn straw into gold. She didn't have the knack. So a gnome had to help her.*

PRESENTATION

1. Complete with the expressions below by listening to the dialogs. Track 37

Invite some volunteers to read the two columns. Encourage students to predict the meaning of these idioms and use clues in the context to guess their meaning. To check answers, pair up the students and have them discuss their answers with their partners. Remind students not to use a dictionary. Clarify the difference between these two expressions:

When you *draw a blank*, you fail to remember but also you are unable to speculate on the matter (unable to think of something), where as when you *have something on the tip of the tongue*, you can think of it but you can not say it.

Write these sentences on the board and have students replace the underlined words for the correct idiom.

He was in a difficult situation (he was between a hard place and a rock) because he didn't know what to do and could not find someone to help him.

I did not answer the question the teacher asked me, I could not think of something to say. (I drew a blank)

When I saw her, I was going to call her name but I couldn't. I was sure I knew her name (I had her name on the tip of my tongue) and when she looked at me, I had to apologize and ask her to repeat her name.

My uncle lived in a very old and mysterious house. I never went there because the house frightened me. (the house gave me the creeps)

PRACTICE

2. Complete this anecdote with the expressions above. Make the corresponding changes in the verb tense.

Before students complete this anecdote, ask them if they know the Greek story of *Oedipus and the Sphinx*. Tell students the story so that they can relate and connect to the story when reading the anecdote. You might like to show students some pictures from the Internet so they get familiar with the story. Write these important words on the board and have students use the Glossary or a dictionary to find the meaning: *riddle, evil, gate, crawl, cane*. Give some background information: *Thebes was a city in Greece. Hera was Zeus' wife. Oedipus was a mortal man. The sphinx was a monster*. Now tell the story for students to enjoy and to learn some techniques for their own presentations.

Hera had sent the sphinx to punish the city of Thebes and its king for some evil doing long ago. The sphinx was a monster which had the head of a lion, the wings of a bird and the face and torso of a woman. She was treacherous and merciless. She stood in front of the entrance to the great city of Thebes. Whenever someone wanted to come in or go out of the city, they had to answer a riddle. Those who could not answer the riddle had to die. When Oedipus came to the gates, the sphinx asked: "What walks on four legs in the morning, two legs at noon, and three legs in the evening?" He suddenly had a vision of a baby, a man and an old man all walking together and soon it came to him that a man crawls on all fours in infancy, walks upright on two legs in adulthood and uses a cane as a third leg in old age. The sphinx was ready to devour Oedipus, when he told her the answer: "It is a man." Oedipus solved her riddle. With this answer the sphinx, who was so frustrated that Oedipus had answered her riddle as the oracle had predicted, threw herself down a precipice and died. Oedipus became the new king of Thebes.

Once students are familiar with this story have them read the anecdote and complete it with the idioms proposed in exercise 1.

▶ APPLICATION

3. Discuss.

Have students look at examples. Have some volunteers read those examples and ask some further questions to make students elaborate on their ideas: *What kind of body language do they have?* (They're biting their nails) *Why would people bite their nails?* (If they're scared or anxious)

Invite students to read the questions and ask them to personalize the idioms by thinking about a situation of their own when they have done or felt that way. Encourage the students to provide more information with these questions: *What was the situation? How did you feel? Why did you feel that way? What would you do different now if you could go back in time?*

Go around the room, making sure the students link and support the verbal discourse with the correct body language. Correct any mistakes if necessary and check pronunciation.

▶ Reflect on Values

Go over the values and invite students to express their ideas about the activities. Ask these questions: *Do you usually read because you have to or because you like it? Is there someone in your family who tell stories? What do you think of this person? Have you ever told someone a story you heard from someone else? Have you told someone a story you read in a book or magazine? Why are stories an important cultural element a nation?*

Guide them into reflecting that reading and listening to stories can be a good way to improve their language skills as well as a good way to improve their understanding of other cultures and times. Stories reflect the beliefs and desires of people.

After the reflection, have them check the grids and invite volunteers to explain their answers.

Gap Activity

Tell students to get in pairs and assign roles for each student. Explain to students that each person has a part of the information. They have to share it. In this exercise students will negotiate telling a story together. They will also transform dialogs into narrative sentences and will include more details to "decorate" the story. Write these questions on the board to guide the students: *Why did the boy decide to cry "wolf" when there wasn't wolf? What did he do when people came to help him? Why didn't people come when there was a real wolf? What's the moral of the story?*

Then challenge them to connect the sentences and sequence the events using the Past Perfect and the Second Conditional if possible. Remind them of the connectors they can use with the Past Perfect: *before, until, by the time, when.*

Suggest to the whole class that they decide the moral of the story. Invite some couples to read their versions and invite another couple to act out the story.

Share Your Project

1. Discuss your experience.

Invite students to read the questions and prepare to discuss as a class. Allow some time for students to classify their ideas and encourage students to use this reflection for personal growth rather than to dispute. Whenever conflict appears invite students to find a solution or to propose a different attitude for future work. Invite students to find the most important aspect proposed in the exercise and encourage them to explain their reasons. Invite them to draw some conclusions. Remind students that commitment, decision making and disposition are all skills that can be learned through these kinds of exercises and that in their future life they will be crucial to their jobs and occupations.

2. Read and answer. Track 38

Ask the questions the exercise proposes before students read. Invite them to talk about these ideas before reading. At this point students will show how much they know. Then invite students to read out loud the paragraph and practice some diction and speed. Invite them to name other types of stories that exist (jokes, historical stories, stories about nature, real-life stories, fables, biblical stories).

3. Give Your Presentation.

Invite the whole class to create a inspiring space where they stories can be told. Encourage them to create the right atmosphere to tell the stories. The class can go to an auditorium or amphitheater. Students can sit on the floor pretending to be being around a fire, or just in a semicircle, the most comfortable possible. Ask a volunteer to read the Useful Expressions. Go over the pronunciation of those phrases and encourage students to use the appropriate body language. Remind students of some important recommendations when telling their stories:

It's important to:

- give some information about the story itself: the author and the book where it was taken from.
- as stories might contain vocabulary that is not known by all students, groups should be encouraged to teach those words before telling the story. The use of visual prompts can help in increasing comprehension.
- be very aware of facial expressions because they're a powerful way to convey meaning.
- speak clearly, loudly and not too quickly. The tone of your voice should be appropriate and interesting.
- mime and body language can also help in comprehension.

Share Your Project

1. Discuss your experience.

- Did all of you contribute equally to the project?
- Was it easy to stay on task?
- Did you help each other stay on task?

According to your experience, check the necessary elements for successful group task completion.

- negotiating everyone's tasks
- having an action plan
- helping partners learn
- assuming responsibilities
- discussing all ideas before doing them
- staying positive

Answers may vary.



2. Read and answer.

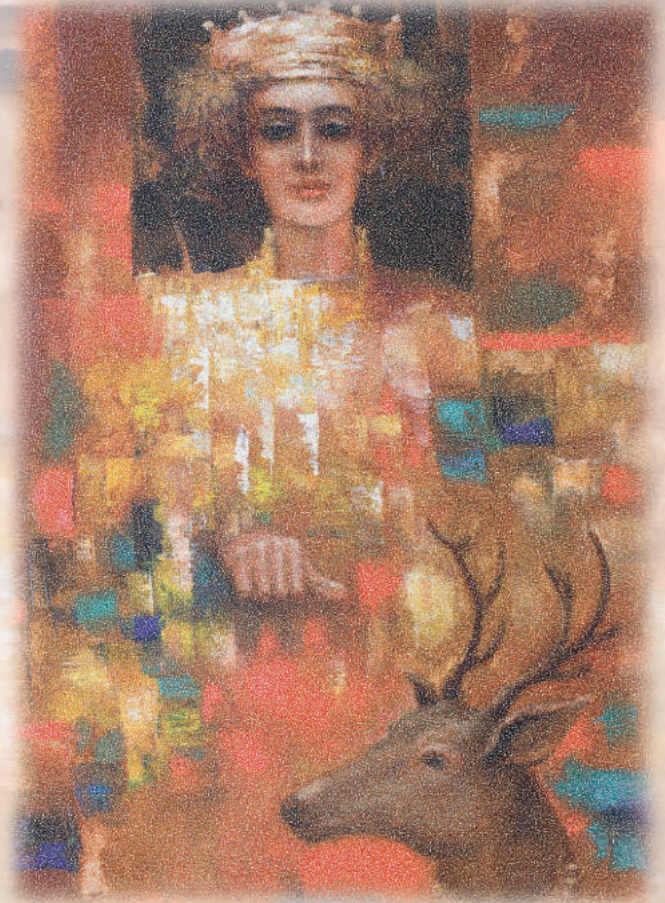
Story telling is at the heart of every culture. Human thought and knowledge have been shaped and told by stories. Even long ago, when the writing system hadn't been invented, stories were not only told orally but by means of drawings. According to their purpose and message and how they're delivered to an audience, stories have been classified as myths, legends, folk tales, epic tales, hymns, etc.

Despite the fact that every culture is different, legends and myths from all around the world share some typical elements: the hero, the villains, the gods, the reward and/or the punishment. Some stories are meant to teach a moral, some others are meant to explain a natural phenomenon, and others, just tell of the heroic acts and accounts of people and places of other times.

Nowadays, these stories are still a very important source of inspiration and learning. We find stories in books, movies, music, art and they still represent a powerful way to reshape and recreate culture.

Answer these questions:

- Why are stories at the heart of every culture?
- What are some typical elements of stories?
- Where do we find stories nowadays?



Give your Presentation

- Tell the class the name of the story and some background information.
- Invite the class to predict what the story is about. Show your visuals.
- Tell the story. Create a lot of suspense by using a special tone of voice together with interesting body language.
- Invite people to talk about the message or just opinions about the story.

Useful Expressions

- Introduce your story like this...
Once upon a time...
You won't believe this but...
Here's what happened long ago... When Legend has it that ...
- To talk about the story...
This story is about a woman who...
This is based on...



The End



Listen and read.

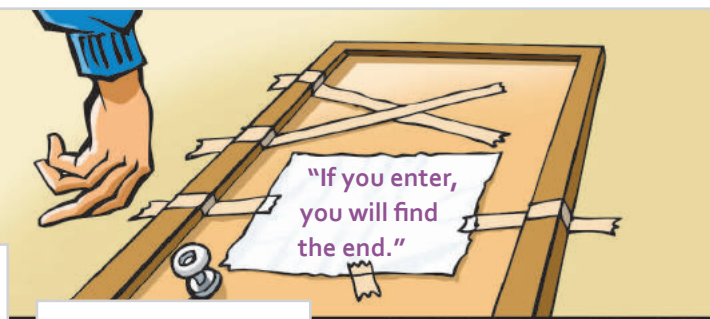
1. Ron went to live in a very old and mysterious house.



2. One day while he was checking the walls he discovered a secret room that had not been opened for generations.



3. The room was locked and there was an inscription that read:



4. One night he invited some friends over and told them the story of the locked room. His friends advised him different things.



5. Ron was confused but he kept thinking.



6. The next morning, he decided to go and check it out. He opened the door with difficulty. When he finally entered, he saw a wooden trunk.



7. But when he opened the trunk, all he found was old papers... lots of old papers all belonging to a book whose title was *The End*.



Comic The End

The comic helps you wrap up the unit by presenting the structures and vocabulary seen in class in a memorable and relaxed way. It can be used for reading practice only but there is the option to listen to it as well.

Listen and Read.     

Pre-Reading (books closed)

To activate students prior knowledge, invite them to preview the comic by reading the title of the story: "The End". Have them close the books and predict what it might be about. Ask some questions:

What do you think about when you read the words "The End"?
What do you think the story is about?

While-Reading Track 39

Then have them open their books and read and listen to the story. Encourage them to identify any unknown words and to ask themselves questions as they read. Write these questions on the board and have them think of these questions while they read:

Why was the room hidden and locked?
What did Ron expect to find there?
Why was he unsure about entering the room?

Post-Reading

Allow students some time to make a summary of the comic. Invite them to explore the pictures and add details describing what they see. Invite students to give a narrative of the story. Use these questions to guide them:

What was the house like?
What did his friends advise him to do?
What did he find when he entered?
What did "The End" refer to?

EXTRA IDEAS

Challenge students to create, expand, modify or come up with other possible endings to the story.

Then personalize the activity by asking these questions for students to explore in small groups:

If you found a secret room in your house, what would you do?
Who would you ask for help? What would you expect to find?



Quiz Time

Before the test

This test will help you evaluate the different objectives proposed by the unit: narrating stories and events in the past, conveying attitudes, talking about imaginary situations and reacting to a story, using adverbs of attitude, the Past Perfect to sequence past events, the Second Conditional to describe imaginary situations and colloquial expressions.

1. Listen and put the events in the correct order.



This exercise helps you assess the students' listening comprehension of a story, where they must give the sequence of the events. Remind students to look at the pictures before you play the audio. Have them number the pictures from 1 to 4.

2. Listen again and choose the correct option.



This exercise helps you assess the students' listening comprehension of a story, where they must recognize its important elements. Have students read the complete sentences before they choose.

3. Complete with the Simple Past tense or the Past Perfect tense. Use the verbs in brackets.

This exercise helps you assess the students' ability to sequence events in a story by recognizing the difference

between the Past Perfect tense and the Simple Past tense. Remind students to write the verbs in brackets in their correct form plus the corresponding auxiliary if necessary.

4. Choose the correct adverb.

This exercise helps you assess the students' understanding of the adverbs of attitude and the way answers also describe the speaker's mood.

5. Complete the sentences using the Second Conditional.

This exercise helps you assess the students' understanding of the Second Conditional when talking about imaginary situations. Remind students to write the verbs in brackets in their correct form plus the corresponding auxiliary if necessary.

Self-Evaluation

Have students read the Self-Evaluation chart. Allow some time for students to check achievements and invite them to provide examples to support their answers. Help students recognize how well (very well, ok, a little) they have achieved the objectives of the unit. Provide concrete advice on what to do and refer them to the corresponding pages of the book and Grammar Charts appendix to help them any with difficulties.

Glossary

Have students use the Glossary to develop dictionary skills. Invite students to go over the words, identifying the information provided by the Glossary. You might like to go over the pronunciation and add some interesting examples or elicit examples from students.

Game 1

Divide the class into two groups, say a word out loud from the Glossary and have students find the word in the context where it was used. Then invite the students from the same group to say the kind of word it is or the corresponding synonym.

Game 2

Invite students to go over the Glossary and study it for some time. Have them close their books, and challenge them to remember the words by giving a definition and asking them to think of the corresponding word.

Game 3

Students use the pictures and the words from the Glossary to create a story. When they're ready, they tell the story out loud in front of the class, but instead of saying the word, they should pause or make a funny noise. The other students have to say the missing word.

Game 4

Play Dictionary

Students should select a word from the Glossary and give 3 different definitions for the students of the opposing group to guess which one is correct.

EXTRA IDEAS

You might like to have students create their own glossaries based on their interests and the new vocabulary that appeared in their presentations and project. Have them use the glossary of the book as a model. Invite students to do the corresponding glossary activities on pages 93 to 98.

Quiz Time



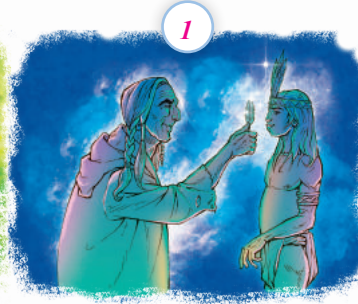
1. Listen and put the events in the correct order.



3



4



1



2



2. Listen again and choose the correct option.

Quetzal was a (a) bird / boy / river. The wise man of the tribe told him that he (b) would never die / would die soon / died would if he had with him a hummingbird feather. Chiruma was (c) the chief / the chief's brother / Quetzal's brother. He wanted to be (d) the chief / a hummingbird / a wise man. The wise man gave Quetzal (e) a feather / a hummingbird / a rock and Chiruma stole it because he thought that if Quetzal didn't have it, he would die. One day Chiruma killed Quetzal with an arrow and Quetzal turned into (f) a bird / a feather / a chief. As the wise man had predicted, Quetzal didn't die.

3. Complete with the Simple Past tense or the Past Perfect tense. Use the verbs in brackets.

I had never seen (a. see) such a mysterious house until I visited (b. visit) an old relative in a lonely and remote village. There I met (c. meet) a strange man. He looked (d. look) familiar but I was sure we hadn't talked (e. not talk) before. He invited (f. invite) me to go horseback riding. Before that day I hadn't gone (h. not go) horseback riding. I liked it a lot but since I hadn't slept (i. not sleep) properly the night before I fell (j. fall) asleep on the horse and I almost had an accident.

4. Choose the correct adverb.

- a. Once my classmates and I were studying at night in a friend's house. We had prepared a bunch of food. I felt hungry at midnight and went to the kitchen to eat something but mysteriously there was nothing in the pots. That was very strange!
 1. carefully 2. mysteriously 3. suddenly
- b. Something strange happened to me today. I had lost my wallet on the way to school. Fortunately my best friend found it and gave it to me.
 1. Fortunately 2. Suddenly 3. Mysteriously
- c. Long ago, when the mountains were young, there lived a king who was loving and generous. Sadly he didn't have a queen.
 1. Suddenly 2. Luckily 3. Sadly

5. Complete the sentences using the second conditional.

- a. If he were (be) a wizard, he would turn (turn) the teacher into a tree.
- b. If she remembered (remember) the story, she would tell (tell) it to us.
- c. If Tony studied (study) movie making, he would make (make) a film based on the story.
- d. If the story were (be) true, it would be (be) very strange.
- e. If a fairy granted (grant) me a wish, I would ask (ask) for happiness.

Self-Evaluation

Now I can...

- tell a story in past.
- talk about imaginary situations in the present.
- use adverbs to convey attitudes.

Very Well

OK

A Little

Glossary

A – E

arrow: **n.** a thin, straight, generally pointed missile or weapon.



beyond: **prep.** outside the limits of. *The land is beyond this world.*

brave: **adj.** courageous (syn. admirable, intrepid, daring), *She was brave and wise.*

chief: **n.** a boss or person in charge of a group (syn. head, leader). *The chief of the tribe sent the warriors home.*

evil: **adj.** not good (syn. harmful, injurious). *The evil king sent Perseus on a dangerous trip.*

F – L

far: **adj.** a long distance away. *In a far kingdom, there lived a princess.*

find out: **v.** to discover or confirm the truth of something (syn. detect, uncover).

gnome: **n.** (in folklore) diminutive old man that inhabits the interior of the earth and acts as guardian of its treasures, usually one of the characters of fairy tales.



gorgon: **n.** a mythical creature who had serpents as hair.

grant: **v.** to give something a person asks for (syn. award, concede) *The fairy granted the woodcutter 3 wishes.*

hummingbird: **n.** a colorful tropical bird that moves quickly.



M – Q

mill: **n.** a person who owns a mill.



pillar: **n.** a thick and strong column that supports a building. *Perseus stood still against a pillar.*

petrify: **v.** to change into stone. *If you looked into Medusa's eyes, she would petrify you.*

principal: **n.** the person in charge of a school.

quetzal: **n.** a colorful bird that lives in Central America.



R – Z

reward: **n.** something that is given in exchange for a good action (syn. prize, recompense) *The girls received a reward for their good action.*

riddle: **n.** a type of question whose answer is difficult to figure out. *Oedipus was the only one who answered the riddle of the Sphinx.*

sphinx: **n.** a mythical creature with a body of a lion and a head of a woman.

straw: **n.** threshed grain or grass used for feeding animals. *The gnome turned the straw into gold.*

sword: **n.** a long sharp metal blade with a handle used for war.



trip: **v.** lose balance when walking. *She tripped and fell to the ground.*

Colloquial Expressions

To give someone the creeps: to scare.

To draw a blank: to forget.

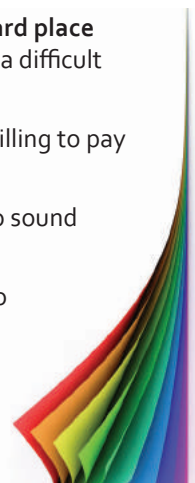
To have something on the tip of the tongue: to fail to remember a word.

To be between a hard place and a rock: to be in a difficult situation.

I'm all ears: to be willing to pay attention.

To sound creepy: to sound scary.

Not to buy it: not to believe something.





Unit 3

Glossary Activities

1. Label the pictures.



arrow



miller



sword



hummingbird

2. Unscramble the words. Use the clues.

- a. rowra
- b. wodrs
- c. diedrl
- d. veli
- e. rabev
- f. tagrn
- g. pirt
- h. drwear
- i. dinftou
- j. arf

a	r	r	o	w		
s	w	o	r	d		
r	i	d	d	l	e	
e	v	i	l			
b	r	a	v	e		
g	r	a	n	t		
t	r	i	p			
r	e	w	a	r	d	
f	i	n	d	o	u	t
f	a	r				

- a. a thin pointed weapon
- b. a long sharp metal blade
- c. a question whose answer is difficult to figure out
- d. not good
- e. courageous and intrepid
- f. to give something to a person
- g. to lose balance when walking
- h. something that is given to someone as a result of his / her good action
- i. to discover or confirm the truth about something
- j. a long distance away

3. Classify the words and then complete the story.

NOUNS	VERBS	ADJECTIVES
<i>sword</i>	<i>grant</i>	<i>evil</i>
<i>riddle</i>	<i>trip</i>	<i>brave</i>
<i>reward</i>	<i>find out</i>	<i>far</i>
<i>arrow</i>		

4. Complete with the words in exercises 1 and 2.

Once upon a time, there lived a *miller* (a) noun who had a *brave* (b) adjective son. One day the son found a fairy who *granted* (c) verb him a wish. In return, he had to *find out* (d) verb the way to turn an *evil* (e) adjective gorgon into a beautiful princess. The fairy gave him a *sword* (f) noun to protect himself. When he arrived at the gorgon's place, she asked him a *riddle* (g) noun. "What falls but never *trips* (h) verb, and never gets hurt? The son said, "the rain." Immediately, the gorgon turned into a beautiful princess and they lived happily ever after.

4 Traveling the World



Skills

CEF Standards

Indicators

Listening
Comprehension

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

- Understands simple directions and requests concerning tourist activities.
- Understands main points of short conversations with highly frequent vocabulary.

Reading
Comprehension

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

- Understands descriptions of cities and tourist facilities.
- Uses information in graphs to expand their understanding.
- Identifies the reasoning behind opinions to make better sense of them and to be critical of information.

Oral
Interaction

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

- Requests information about tourist activities.
- Asks and gives simple directions to find the location of places.
- Confirms information and gets the speaker to agree with comments.

Oral
Expression

Can narrate experiences and events giving brief reasons and explanations.

- Describes places and their tourist facilities.
- Plans what to say and how to say it considering the effect on the audience.
- Uses fixed expressions and appropriate body language to convey feelings and meaning.

Written
Expression

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

- Writes a brochure about a place for tourists, giving recommendations and directions.
- Provides reasons to support opinions and descriptions.

4 Traveling the World

► **General Objective**

You will be able to describe, compare and give opinions about travelers and touristic activities.

► **Communication Goals**

You will learn how to

- give and ask for directions and information in a polite way.
- ask people to agree with you.
- place emphasis on descriptions and comparisons.

► **CLIL**

- Types of Travelers
- Going Green
- A Tour of Brasilia
- Finding Your Way

Vocabulary

Vocabulary related to trips, travelers, travel activities and the environment

Collocations with "go"

Grammar

- Tag questions
- Indirect questions
- Placing emphasis using *much* and *very*

► **Idioms and Colloquial Expressions**

- *Going green*
- *Spill the beans*
- *Shake a leg*
- *...and that kind of thing!*
- *Get out and about*
- *You can't miss It!*
- *Hit the road*

► **Project**

A Brochure

You will present tourist information on a place of your selection in a brochure.

Discuss:

- What kind of traveler are you?
- Do you enjoy doing any of these activities when you travel?
- What's your dream trip?

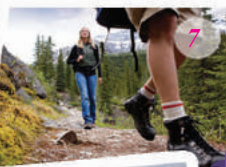




Lesson 1

What Kind of Traveler Are You?

1. Number the pictures. Then classify them under the corresponding column.



Word Bank

- 1. kayaking
- 2. a tent
- 3. hiking
- 4. a hotel
- 5. by plane
- 6. by canoe
- 7. on foot
- 8. a cabin
- 9. sightseeing
- 10. a campsite
- 11. a bicycle trip
- 12. a bus tour
- 13. a cruise

Key Expressions

To go green: to be an eco-friendly person

Vocabulary Strategy

Classify words to remember them better.

Activities	Accommodations	Transportation	Types of Trips
<i>sightseeing</i>	<i>a tent</i>	<i>by plane</i>	<i>a bicycle trip</i>
<i>kayaking</i>	<i>a campsite</i>	<i>by canoe</i>	<i>a bus tour</i>
<i>hiking</i>	<i>a hotel</i>	<i>on foot</i>	<i>a cruise</i>
	<i>a cabin</i>		

2. Listen and complete.



Neil

I like to travel by **plane** (a). They're much faster than cars, aren't they? I like staying in **hotels** (b) with air conditioning and Internet, cable TV, etc. You know, it's very comfortable.

I love staying in **campsites** (c). It's much closer to nature. I prefer going **kayaking** (d), **hiking** (e) and that kind of thing. I also love **bicycle trips** (f). On my last trip, I slept in **a tent** (g). It's much harder but much more exciting. It's all ecological and healthy, isn't it?



Oscar

My favorite activity is to go **sightseeing** (h). I love taking pictures of statues and churches so I prefer traveling by bus. It's more interesting. I also enjoy going green. On my last vacation, I stayed in **a cabin** (i). It is much more eco-friendly.



Jane



Lesson 1

What Kind of Traveler Are You?

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to talk about travelers and traveling experiences.	<ul style="list-style-type: none"> Describes tourist activities. Compares travelers. 	<p>Vocabulary kayaking, tent, hiking, hotel, plane, canoe, foot, cabin, sightseeing, campsite, bicycle trip, bus tour, cruise trip</p> <p>Expressions to be green, that kind of thing</p> <p>Structures Using <i>much</i> and <i>very</i>, tag questions</p>	<ul style="list-style-type: none"> Classifying words Relating pictures to words Using clues in the context Associating movement and intention with intonation

WARM UP (books closed)

Play a game. Tell students you're traveling with some of them. You'll take only the students who are cool travelers. Students' answers should comply with a rule you decide upon. That is, if you decide all activities are related to water, all students have to mention an activity that involves doing that. Provide examples: *I'm going swimming. What are you going to do?* Possible categories:

Take an object whose first letter is the same as the first letter in their names

Urban tourist activities

Traveling by land

PRESENTATION 1

1. Number the pictures. Then classify them under the corresponding column.

Direct students' attention to the pictures and go over the Word Bank. They need to look at the pictures carefully as they might be interpreted in a different way. To avoid these ambiguities, call their attention to the chart below so they know they're identifying words related to activities, accommodations, transportation and types of trips. Allow some time and get students to check their answers in pairs. To practice pronunciation, make students repeat the words as a group and call on some volunteers to repeat individually.

Remind students that in order to learn vocabulary, they should actively work with the words and make them meaningful and memorable. Go over the Vocabulary Strategy with the students and point out that when words are classified, they are easier to remember. Allow some time for students to classify and go over the answers as a class.

PRACTICE

2. Listen and complete.

Challenge students to discover the relationship between the people in exercise 2 and the images in exercise 1. Invite students to use the words from exercise 1 in context. To establish the context, call students' attention to the title of the lesson and ask: *What kind of travelers are they?* Ask students to think about a typical person who would travel and do such things. Remind students to read all the paragraph before completing so that they can use clues in the context.

Remind students to go over the Key Expressions and make sure they can locate the expressions in the context where they appear. Write some more examples on the board for them to replace with the correct expression:

People are trying to be more environmentally friendly now because of the climate crisis.

I love to practice water sports like canoeing, surfing, swimming and kayaking.

Invite students to go over the exercise again but this time have them underline the sentences containing *much* and *very*. Write some examples on the board and have them analyze those examples by asking some questions: *Why do we use "very" and "much"?* (to give emphasis) *What comes after "much"?* (a comparative) *What comes after "very"?* (adjectives) *In which case is "much more" used?* (in adjectives that have three syllables or more).

Direct their attention to the Reflect on Grammar box and have them choose the correct option. Call on volunteers to rephrase and conclude in their own words the grammatical rules they have deduced.

PRESENTATION 2

3. Complete this conversation, listen and check. Then complete the grammar chart.



Set up the context. Explain that the three travelers they identified in the previous exercise are now being compared in a reality show that is looking for the most eco-friendly or greenest traveler. Have them complete using *much* or *very*. Have them check their answers in pairs. Assess students' comprehension by getting say them to say if these sentences are true or false:

The jury does not know anything about the participants. (False, they're confirming most of the information.)

The three travelers are very similar. (False, they're different.)

Invite students to go over the conversation again, but this time, have students identify and underline the questions the conversation presents. Write a couple of examples on the board. Choose an affirmative and a negative example: *Jane prefers to travel by bus, doesn't she?* *Neil doesn't like to sleep in tents, does he?*

Invite students to reflect on the tag questions by asking these questions to guide their thinking process: *What do you think they're for? Are the people in the conversation asking for information they don't know or just confirming things? What elements do tag questions have?* (a statement that can be either positive or negative and a tag that contains a subject and auxiliary) *What kind of auxiliary is used?* (it depends on the statement)

Allow some time for students to listen to and re-read the conversation. Then direct their attention to the Reflect on Grammar chart and invite them to complete the tags and the rules. Call on some volunteers to draw conclusions with their own words. Clarify that tag questions can be used either to ask for a confirmation or ask for agreement. In both cases, the first part of the question (the statement), contains some information. It can be confirmed (the speaker is not sure) or can simply be used for the listener to agree. Tell students that tags can mean something like: *Is this true? Do you agree?*

To clarify this point, direct students' attention to the pronunciation section. Play the audio and engage them in choral and individual repetition. Invite students to use hand movements to do audio and kinetic association of the concept of rising and falling intonation. Remind students to go over the Grammar Chart on page 102 for further reference.

EXTRA IDEAS V L M

Have students listen again to the conversation and draw an arrow indicating rising or falling intonation: *..., doesn't she?* (falling) *..., hasn't he?* (falling) *..., does he?* (rising) *..., didn't she?* (rising) *..., don't we?* (falling) *..., isn't he?* (falling)

APPLICATION

4. Complete these questions. Then match them with an answer.

After students complete the questions individually and check it in pairs, you might like to ask them to answer them by creating a short dialog so that they get some practice at answering tag questions.

EXTRA IDEAS L I

Pair up students that do not usually work together and have them make some guesses about the kind of traveler his/her partner is.

Model an example: *So, Juan, you don't like to travel by plane, do you?*

Project Stage 1 V L I N

Inform students about the project's purpose. In groups, they will create a brochure about a place and do a presentation on it. They will have to select a place, gather information, organize, summarize and use that information to make a visual presentation following the guidelines about how to write and create a brochure.

In stage 1, students get in groups and explore possible places to select, comparing the different options those places offer. Encourage students to compare the options using *very* and *much*. Then they brainstorm activities to do in those places, taking into account a green approach (taking care of the environment and being responsible about the use of resources).

Finally, each group will give a report of their ideas in a persuasive way (using tag questions). Remind groups to start planning their presentation by investigating and bringing more information about the places or place they plan to choose.

Report model

We chose two cities: Salento and San Gil. They are excellent places to go on vacation, aren't they?

These places are very touristic. We know that Salento is much more touristic.



3. Complete this conversation, listen and check. Then complete the grammar chart.

- A:** Let's compare these three travelers.
- B:** Well, they're very different travelers. Neil likes to travel by plane because they're **much** (a) faster than cars and trains.
- A:** Yeah, and Jane prefers to travel by bus, doesn't she?
- B:** Yes, she does, because it's **much** **more** (b) interesting to her.
- A:** How about Oscar? He has traveled by bicycle, hasn't he?
- B:** Yeah, he has. He also loves going camping because he feels **much** (c) closer to nature. He thinks it's **much** (d) harder but **much** **more** (e) exciting.
- A:** How about accommodations? Neil doesn't like to sleep in tents, does he?
- B:** No, he doesn't. He loves to stay in hotels with cable TV, Internet and that kind of thing. You know, hotels are **much** **more** (f) comfortable than tents.
- A:** And Jane stayed in a cabin on her last vacation, didn't she?
- B:** Yes, she did. And Oscar...
- A:** I know... He loves going to campsites. We all know who's a **much** (g) greener traveler, don't we?
- B:** Yeah, Oscar is a **very** (h) green traveler, isn't he?

Reflect on Grammar

Placing Emphasis

Use **very** / **much** with basic adjectives.

Use **very** / **much** with comparatives.

Pronunciation

Use **rising intonation** in tag questions when you don't know the answer.

Neil doesn't like to sleep in tents, does he? ↗

Use **falling intonation** when you are asking for confirmation or agreement.

It's ecological and healthy, isn't it? ↘



Reflect on Grammar

Jane prefers to travel by bus, **doesn't** she?
 He has traveled by bicycle, **hasn't** he?
 Neil doesn't like to sleep in tents, **does** he?
 Jane stayed in a cabin on her last vacation, **didn't** she?
 We all know who's a much greener traveler, **don't** we?
 Oscar is a green traveler, **isn't** he?

- To make **tag questions**, use the **auxiliary** verb in the corresponding tense. You must make it negative if it is affirmative in the main clause, or make it affirmative if it's negative.

4. Complete these questions.

- a. You are not going with us, **are you** ?
- b. The bus tour was terrible, **wasn't it** ?
- c. It's much more ecological to travel by bus than by plane, **isn't it** ?
- d. They can't swim, **can they** ?
- e. Dory didn't go on a cruise, **did she** ?

Project Stage 1

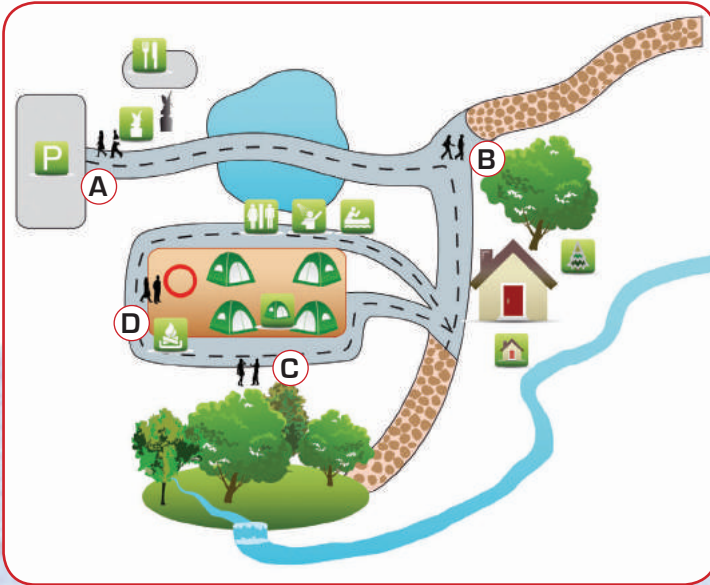
- Think about great places to go on vacation.
- Make a list of green activities to do. Check if the rest of the class agrees or not.

E.g. *Snorkeling is much greener than fishing, isn't it?*



You Can't Miss It!

1. Look at the map to number the map legend. Use the Word Bank.



Map Legend

4	10	5	2	9
3	6	7	1	8

Word Bank

1. restrooms	6. campsite
2. maple tree	7. fire ring
3. cabin	8. kayak rental office
4. parking lot	9. showers
5. cafeteria	10. statue

Key Expressions
You can't miss it: It's easy to get there.



2. Read, listen and identify where the speakers are located on the map (A, B, C or D). Then complete the grammar chart below.

Conversation 1 **A** **B** **C** **D**

Lynn: Excuse me, ma'am. Could you tell me where the hiking trail is?
Guide: Sure, go along the walking path, go over the lake and turn left. You can't miss it.
Lynn: Thanks so much!

Conversation 2 **A** **B** **C** **D**

Miguel: Excuse me, ma'am. Do you know if we can swim in the lake?
Guide: No, it's forbidden. But you can go kayaking.
Miguel: Can you tell me where the kayak rental is?
Guide: Walk across the campsite. It is in front of the lake, next to the showers. You can't miss it.
Miguel: Thank you.



Reflect on Grammar

Giving Directions

Go **along** the walking path, **over** the lake and **turn** left.
 Walk **across** the campsite.

Prepositions of Place

The statue is **in front of** the building.
 The building is **next to** the statue.
 The statue is **between** the building and the tree.
 The statue is **behind** the building.

3. Number the sentences (from 1 to 6 with different colors) to unscramble the two conversations (A-B; C-D).

2	B: I think it's on the other side of the forest.
5	A: That's OK.
2	D: Yes, it's over there, behind the statue.
6	D: It opens at 8:30 a.m.
5	C: Can you tell me what time it opens?
1	A: Excuse me, sir. Do you know if the waterfall is near?
3	C: I see it, yes, thanks.
7	C: Thank you, ma'am.
4	D: But right now, it's closed.
4	B: Sorry, I don't know.
3	A: Do you know how to get there?
1	C: Excuse me, ma'am, do you know if there's a cafeteria around here?



You Can't Miss It!

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to request information politely and ask for and give simple directions.	<ul style="list-style-type: none"> Identifies repetition. Identifies conventions on a map. Listens for the main idea. 	<p>Vocabulary restrooms, maple tree, cabin, parking lot, cafeteria, campsite, fire ring, kayak rental office, showers, statue</p> <p>Expressions You can't miss it. It's forbidden.</p> <p>Structures Indirect questions</p>	<ul style="list-style-type: none"> Using maps Using context clues Making predictions Activating background knowledge

WARM UP (books closed)

Write these sentences on the board and invite students to create similar ones and give different opinions using *much* and *very*. Hold a contest or mini-debate with the whole class:

a. *Planes are very fast.*

Yeah, but bicycles are much more eco-friendly

b. *Hotels are very _____.* *Yeah, but camping is a _____ outdoor activity.*

PRESENTATION

1. Look at the map to number the map legend. Use the Word Bank.

Explain to students that this is the map of a campsite. Ask their opinions about campsites and invite some volunteers to talk about experiences in this type of place. Next, invite students to look at the map and tell you what kind of attractions or facilities they can find. Clarify doubts and invite students to look at the map legend (the conventions) to identify more details: *There's a waterfall.* *There's a hiking trail.* Encourage students to check answers with peers. Go over the pronunciation of the words chorally and individually.

2. Read, listen and identify where the speakers are located on the map (A, B, C or D). Then complete the grammar chart below.

Track 45

Before playing the audio, direct students' attention to the letters on the map, which represent people in the campsite. Invite students to locate those people by pointing at them in their books and saying: *A is next to the parking lot.* *B is near the maple tree.* *C is on one side of the campsite.* *D is next to the fire ring.*



Play the audio, and invite students to concentrate on the map (students should avoid looking at the text the first time they listen). Ask: *Where are the people?* (A) *Where is the girl going?* (the hiking trail) Then ask: *How can she get there?* and play the audio again. This time invite students to open their books and read the conversation. Ask them to underline the expressions that are used for giving directions.

Follow the same procedure for conversation 2. *Where are the people?* (C) *Where is the boy going?* (to the kayak rental office)

Direct students' attention to the Reflect on Grammar chart and have them complete the instructions for directions based on the conversations. Invite some volunteers to come to the board and illustrate the directions. For that purpose, ask students a few questions to guide them into analyzing the forms and uses of those expressions: *What word goes after "go"?* *What goes after "walk"?* *How do you give a direction?* (by using a command)

You might also like to ask some volunteers to act out the directions. Remind students about the cardinal points: *north, west, south* and *east*. Add that there are other possible combinations to give directions. Act out these concepts and write on the board: *Go straight ahead, go past the shop, walk north, take Fifth Avenue.*





Invite students to work in pairs and read the sentences in the second part of the Reflection on Grammar chart. Have them draw pictures illustrating the sentences or call on some volunteers to use the map to give examples and illustrate the different prepositions.

3. Number the sentences (from 1 to 6 with different colors) to unscramble the two conversations (A-B; C-D).  

Once students unscramble the two conversations, have them practice. Call students' attention to the way the guide is addressed. Clarify that the *Madam*, or *Madame*, is a polite way to address women whose name is not known, and it is often abbreviated as *ma'am*. *Sir* is the equivalent for a man.

4. Listen and complete by looking at the map on page 50.    *Track 46*


Explain to students they will use the same map but this time they will listen only to determine where people are and where they want to go. Direct students' attention to the Listening Strategy. Point out that when people give directions, information is repeated either to confirm understanding or to clarify information. Ask students to remind you some of the expressions people use to check understanding (*Did you get that? Is it clear? Did you understand?*) and clarify information (*Can you repeat that? Could you say that again? What was that?*) Challenge them to listen and to pay attention to these expressions.

5. Listen, check your answers and complete the requests.     *Track 47*



Students will listen to the same conversations and will identify the questions to ask for directions. Write the title: *Indirect Questions and Direct Questions*. Then write the questions from the exercise on the board and invite students to come up with the direct questions. Invite students to study and complete the Reflect on Grammar chart. Refer students to exercise 2 and to analyze the questions in context. Allow some time and then go over the chart and invite students to tell you their reflections.

Guide students with these questions: *What is the information the person is requesting? What is the simple question?* Once students have the whole picture (direct and indirect questions) invite them to think about the differences. Ask: *What part introduces the questions? What part connects the introduction to the questions? What changes in the order of the elements can you see?*

 **PRACTICE**

6. Listen and complete. 

In this exercise students will become more aware of the typical introduction they need for the indirect question. Have them complete and then check their answers in pairs. Have them practice saying the sentences. Do some pronunciation practice by inviting students to link sounds and say the sentences as quickly as they can. Make sure they stress only content words. Also make students aware of the cases of linking that occur so that their speech does not sound choppy. For example, *if I* is pronounced /ifai/.

7. Circle the correct connector.  

Invite students to read the statements. For letters b and c, clarify the context by reading these sentences: b. The person doesn't know of any accommodations in the area; c. The person doesn't know of any kayaking facilities. Then ask students to check their answers in pairs. After that, call their attention to the first sentence. Tell them that people usually reduce sentences containing *can* in indirect questions. Write on the board: *Can you please tell me how I can get to the waterfall?* The sentence is reduced to: *Can you tell me how to get to the waterfall?* Then ask students to study sentence a. and ask: How is the first sentence reduced? (by omitting the subject and the auxiliary verb *can*)

8. Change these direct questions into indirect.



Remind students of the two different kinds of direct questions (*wh-questions* and *yes/no questions*) before changing the questions into indirect ones. To include some examples with *yes/no, questions*, write them on the board: *Can I use my cell phone here? Do you know if I can use my cell phone here? Is this the way to the restaurant? Can you tell me if this is the way to the restaurant?*

9. Role-play conversations about situations in the camping site.   

Invite students to role play conversations using the map or the school grounds.

Have them read the example and encourage them to use the expressions and the grammar they practiced in class. Remind them to use hand movements and gestures to back up their verbal production.

Project Stage 2   

Invite students to locate some interesting places in the city or area they chose for their brochures, not necessarily their city. Have them draw the map and suggest how to get from one place to another. Also encourage students to use indirect questions to share the information that each member collected.

Model:

A: *I have information about the natural parks in the region.*

B: *Do you know if there is a lake in Gallinero Park?*

When students finish this part of the process, they will have defined the place, its tourist attractions, the most important tourist activities and the location of important spots within the place, like accommodations, transportation and restaurants. They will have drawn a map showing the location of these places and a few directions on how to get to them.



4. Listen and complete by looking at the map on page 50.

Conversation 1

- a. She's at **the fire ring**
 b. She's going to **the showers**

Conversation 2

- a. He's on **the tree**
 b. He's going to **the campsite**



5. Listen, check your answers and complete the requests.

- a. Can **you** tell me where **the showers** are?
 b. Do you **know** which way the **the campsite** is?

Listening Strategy

Pay attention to repetition and notice how to ask for confirmation.

Reflect on Grammar

Indirect Questions

Indirect questions are questions inside other questions or statements.

Yes/no-question

Introduction

Do you know if

Question

- a. we can swim in the lake?
 b. can we swim in the lake?

Wh-question

Introduction

Could you tell me

Question

- a. where the hiking trail is?
 b. where is the hiking trail?

Introduction

Can you tell me what time

Question

- a. the cafeteria opens?
 b. does the cafeteria open?

Could you tell me **where** the waterfall is?

Do you know **if** we can swim in the lake?

Choose:

- For yes/no questions use **if / wh-words** to connect the introduction to the question.
- For wh-questions, use **wh-words / can** to connect the introduction with the question.

Word Bank

- can
- do (2)
- could

6. Complete. Use the Word Bank.

- a. **Can** you tell me if I can camp here?
 b. **Can** you tell me if there is a bike rental around?
 c. **Do** you have any idea if there are any trash cans near?
 d. Excuse me, **do** you know what eco-tours are?

7. Circle the correct connector.

- a. Can you please tell me **how** / **when** I can get to the waterfall?
 b. Do you know **what** / **where** I can find any eco-friendly accommodations around here?
 c. Could you please tell me **what** / **where** I can go kayaking here?
 d. I'd like to know **if** / **where** the hotel is.

8. Change these direct questions into indirect.

- a. What kind of traveler are you? **Can you tell me what kind of traveler you are?**
 b. What time is it? **Can you tell me what time it is?**
 c. Where's the swimming pool? **Can you tell me where the swimming pool is?**

9. Role-play conversations about situations in the camping site.

- A:** Excuse me, could you tell me if we can go hiking around here?
B: Well, yes, there's a hiking trail.
A: Do you know which way it is?

Project Stage 2

- Investigate interesting places in your city. (a historical neighborhood / a theme park, etc.).
- Draw a map and trace the route to explore the area. Give some directions.

E.g. *If you want to go from the lake to the soccer pitch, just take the walking path.*



Lesson 3

A City Like No Other

1. Label these landmarks.



TV Tower



Lake Bridge



City Cathedral



City Park

Word Bank

- TV Tower
- Lake Bridge
- City Cathedral
- City Park



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

Brasilia is a unique city that was declared a World Heritage site by UNESCO because of its organization and great architecture. Most of its buildings were designed by the famous architect Oscar Niemeyer, known worldwide for his futuristic views.

The city has the shape of an airplane and is divided by a **Monumental Axis** (main road) into the northern and southern sectors. The arched roads that intersect the axis encompass the commercial and cultural area. There are sectors assigned for commerce, housing, hospitals and banking.

Reading Strategy

Reading a map
Identify the cardinal points.

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

In the middle of the axis and the intersection, we can find the **TV Tower**, a spectacular place to see the whole city from. If you like adventure and eco-activities, you can visit the **City Park**, which is much larger than New York's Central Park. It is a perfect place to go jogging, cycling, or just having a picnic. It's located on the southwest side of the monumental axis.



1. Paranoá Lake
2. Three Powers Square
3. City Cathedral
4. TV Tower
5. City Park



Lesson 3

A City Like No Other

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to connect graphic and written information and understand the information a brochure contains.	<ul style="list-style-type: none"> ■ Talks about cities. ■ Predicts content. ■ Compares cities. 	Vocabulary TV tower, city cathedral, lake, bridge, city park, square, main axis (road)	<ul style="list-style-type: none"> ■ Using maps to reinforce understanding ■ Previewing a text to make connections ■ Asking questions to clarify meaning

WARM UP (books closed)

Invite students to get in groups and challenge the other groups to discover a mysterious city. Each group should create 3 clues about the city, using landmarks or places found in those places. Give an example: *You can visit the Metropolitan Museum in this city. It's an island. You can find people from around the world. You can visit Central Park and Broadway (City: New York).*

Pre-Reading

1. Label these landmarks.

Effective readers use a lot of strategies to help them make connections and get in the right mood to begin reading. Invite students to read the title of the lesson, *A City Like No Other*, to explore students' knowledge and spark their curiosity on the content of the reading passage. Invite students to describe what their dream city is like. Invite students to use the model: *A city like no other would be a city ... with lots of parks ... without traffic jams ...*

Have them preview the text to discover the city they will read about. You might like to show students that effective readers preview a text by demonstrating how you would do it. Use the think-aloud technique: *If I preview a text, I look at the tiles, section titles, pictures and lay out. I also pass my eyes all round it trying to find a clue word that matches my expectations. In this case, we're talking about cities, so city names is my signal word.* Once students identify the city, activate their background knowledge by asking them to tell you what they know about Brasilia. Model an example for them to follow: *I know Brasilia is the capital city of Brazil.*

Then invite students to look at the pictures and match them with the words in the Word Bank in exercise 1. Get students to check their answers in pairs and go over the words, modeling their pronunciation. Have students do some more scanning exercises by inviting students to identify more

words about landmarks and city places: *roads, hospitals, square, palace, supreme court.* Finally, get them to make predictions by asking some questions: *Do you think these are important places to visit if you are traveling around Brasilia? Do you know where they are? What would be the best way to travel around Brasilia, would it be easy to get there?*

While-Reading

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



Remind students of while-reading strategies they can use: *stop and think about the information, ask questions to yourself, make notes, highlight the text, and relate the visual information to information in the text.* To work on the latter strategy, challenge students to look at the map and tell you significant information from just looking at it. Point out the strategy and write the cardinal points on the board. Have them identify more cardinal points like *northwest, northeast, southwest and southeast.* After that, have them tell you the location of the following places: *the Presidential Palace (in the northeast of the city); the commercial center (north); the Congress (south east).*

Allow some time for students to read and remind them to stop to think and connect the information they're reading to the information on the map. Go around the classroom and help students as needed.

Once students finish reading, have them go over the Opinion / Support chart on page 53 and the Reading Strategy to examine the information they need to supply. Encourage them to think about it by asking these questions: *What do you need to complete the chart? What information do you already have? What's the relation between the parts of the chart?* (the two columns)

Go over the strategy and clarify that, as was mentioned before, this text contains descriptions, opinions and facts. If they're facts, you can easily corroborate with reference material such as an encyclopedia. If they're opinions, then they need to be supported by reasons to give credibility. Point out that the question, *Why is that?*, can be used to reflect on the real reason behind an opinion. Demonstrate the procedure with the example in the book, and invite students to locate the support for this example. Invite them to do the same thing with the other sentences. Have them compare their answers in groups. Challenge the groups to find more opinions and their corresponding support.

▶ Post-Reading

These exercises can help students consolidate and expand on their understanding of the text. They can re-read, make connections, determine the validity of the information, re-state in their own words, and ask questions about the different aspects the text covers.

3. Complete the sentences.

Students re-read by scanning to locate the information needed to complete the sentences. Allow some time and then invite groups to check answers.

▶ EXTRA IDEAS

Invite students to compare the city where they live with Brasilia. Have them make a list of similarities and differences.

▶ Writing

4. Think about a place. Investigate and write.



Invite students to think about the text they just read and have them reflect about the kind of information it contains and how it is organized. Ask them to tell you the kind of characteristics brochures or tourist information usually contain. Ask: *What's the purpose of a brochure? What information do brochures usually present?* (historical

information, opinions, descriptions, recommendations, directions to get to the places) Direct their attention to the Writing Strategy to round up ideas. Invite students to identify the elements of this kind of text and give you some examples. Ask: *What kind of historical information does it present?* (Brasilia was declared a World Heritage site by UNESCO) *What descriptions, comparisons and opinions does it give?* Ask students to locate this information.

Now direct their attention to the writing diagram or organizer and invite students to identify the aspects they need to include in their writing. Go over the items providing clarifications and models.

Place: Get them to think of a place they know about.

Location: Have them give as much information as possible (country, city or region).

Description: Remind students they need adjectives to describe. They can offer opinions about those descriptions.

Reasons: Invite students to explore the reason behind each adjective they use, using the question, *Why is that?*, so that they can build on their ideas and support them accordingly.

Once students have written their texts, invite them to exchange their compositions with peers and have them ask each other questions. Tell students that this is a powerful technique to improve their writing and their ideas. Once they correct, display their work on a wall or bulletin board for the rest of the class to read and learn from their texts.

Project Stage 3

Invite students to use the ideas and the insights they learned from the reading and writing section to re-define, improve or finish writing their brochure. Remind students to use pictures and maps to decorate their brochure. Have them edit and peer correct the information so that it contains relevant and interesting facts, opinions and descriptions of the place they chose.

Another green alternative is **Paranoá Lake**. It is all around the east part of the city. You can practice water sports and even swim. The **Paranoá Lake Bridge** is another excellent place to watch Brasilia's famous sunsets.

A very important thing about Brasilia is its transportation system. The bus system can take you anywhere inside

the city fast because the city was designed without the need of many traffic lights and this makes the traffic very smooth. Besides this, there is a subway system that connects important and far areas with the city center. Read more...

Reading Strategy

Look for reasons that support opinions. Opinions are just the impressions people have. Facts are pieces of information that can be confirmed.

Opinion	Support (Why is that?)
Brasilia is a unique city.	It is organized and has great architecture...
Brasilia is very convenient.	<i>If offers a variety of experiences...</i>
The cathedral has impressive architecture.	<i>If looks like two hands put together moving towards the sky.</i>

3. Complete the sentences.

- a. Tourists can see great sunsets in **the Paranoá Lake Bridge.**
- b. The monumental axis divides the city into **the northern and southern sectors**.
- c. You can practice water sports in **Paranoá Lake**.
- d. If you don't have a car, you can go around the city of Brasilia by **bus** and **subway**.

4. Think about a place. Investigate and write.

Place: _____

General description: _____

Answers may vary.

Give a general opinion about the place: _____

Give a reason: _____

Answers may vary.

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

Answers may vary.

Conclude (reaffirm your opinion about the city) _____

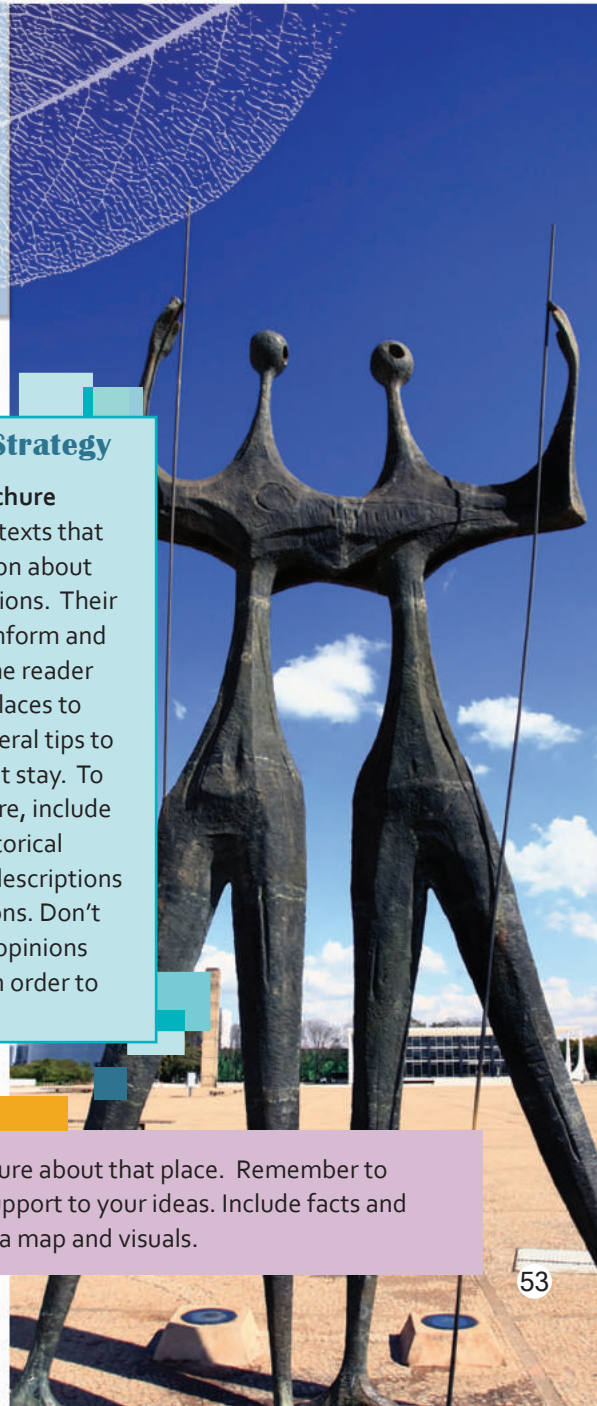
Writing Strategy

Writing a Brochure

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

Project Stage 3

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





Lesson 4

Shake a Leg!



1. Listen and read these conversations. Then match each idiom with its meaning.

Conversation 1

Liz: Guess what?
Ted: What?
Liz: Ali is going to India next month.
Ted: I know, but don't **spill the beans**.
Liz: I didn't know I couldn't tell anyone.

Conversation 3

Myriam: I'm tired of being home all weekends. We never do anything interesting.
Glen: What do you want to do?
Myriam: Let's just **get out and about**. I'm sure we'll find something to do.
Glen: OK! Good idea. Joe and his friends are there for sure.

Conversation 2

Father: Time to **hit the road**. We need to get going now.
Mother: Wait! I can't find my purse.
Father: Come on. **Shake a leg**. It's 7:30.
Mother: We're not late, are we?



- a. to reveal a secret
- b. to start a trip
- c. to hurry
- d. to go places where you can meet people

2. Read and use the correct idiom.

I had a terrible trip. As soon as we hit the road, I felt sick, so we had to stop a few times on the road.



I'm tired of waiting. shake a leg or we'll go without you.



Could you tell me who spilled the beans? Nobody was supposed to know.



I just prefer to stay home alone, sleeping and that kind of thing. I don't understand people who enjoy getting out and about.



3. Make short dialogs using the idioms.

I remember when ...spilled the beans about...

...hit the road...

That's terrible. We just went out and about...

...shake a leg...

Reflect on Values

	Always	Sometimes	Never
■ I care about the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I value contact with nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I enjoy traveling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gap Activity

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



Lesson 4

Shake a Leg

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to communicate using idioms related to traveling, to exchange information in gap activities and to give a formal presentation.	<ul style="list-style-type: none"> ■ Uses idioms to talk about anecdotes. ■ Associates words and expressions with a particular context. 	Idioms <i>going green</i> <i>get out and about</i> <i>spill the beans</i> <i>you can't miss it!</i> <i>shake a leg</i> <i>hit the road</i> <i>... and that kind of thing!</i>	<ul style="list-style-type: none"> ■ Using idioms in context ■ Personalizing to information when sharing anecdotes ■ Reflecting on their attitudes and behavior

WARM UP (books closed)

Play tic-tac-toe, using the idioms from previous lessons. Assign numbers to each of the grids. Make different combinations of the idioms below. Assign 2 or 3 idioms for each of the squares. Divide the class into two groups. Have each group have a go and say out loud a number. Read the corresponding idiom and give the group some time to come up with the definition and an example. If they do it correctly, they can mark their grid.

1. to draw a blank 2. to be a live wire 3. to be worlds apart 4. to facebook 5. to do something for kicks 6. to be in the same boat 7. to hit the books 8. to have something on the tip of your tongue 9. to give someone the creeps 10. to have the knack 11. to be between a hard place and a rock 12. to be a real page turner 13. to take rain check.

1. Listen and read these conversations. Then match each idiom with its meaning.

Track 49

Invite students to close their books and listen to the conversations containing idioms. Ask them to identify the expressions by listening. Play the audio as many times as necessary. Have a volunteer write the expressions on the board. Then to check answers invite students to open their books and check the expressions. Go over the conversations again, but this time focus students' attention on understanding each expression. Guide students with these questions: *What association did you make with the idiom?* Invite students to get in pairs, check answers and practice those conversations.

2. Read and use the correct idiom.

Invite students to look at the pictures and read the text to complete. Explain that to remember idioms, it is a good idea to practice them in context and to personalize them. Allow some time and then suggest students get in pairs to check answers and create more sentences for their partners to complete. Model an example: *Ivy was late for class. So her mother told her to **shake a leg**.*

3. Make short dialogs using the idioms.

Have students create conversations based on the initial comment. Invite students to act those conversations out. Remind students that expressions are easier to learn when associated with gestures and body language.

Reflect on Values

Go over each statement as suggested below:

I care about the environment. Ask students about the implications of this statement. Invite the whole class to brainstorm. Model an idea:

If we care about the environment, we try not to waste resources such as water and electricity. Then invite students to see if their actions in the classroom reflect this kind of value. Ask: *Do you think about this when you print, copy and use paper?*

I value contact with nature. Suggest to students that it's also important to discover the reasons why we believe in certain things. Ask them to think about why being in contact with nature is important for them and for society. Ask: *What can we learn from this contact?*

I enjoy traveling. Suggest to students that values cannot be learned until they're fully experienced. Compare this idea with the activity of traveling. Ask students about the benefits of traveling and what their feelings about this. Invite students to draw conclusions and share a perspective on the reflection.

Gap Activity

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

Share Your Project

1. Discuss your experience.

Invite students to go over the questions individually and prepare some answers before discussing in open class. It is always a good idea to remind students why working in group pays off. Brainstorm these reasons with the students. Ask: *Why should we work in groups?* Write some ideas on the board and leave some inspiring comment written on the board. Go over each question and involve all students in class.

a. Was it easy to agree on how to proceed with the different steps of the project in your group? Why?

Clarify the question by inviting students to name some of the tasks or steps they went through and have them identify the obstacles they encountered for each of the steps. Guide them with some questions: *How did you organize the project? What was an obstacle you encountered?*

b. How did the group negotiate ideas?

Clarify that negotiating means finding a solution or an approach that leaves everybody satisfied and that is appropriate for each person's skills. Encourage all members to give their opinions about the negotiations and their level of satisfaction. Ask some follow up questions: *Was everyone satisfied?*

c. Were you happy to be in the group? What was fun? What wasn't?

Finally, ask students to express their real feelings in a cordial but honest way. Remind students that whenever they talk about something negative they should try to suggest a solution or a different approach for future projects, and always look at the positive side.

2. Read and answer. Track 50

In this part students keep on reflecting but now they will do it in relation to the ideas they're about to present. Connect this reflection to the Reflection on Values and remind students of the importance of the project, not only in their academic lives but on a personal level. You might like to have students read the paragraph using the reading strategies they know. You can also suggest they stop to think about interesting ideas that might need to be discussed such as changing old habits, making a change, and contributing to a cause.

EXTRA IDEAS

Invite students to summarize the paragraph in only one sentence. Then challenge them to make it a word.

Example: *If we all change our habits and attitude and think carefully about the impact of our actions, then we'll have a better future* (Word: change).

Encourage students to give suggestions on how to change a bad habit.

3. Give Your Presentation.

Remind students of the value of presentations. When students work together to present their ideas and talk to their classmates, they're not only fulfilling an academic requirement but they're developing abilities to communicate in real life situations. Oral presentations empower students to join conversations, voice their ideas and their own experiences. Remind them that it's natural to feel nervous but that with time and practice, they'll do it much better. Make sure you go over the mistakes and things that didn't work the last time students gave a presentation. Invite them to remind themselves of the important tips when doing these kinds of activities: Speak clearly, so everyone can hear and make eye-contact. Control body movements. Use visuals correctly. Sign post the different parts of the presentation. Involve listeners with questions and activities.

Finally, ask a volunteer to read the Useful Expressions. Go over the pronunciation of those phrases and allow some time for students to practice. Walk around the classroom providing feedback.

Share Your Project

1. Discuss your experience.

- a. Was it easy to agree on how to proceed in the different steps of the project in your group? Yes No

Why?

- b. How did the group negotiate ideas?

Listened to everyone's ideas and then chose the most interesting place.

Everybody had the same idea.

Couldn't negotiate; only one person made the decision.

Other

Answers may vary.

- c. Were you happy to be in the group? Yes No What was fun? What wasn't?

Why?

Answers may vary.



2. Read and answer.

Going outdoors is a great way to be close to nature and appreciate the natural world around. But being close to nature and appreciating it doesn't mean going green. Going green is about changing our old ways and reflecting on the kind of habits and attitudes we assume, not only when we travel but in most circumstances in our lives. Being green is not only about the environment. It is related to the economy of a community, its health, its culture and its spirituality. So it makes sense to think that if we make a contribution and make a change, it will impact positively the lives of others and our own lives. For example, refilling your water bottle rather than buying more plastic means less garbage for a community and more money for you, doesn't it?

Remember these tips:

Camping can save money and protect the environment. Still, do not forget to dispose of your garbage properly and to be careful with the fires you light. We don't want to call the fire department, do we?

Hiking, kayaking, trekking and climbing are also excellent ways to protect the environment, but you need to follow certain rules.

Eating and drinking local things means your food travels less distance to get to you, producing less pollution in transport, plus you have a much more authentic experience while supporting local economy and that is the idea, isn't it?

- What is the real sense of being green?
- What aspects of our lives are connected to the caring of the environment? Why?
- Mention one green activity at school and how it relates to other aspects.

Give your Presentation

- Make a little introduction of your place and ask your classmates how much they know about it.
- Show your visual aids and the different interesting sites within that place. Describe, compare and give opinions about your place.
- Talk about tourist activities and the facilities there are, and give green recommendations.

Useful Expressions

- Our tour begins at...
- If you want to go sightseeing, you'll love to go to...
- There people can...
- There are many interesting monuments in...
- This is a convenient / great / exciting / eco-friendly place because...





Let's Have Fun!



1. Find tag questions or indirect questions in this crossword puzzle. Use adjacent squares only.

Playing in pairs. Take turns to find tag questions or indirect questions. You can go in any directions and repeat words. Use capital letters as clues to start sentences.

★ can be any word the player wants. / You can use the same words (even if they start with a capital) but creating new sentences.

Example: The city isn't fun, is it?

The crossword puzzle grid contains the following words and tag questions:

- station? (1, 2)
- it? (1, 3)
- city (1, 4)
- Do (2, 1)
- don't (2, 2)
- staying in hotels (2, 3)
- than (2, 4)
- the (3, 1)
- is (3, 2)
- The (3, 3)
- isn't (3, 4)
- You (3, 5)
- love (3, 6)
- going camping (3, 7)
- it? (3, 8)
- greener (3, 9)
- way (4, 1)
- to (4, 2)
- fun (4, 3)
- where (4, 4)
- tell (4, 5)
- traveling (4, 6)
- Could (4, 7)
- You (4, 8)
- isn't (4, 9)
- much (4, 10)
- you (5, 1)
- the (5, 2)
- don't (5, 3)
- bus (5, 4)
- me (5, 5)
- by (5, 6)
- train (5, 7)
- eco-friendly (5, 8)
- more (5, 9)
- is (5, 10)
- is (6, 1)
- like (6, 2)
- you (6, 3)
- by (6, 4)
- like (6, 5)
- don't (6, 6)
- are (6, 7)
- They (6, 8)
- not? (6, 9)
- Kayaking (6, 10)
- this (7, 1)
- Could (7, 2)
- traveling (7, 3)
- tell (7, 4)
- They (7, 5)
- know (7, 6)
- you (7, 7)
- are (7, 8)
- ecological (7, 9)
- Some (7, 10)
- if (8, 1)
- me (8, 2)
- what (8, 3)
- do (8, 4)
- why (8, 5)
- their (8, 6)
- cars (8, 7)

▶ Game

Let's Have Fun!

The objective of the game is for students to get more practice using the structure of tag questions and indirect questions. They can work in pairs or you might like to scan the game and project it on the board for the whole class to play in two groups.

Instructions **L** **V** **K** **I**

Students have to create sentences using only adjacent grids. They can begin anywhere they want to and can use the words as many times as they want to, as long as they create new sentences. The asterisks indicate that students can choose any word they think would work. Give points for each correct sentence. The group or student who gets a correct sentence keeps playing. Set a time limit so students create the sentence in the time given. When time is up, it's the next group's turn.



Quiz Time

Before the test

This test will help you evaluate the different objectives proposed by the unit: to describe and understand types of trips and travelers, ask for and give directions, and request tourist information. Students are also challenged by the tests to select and use effective learning strategies for all the activities: before answering, looking at pictures, reading the questions, predicting information, using background knowledge.

1. Listen to the conversations and check the correct option. Track 51

This exercise helps you assess the students' listening comprehension of short conversations, where they must identify the participants, the settings, main ideas and detailed information. Remind students to read the possible answers before you play the audio. Have them check the correct answer.

2. Complete these tag questions.

This exercise helps you assess the students' use of tag questions.

3. Complete these sentences with *much* and *very*.

This exercise helps you assess the students' use of emphasis and comparatives with adjectives.

4. Change these direct questions into indirect ones.

This exercise helps you assess the students' use of indirect questions to request tourist information.

Self-Evaluation

Have students read the Self-Evaluation chart. Allow some time for students to check achievements and invite them to provide examples to support their answers. Help students recognize how well (very well, ok, a little) they have achieved the objectives of the unit. Invite them to reflect on mistakes they have discovered and the attitude they should have. If mistakes are not detected, they cannot be corrected. Students need to see that they're part of the learning process and that the important thing is to get into action and learn from them. Refer students to the corresponding pages of the book and Grammar Charts appendix to help them cope with difficulties.

To help students and provide challenge, invite weak students to share their difficulties and the stronger students to offer advice on how to deal with those challenges.

Glossary

Have students use the Glossary to develop dictionary skills. Invite students to go over the words, identifying the information provided by the Glossary. You might like to go over the pronunciation and add some interesting examples or elicit examples from students.

Game 1

Divide the class into two groups, say a word out loud from the Glossary and have students find the word in the context where it was used. Then invite the students from the same group to say the kind of word it is or the corresponding synonym.

Game 2

Invite students to go over the Glossary and study it for some time. Have them close their books and challenge them to remember the words by giving a definition and asking them to think of the corresponding word.

Game 3

Students use the pictures and the words from the Glossary to create a story. When they're ready they tell the story out loud in front of the class, but instead of saying the word, they should pause or make a funny noise. The other students have to say the missing word.

Game 4

Play Dictionary

Students should select a word from the Glossary and give 3 different definitions for the students of the opposing group to guess.

EXTRA IDEAS

You might like to have students create their own glossaries based on their interests and the new vocabulary that appeared in their presentations and project. Have them use the glossary of the book as a model. Invite students to do the corresponding glossary activities on pages 93 to 98.

Quiz Time



1. Listen to the conversations and check the correct option.

Conversation 1

- What kind of reservation is the man making?
 - a. hotel accommodations
 - b. city bus tour
 - c. safari
- What activities make part of the tour?
 - a. The City Bridge, the River and the City Museum
 - b. The City Tower, the Cathedral and the City Bridge
 - c. The City Bridge, the National Museum and the City Tower
- Where is the National Cathedral?
 - a. in the National Park
 - b. in the City
 - c. in front of the clock

Conversation 2

- Where is this conversation taking place?
 - a. in a classroom
 - b. in a campsite
 - c. in a museum
- What's rule #1?
 - a. Tourist can't take pictures of wild animals.
 - b. Tourist can't walk on the trail.
 - c. Tourist can't feed the animals.
- Where can the students swim?
 - a. both in the river and the lake
 - b. in the lake
 - c. Tourist can't swim anywhere. It's dangerous.

2. Complete these tag questions.

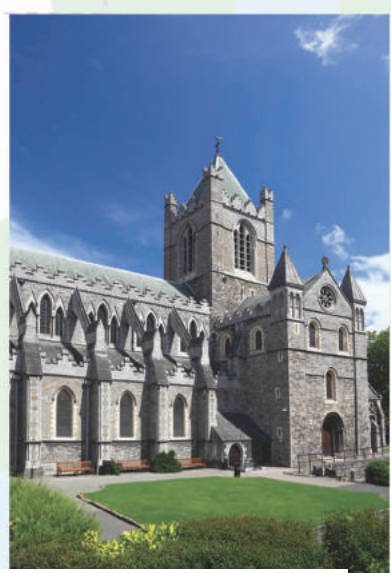
- The restrooms are next to the restaurant, aren't they ?
- You saw the monument on the tour, didn't you ?
- Rick is going camping this weekend, isn't he ?
- They don't like city tours, do they ?
- We can become greener, can't we ?

3. Complete these sentences with *much* and *very*.

- Bicycles are much more eco-friendly than cars.
- Digital cameras are very convenient. You can decide which photos to print.
- Feeding wild animals is very irresponsible.
- Traveling by plane is very fast but it causes a lot of pollution.

4. Change these direct questions into indirect.

- Where is the cathedral?
Do you know where the cathedral is ?
- What time does the museum open?
Can you tell me what time the museum opens ?
- Where can I rent a bike?
Could you tell me where I can rent a bike ?



Self-Evaluation

Now I can...

- compare types of trips, travelers and traveling activities.
- ask for and give directions.
- ask for and confirm information with tag questions.

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

Glossary

A – E

cabin: **n.** a small rural house made of wood.

convenient: **adj.** useful in many ways, something that does not cause problems (syn. appropriate).

cruise: **n.** a holiday journey by boat.

environment: **n.** the living things around us, including air, water and land. *We need to protect the environment.*

ecological: **adj.** a caring attitude towards the environment (syn. eco-friendly, green).

F – J

forbidden: **adj.** not permitted. (syn. prohibited, impermissible). *Swimming is strictly forbidden in this area.*

garbage: **n.** waste material that is thrown away. *Let's not make too much garbage.*



heritage: **n.** the cultural value of a place, thing or person.



hiking: **n.** an outdoor activity consisting of taking a walk in a mountain.

impressive: **adj.** to have a strong effect on the mind or emotions (syn. striking, remarkable; ant. unimpressive). *Shakira gave an impressive presentation in the concert last night.*

jogging: **n.** a form of running at a slow pace or rhythm.



L – O

kayaking: **n.** an outdoor activity that uses a boat and paddles to move across water.

landmarks: **n.** places of interest for tourists because they have interesting physical characteristics or historical importance. *The Statue of Liberty is a famous landmark.*

landscape: **n.** an area of land with specific geographical characteristics. *I love traveling by bus so I can observe the landscape.*



path: **n.** a road made for a particular purpose; for instance: a bicycle path. *Bogota has great bicycle paths.*

pollution: **n.** contamination of the environment.

S – Z

sightseeing: **n.** tourist activity consisting of visiting famous places.

square: **n.** open area in a surrounded by buildings.

subway: **n.** transportation system that runs under the ground.

sunset: **n.** the time of the day when the sun goes down and night begins. *I love watching sunsets on the beach.*



trails: **n.** road in dirt or stone used for traveling or walking in nature.

traveler: **n.** a person who travels frequently. *I'm a complicated traveler.*

UNESCO: **n.** United Nations Educational, Scientific, and Cultural Organization.

waterfall: **n.** a stream or river that falls over a cliff.



Colloquial Expressions

Going green: to care for the environment, changing attitudes and actions.

To spill the beans: to reveal a secret.

To shake a leg: to hurry!

To hit the road: to start a trip.

To get out and about: go out to meet people.

You can't miss it: it's easy to find.

...and that kind of thing: similar things to the ones mentioned previously.





Unit 4

Glossary Activities

1. Label the pictures.



sunset



jogging

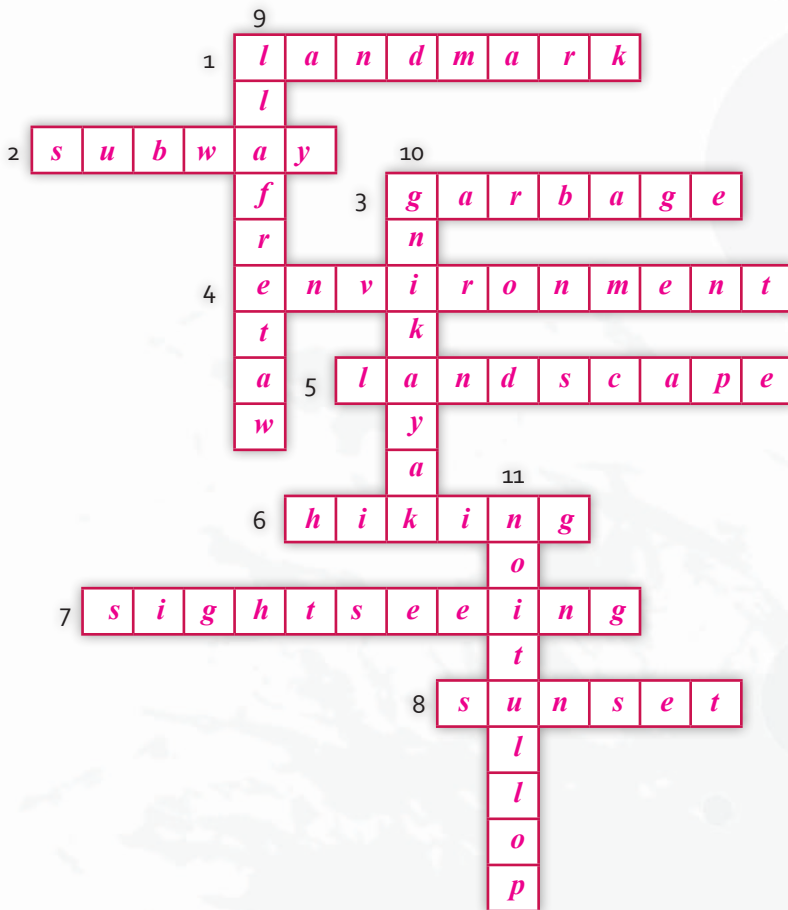


landscape



waterfall

2. Use the clues to discover the words in this puzzle.



Across

1. place of interest for tourists
2. transportation system that runs underground
3. waste material that is thrown away
4. the living things around us including air, water and land
5. area of land with specific geographical characteristics
6. taking a walk in a mountain
7. activity consisting of visiting famous places
8. the time of the day when the sun goes down and evening begins

Down

9. a stream or river that falls over a cliff (inv)
10. outdoor activity in which people use a boat and paddles to move across water (inv)
11. contamination of the environment (inv)

3. Match the synonyms.

- | | |
|---------------|---|
| a. convenient | 1. c prohibited |
| b. ecological | 2. d influential |
| c. forbidden | 3. b eco-friendly |
| d. impressive | 4. a appropriate |

4. Complete the sentence with a word from the glossary.

It's forbidde n to throw g arbag e on the street.
 Let's all take care of the e nvironmen t and let's all beautify the l andscap e.
 I practice j oggin g on the beach from 5- 6 PM because I love to see s unset s. They're b eautifu l.

Test Training B

This test assesses students' achievements at the B1 level of the Common European Framework of Reference for Languages. It covers the topics presented in unit 3 and 4, including exercises to evaluate all competences (listening, reading, speaking and writing). At the same time it provides the opportunity to practice test taking strategies.

▶ Listening Track 52

Listen to five different conversations twice. There are five questions. For each question check the correct answers (A, B or C).

Invite students to read the question and look at the pictures before the audio is played. Remind them of the importance of concentrating and quickly previewing the questions and possible answers before the audio is played. Direct their attention to the example. Ask them to look at the pictures and try to notice the differences with the question in mind. Play the audio and have them look at the answer grid. Call their attention to the fact that each conversation is repeated twice.

Strategy: Previewing information

▶ Speaking

Candidate A

Look at this information. Answers your partner's questions about the tour.

Clarify that Student A is a receptionist or clerk in a tour agency. She or he will use the information in the table to guide a customer and provide information about a tour around the city. Use the information to role-play a dialog with a customer.

Strategy: Checking comprehension



Test Training B

Listening

Listen to five different conversations twice. There are five questions. For each question check (✓) the correct answers (A, B or C).

Answers

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

Example:

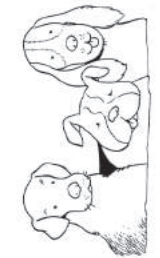
0. What are they talking about?



A



B



C

1. What was the dream about?



A



B



C

2. What would the boy do?



A

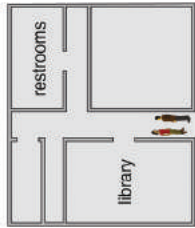


B

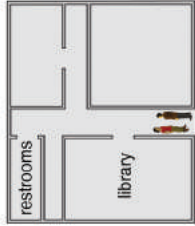


C

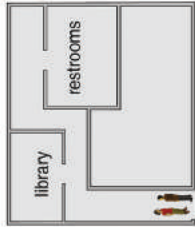
3. Where are the restrooms?



A



B



C

4. Where are they going?



A



B



C

5. What kind of traveler is she?



A



B



C

Speaking

Candidate A

Bus City Tour

Look at this information. Answer your partner's questions about the tour. Introduce yourself to the customer.

Begin like this:

Hello, this is _____.

I'm your tour guide.

Starts	8:30 AM
Finishes	5:00 PM
Activities	Visit to the pyramids, the National Museum and the Street Market.
Price	\$ 35 each person
Meals	Lunch included
Tickets	Entrance to the pyramids and the museum not included

▶ Reading

Read and decide if the sentences from 6 to 9 are true or false. If the text does not have the information, choose “Doesn’t say” (C).

Remind students to preview the test quickly and to read the sentences 6-9 before reading the text. Ask students to connect the pictures and the story to their personal experiences to activate background knowledge.

Point out that most *True, False, Doesn't say* exercises require learners to infer information.

Strategy: Activating background knowledge

Choose A, B, or C to complete the sentences.

Students complete sentences from 9 to 13. Clarify the sentences are about the previous reading.

Point out they should read the 3 options carefully. Some answers are misleading because they appear to be correct but they're not. Remind students they can go back and scan the reading to look for the answers. Direct students' attention so that they read the example and the answer grid.

Strategy: Scanning the text

▶ Writing

You're camping. Your parents are picking you up.

Point out that students should use the map to give instructions to their parents to pick him/her up.

Remind the students to begin the letter, note or e-mail by giving a general description of the campsite.

Tell students to write a summary of your activities and how they can find your tent. Remind students to write in pencil and check their paragraphs for spelling, structure and content. Make sure the instructions are clear. Remind students to have the reader of the message in mind. Ask them to think about how much the other person knows about the camp.

Strategy: Writing with a reader in mind

▶ Speaking

Candidate B

You're interested in going on a tour around the Central City. Ask the receptionist about the tour. Be polite.

Use the information provided to create questions about those aspects. At the end, decide if you want to go or not.

Strategy: Asking for clarification



News Media 5



Skills

CEF Standards

Indicators

Listening
Comprehension

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

- Understands the main points of diverse short pieces of news.
- Understands main ideas about disasters.

Reading
Comprehension

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

- Understands news about a familiar topic.
- Makes inferences using clues in the context.

Oral
Interaction

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

- Comments on simple pieces of news and talks about disasters and their consequences in a simple way.
- Uses idiomatic expressions to comment on news about people.

Oral
Expression

Can narrate experiences and events giving brief reasons and explanations.

- Narrates a short news item.
- Interviews people with a specific purpose.
- Describes disasters and their consequences in a simple way.

Written
Expression

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

- Writes short pieces of news based on school issues.
- Uses signal words and connectors to cite statistics.
- Shows a different opinion, provides alternatives and makes generalizations.

News Media 5



► General Objective

You will be able to report news about general interest topics and major disasters.

► Communication Goals

You will learn how to

- report on an event.
- react to different news.
- introduce and tell news stories.

► CLIL

- Local News
- Disasters
- School News

Vocabulary

- Vocabulary related to local news, disasters and emergencies

Grammar

- Passive Voice
- Wh- and yes/no-questions in the Passive Voice
- Past tense and past participle forms of regular and irregular verbs

► Idioms and Colloquial Expressions

- *At large*
- *Face the music*
- *Pull someone's leg*
- *Tie the knot*
- *No kidding*
- *What a shame*

► Project

A News Broadcast

You will present a news broadcast reporting on an interesting event at school.

Discuss:

- | | |
|--------------------------------------|--------------------------------------|
| • How do you prefer to get informed? | • What's your favorite kind of news? |
| • Why? | • Sports |
| • TV news | • Politics |
| • Newspapers | • Entertainment |
| • Internet | • Science |
| • Other | • Why? |





Lesson 1

Extra! Extra!

1. Match the headlines to the photos and then the photos to the news.

Reading Strategy

Use pictures, titles and words you know to activate your previous knowledge.

- a. STRANGE DONUT ROBBERY
- b. PETS ADOPTION GOING WELL
- c. UFO SIGHTING AT STADIUM
- d. DANGEROUS SPACIAL DISCOVERY
- e. DRAMATIC DOG RESCUE



1. **c**



2. **a**



3. **d**



4. **b**



5. **e**

A. **3** According to NASA, the earth will be hit by an asteroid in about 350 years. This asteroid is made of rock and metals and it's not very big, but it can cause a catastrophe. Scientists made such a discovery with the help of the Hubble telescope.

B. **5** A pet named Ringo was trapped inside a car when some trees fell over it. The trees were cut into smaller sections to rescue the dog. Fortunately, the dog was not hurt.

C. **4** Eight beautiful kittens were left in a box in front of the local school. The kittens were found by some students who are looking for people to adopt them as pets. 1 kitten was adopted as mascot of the school soccer team.

D. **2** 180 donuts were stolen from a bakery. Nobody has been captured but police officers are investigating who the robbers might have been.

E. **1** A UFO was seen by at least 10,000 people who attended a soccer match. "It flew over the stadium. It was a striking sight," said Steven Markle, a witness.

Vocabulary Strategy

Associate words in families, to remember them more easily.

rob - robbery ; sight - sighting ;
discover - discovery ;
adopt - adoption ; rescue - rescue

2. Complete. Use the Word Bank.

- a. The robbery happened in a bakery located on Main Street.
- b. The Hubble telescope was used to make the great discovery.
- c. The soccer match was interrupted by the strange sighting.
- d. The rescue was carried out by the fire department.
- e. The adoption campaign has been led by local students.

Word Bank

- robbery
- discovery
- adoption
- rescue
- sighting



Lesson 1

Extra! Extra!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to report news and react appropriately.	<ul style="list-style-type: none"> Tells an item of news, creating expectation. Makes comments on news items, showing surprise and relief. 	<p>Vocabulary headline, robbery, sighting, adoption, rescue, discovery, to trap, to rescue, to hit, to adopt, to discover, to rob</p> <p>Expressions Are you kidding me? No kidding! Thank goodness!</p> <p>Structures Passive Voice: affirmative and negatives</p>	<ul style="list-style-type: none"> Using pictures, titles and words they know to activate previous knowledge Classifying and associating words and sounds Role-playing a conversation

▶ WARM UP (books closed)

Write on the board: *Every picture tells a story.* Bring a picture and invite students to describe the story behind the picture. Use a humorous picture with which students can make a lot of guesses and inferences. Ask questions: *What happened? What's the story behind the picture?* Have the whole class listen to all stories and decide which one is the best.

▶ PRESENTATION

1. Match the headlines to the photos and then the photos to the news.

Explain to students that they will read short pieces of news about different topics. Invite students to preview the exercise and ask them to read the Reading Strategy. Ask some questions to guide them: *What is the first thing you do when you read a newspaper? Do you read the headlines first?*

Direct their attention to the pictures. Ask: *Do you look at the photos?* Have them describe the pictures. Then invite them to read the headlines, and explain that a headline is the title of the news and because of space restrictions headlines are not complete sentences but rather, important content words summarizing the topic of the news. Allow some time for students to match each photo with its corresponding headline. Have students call out the answers. Go over the answers and have students re-read the news and answer these comprehension checking questions: *When will the asteroid hit the earth? Who adopted one of the kittens? How many donuts were stolen? How many people saw the UFO?*

▶ EXTRA IDEAS

Clarify that in order to cope with limited space, newspapers use a variety of strategies to make headlines short but interesting and meaningful. Some strategies are:

- Using the present tense to give more realism: *U.S. authorizes immigration*

- Using abbreviations: *UN warns NASA about UFO*
- Using the infinitive to indicate future tense: *Students to get 35% off yearly fee*
- Omission of verb *to be*: *Climate change much stronger now.*
- Omission of function words: (a) *Bridge collapses in Andes*

Bring some newspapers in English or project some online news on the board. Invite students to read some of the headlines and note some of the peculiarities in the headlines. Ask some questions to guide their thinking: *What word is omitted here? What does UFO stand for? What are the important words here?*

2. Complete. Use the Word Bank.

Explain how important the recognition of roots of words helps students understand and use new vocabulary. Have a volunteer go over the words in the Word Bank and then direct students' attention to the sentences and clarify vocabulary. Then encourage students to complete. Allow students time to finish and then ask students to check answers with partners. Go over the pronunciation of the words individually and with the whole class. Expand on the topic by asking students to identify roots, suffixes and prefixes of those words and the different patterns they find:

rescue (n, v): the word doesn't change.

adopt (v); *adoption* [-ion]: the word takes the suffix [-ion].

rob (v); *robbery* [-ber]-[-y]: the word takes the suffixes [-ber] and [-y].

sight (n); *sighting* [-ing]: the word takes the suffix [-ing].

Write these words on the board for extra practice: *destroy - destruction; scientific - scientist - science; fortune - fortunately - unfortunately; beauty - beautiful - beautify; student - study - studios.* Have students use their dictionaries and find more examples of families.

3. Go back to the news and fill in the blanks.

Then complete the grammar chart below.



Direct students' attention to the conversation. Have them look at the picture and understand the situation (two students are checking the news). Invite them to read it completely before doing the exercise. Refer students to the news in the previous exercise and clarify that they have to complete the sentences. Allow time to complete and invite students to check their answers in pairs. Call on pairs to read the conversation and invite them to pay attention to the Key Expressions presented there. Ask: *What 's the purpose of these?* Give students choices. Write on the board: *a. to introduce the news b. to react with surprise to news c. to correct the other person.*

Go over the conversation and challenge students to discover more expressions to react to news (*unbelievable, come on, goodness*) and to introduce news (*Did you hear? Here's another story! Listen to this news!*) Challenge them to find an expression to express relief (*Thank goodness!*).

Have couples practice these conversations several times. While they work on memorizing the expressions, getting the correct intonation and pronunciation, make sure they switch roles and use the correct body language. Have a couple of pairs act out the conversation!

Continue with the grammar. Remind students that this is the part of the class when they have to examine, experiment and discover the rules and language structures found in the conversation and presented earlier in the lesson. Invite them to complete the Reflect on Grammar chart. Orient the students to explore and complete the chart by asking these questions: *What is the title of the chart?* (Passive Voice) *What's the purpose of using the Passive Voice?* (to emphasize actions or when the doer of the action is not known or not important) Direct their attention to the first and second column and make sure students understand their relation (first column gives the tense, the second provides the examples) Invite them to complete the sentences in the three tenses. Continue asking questions to guide the students in their discovery of the grammar patterns in the third column. Ask these questions: *How is the Passive Voice formed? When do we use this structure? What does the preposition "by" introduce?* Invite students to conclude with their own words. Refer students to the Grammar Charts on page 103.

▶ EXTRA IDEAS I M

Have students create chants using the participles and past tenses. To make it fun, have them give the lists of verbs some kind of rhythm and invite students with musical abilities to help create a nice chant. Example: (3 beats)

go	went	gone
do	did	done
Let's	say it all	for fun!

▶ PRACTICE

4. Change these sentences from Active to Passive Voice. Introduce the doer of the action only if it's important to know it. V L I

In this exercise students will compare the Active and Passive Voice and will include the doer of the action using *by*. Invite students to read the first sentence. Explain that this is active voice. In Active Voice, the doer of the action is the most important information. Ask students to identify the doer of the action by asking: *Who is the doer or person doing the action?* (someone) Allow students some time to do the exercises and have them check their answers with partners.

▶ EXTRA IDEAS L I

Have students brainstorm issues they have heard in the news. Get students in pairs and invite them to report those pieces of news to their classmates.

Project Stage 1 V L I K

Inform students about the objective of the project. They will create a news report about school events. They will look for the news item, investigate, write and adapt it according to the media they choose to use (they choose a radio, TV, online broadcast or blog). It will be a process in which they will have to look for the best news, collect (real and meaningful) information and write a report or various reports, if everyone in the group chooses to write a different story. If that happens, each student will choose a different piece of news but will work in teams to help each other come up with a good product. Appoint a strong student to be the editor in each group.

Brainstorm situations or events you would like to report on. Invite students to get in groups. Encourage them to work with people they have not worked with before. Have them talk about the possible situations that can be turned into news. Have them write sentences explaining the situation (using the Passive Voice if possible). Have each group report to the class the type of news they're interesting in reporting. Have each group justify their choices.



Key Expressions
 Are you kidding me?: You're joking!
 No kidding: I can't believe it!

3. Go back to the news and fill in the blanks. Then complete the grammar chart below.

Sara: Did you hear about the UFO sighting at the stadium?
Peter: Are you kidding me?
Sara: Come on! The UFO was seen (a) by 10,000 people.
Peter: Goodness! Hey, look! Here's another story.
 180 donuts were stolen (b) from a bakery.
 Can you believe it?
Sara: No kidding! Maybe Homer Simpson did it.
Peter: Maybe!
Gina: Oh, unbelievable! Listen to this news. The Earth will be
hit (c) by a dangerous asteroid.
Sara: Yeah, but it might happen 350 years from now.
Peter: Oh, thank goodness!

Reflect on Grammar

Passive Voice

Use the Passive Voice to emphasize on actions or when the doer of the action is not known or not important.

Present Asteroids are made of rock and/or metals.
Past 180 donuts were stolen.
Future The earth will be hit by an asteroid in 350 years.

Passive Voice sentences require auxiliary verb to be and the past participle form of the main verb.

Use the Passive Voice to focus on the
 a. doer of the action
 b. the action itself

Use the preposition by to introduce the doer in the Passive Voice.

Irregular verbs: similar past and past participle forms
 left: left found: found
 made: made

Different present, past and past participle forms
 steal, stole, stolen see, saw, seen

Regular verbs: similar past and past participle form
 trapped: trapped adopted: adopted
 captured: captured

Similar present, past and past participle forms
 cut, cut, cut hurt, hurt, hurt hit, hit, hit

4. Change these sentences from Active to Passive Voice. Introduce the *doer* of the action only if it's important to know it.

a. Someone found a piece of an asteroid in a valley.

A piece of an asteroid was found in a valley.

b. A famous archeologist discovered the ruins of an ancient city.

The ruins of an ancient city were discovered by a famous archeologist.

c. A construction company will cut down the tallest tree in the tropical jungle.

The tallest tree in the tropical jungle

will be cut down.

d. A woman left a bag with \$300,000 in it in a taxi.

\$ 300,000 were left in a bag in a taxi.

Project Stage 1

- Brainstorm situations or events you would like to report on. E.g. *The school needs new computers. The soccer pitch is damaged.*
- Select some situations and explain why they would make a great piece of news.



Lesson 2

Disasters and Consequences!

1. Match the pictures with the news.

1. "Hurricane Kim is expected to hit the coastal area of San Felipe. Schools and roads are closed and people are being evacuated."
2. Yesterday at 4:00 PM, the east coast was hit by a tsunami. The tsunami destroyed most houses around the beach and damaged important bridges and roads. Luckily, the tsunami was announced and people could leave the area before it arrived.
3. The small city of Gaia was shaken by a powerful earthquake early this morning. The earthquake destroyed a big part of the city. Luckily, just a few people were injured and most were rescued alive from buildings and houses. About 56 were taken to hospitals with minor injuries.
4. A huge tornado was detected by the National Emergency Center and people were taken to shelters before it happened. No one was injured but all houses were destroyed. "We're happy to be alive. Houses are ruined but they will be rebuilt and we'll move on," said an affected citizen.



2. Write verbs (actions) that apply to people, disasters and places.

People affected / rescued / evacuated / injured / taken to shelters or hospitals

Disasters expected / announced / detected

Places closed / destroyed / hit / shaken / ruined / rebuilt

Vocabulary Strategy

Relate actions to subjects and agents, that is, associate or categorize words to remember them better.

3. Complete the sentences choosing words from the vocabulary in exercise 2.

Before the disaster

- If a disaster is **detected**, people have time to prepare.
- If a tornado is **announced**, people are **evacuated** or **taken** to shelters.

During the disaster

- Houses are **ruined** or damaged.
- Cities are **destroyed** by earthquakes or **hit** by tsunamis.
- People are **evacuated** or injured.

After the disaster

- Houses are **ruined**.
- People who are trapped are **rescued**.
- Cities will be **rebuilt**.

Pronunciation

Identify voiced sounds by placing your hand on your throat.

4. Listen and classify the verbs according to their /ed/ endings.

detected	caused	evacuated	ruined	closed
expected	injured	predicted	rescued	damaged
destroyed	produced	trapped	announced	

/d/ destroyed
injured
ruined
rescued
damaged

/id/ detected
expected
evacuated
predicted

/t/ caused
produced
trapped
announced
closed



Lesson 2

Disasters and Consequences!

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to talk about disasters and their consequences.	<ul style="list-style-type: none"> Identifies numbers. Listens for the main idea. Listens for important details. 	<p>Vocabulary earthquake, hurricane, evacuate, tsunami, close, affect, rescue, injure, shelters, disasters, detect, destroy, cause, announce, hit, shake, ruin, rebuild</p> <p>Expressions What a shame! That's terrible!</p> <p>Structures Passive Voice questions</p>	<ul style="list-style-type: none"> Using pictures Associating concepts Identifying voice and voiceless sounds Recognizing numbers

▶ WARM UP (books closed)

Select some English newspaper articles and make copies. Cut the headlines from the texts and invite students to match the headlines and texts as quickly as possible. Advise students to scan the texts to find clues in the context to do the task.

▶ PRESENTATION 1

1. Match the pictures with the news.

Invite students to look at the title of the lesson. Ask them to cover the text and only look at the pictures. Students explore the topic by having them tell you about the pictures they see. Guide them with these questions: *What natural disasters can you name? What's the worst disaster in your opinion, why?* Play the audio and invite students to listen to the news and identify the disaster. Play the audio twice. Ask some students to say their answers, invite the whole class to agree or disagree with those answers, and then play the audio a second time with books open, but this time have them read and listen to check answers. Clarify meanings and doubts about the vocabulary. Write these questions on the board to check comprehension: *a. What damage did the tsunami cause? b. Where is the hurricane expected to occur? c. When did the earthquake happen? d. Who detected the tornado?*

2. Write verbs (actions) that apply to people, disasters and places.

Invite students to concentrate on the vocabulary to talk about disasters. Have them underline the words they think they need in order to understand this kind of news. Brainstorm with the whole class.

Remind students of the importance activating vocabulary by means of associating concepts. Direct their attention to the Vocabulary Strategy and go over the chart and the example. Challenge students to explain the relationship among the words. Provide a model so they can use it and build on it: *People are affected by disasters. Some people have to be rescued or evacuated when there are disasters.* Allow students some time to go over the complete chart and have them compare their answers with a partner.

▶ EXTRA IDEAS

Challenge students to classify words according to the disaster. Encourage them to use graphic organizers.

▶ PRACTICE 1

3. Complete the sentences choosing words from the vocabulary in exercise 2.

Students will now use the words in context. Draw students' attention to the title of each of the columns (before, during and after). Ask: *What happens before an emergency like a tornado or hurricane? What happens during an earthquake? What happens after the emergency?* Invite them to think of an example and then how words relate by completing the sentences with the appropriate vocabulary. Remind students of the use of the past participle in the sentences using Passive Voice.

4. Listen and classify the verbs according to their

/ed/ endings.     Track 53-54

Have some volunteers go over the previous sentences and call their attention to the Pronunciation Strategy. Tell students that the pronunciation of regular verbs depends on the kind of sounds preceding the suffix -ed. If the sound is voiced (with vibration), they should pronounce the suffix /d/, if they sound is voiceless (no vibration), the pronunciation is /t/. If the final sound is /d/ or /t/, then an additional syllable should be pronounced /ed/. Invite students to work in pairs and classify the verbs into the three categories.

PRESENTATION 2

5. Listen to the conversation and tick true or false below. Then complete the grammar chart.

      Track 55

Have students preview the conversation and tell you how the information is shared. Remind them to look at the pictures and pass their eyes quickly over it to work out the context and the topic of the conversation. Ask: *Who are the speakers?* (two students) *What are they talking about?* (Japan's earthquake in 2010) *What does the Richter scale measure?* (the strength of the earthquake) Direct their attention to the sentences below and have students read the conversation again with the statements in mind and check true or false. Then invite students to look at the Key Expressions. Explain that the purpose of this kind of sentence is used to react to bad news in a sympathetic way. Add more examples. Write on the board: *What a pity! That's terrible! That's too bad! That's too + adjective. I'm sorry to hear that.*

Have students practice the conversation in pairs. Allow some time for students to become familiar with the language. Encourage them to change roles and practice the correct intonation and rhythm. After students have practiced the conversation, direct their attention to the questions in Passive Voice. Have them underline those questions and invite them to infer the question patterns and rules. Guide them with these questions: *Which is the auxiliary verb?* (verb to be). *What form does the auxiliary verb take in the different sentences?* (will be / is, are / was, were) *What form does the main verb take?* (participle) Have them complete the Reflect on Grammar chart and have them compare their answers in pairs.

PRACTICE 2

6. Unscramble the words to create a question in the Passive Voice.

Direct students' attention to the words. Remind them that they need to include the verb *to be* in past. Allow time to finish and have students work in pairs to check their answers. You might like to write these sentences on the board to give students extra practice.

7. Listen to the interviews and choose the correct

answer.     Track 56

Set the scene with the students: they'll listen to two news reports on the radio. Have students center their attention on the questions for the listening exercise and call their attention to the Listening Strategy. Remind them that to make predictions they need to use the clues the context provides and their own experience or knowledge. Previewing the exercise can help them make more informed predictions. Have them relate the three questions to predict the news. Ask them to read the questions and the possible answers to make predictions about the two conversations. Ask: *What clues in the context helped you predict?*

Invite students to reflect on the importance of numbers. Challenge them to name typical information that comes in numbers when listening to the news. Write the list on the board. Go over those numbers with the students.

years: 1989/ 2000

times: 5:50 pm

prices and money: \$34.56

number of people: 1000

temperature: 30 centigrade

Richter scale: 8.6

Draw students' attention to the exercise and have them identify the questions that need a number and have them practice saying those numbers out loud.

Project Stage 2

Create questions to explore your piece of news.

Once students have chosen the news, go over the example. Remind students that not all questions need to be in Passive Voice. You might like to tell students that journalist use the question approach to collect information. Write on the board *wh-questions* (*what, who, where, how, when, why*) and have students decide which ones are the most important (it will depend on the news, but usually the *what* and *who* are the most important).

Go around the class providing help .

Investigate the answers to those questions: read, talk to people, interview people, etc.

Once students have created their questions, get students to name the kind of sources and methods they're going to use to find the answers to those questions. Remind them to complete the collection of information for next class.



5. Listen to the conversation and tick (True) or (False) below. Then, complete the grammar chart.

- A:** Koichi, was your house destroyed or damaged by the earthquake in Japan?
B: Well, Frank, yes, my house and my school were completely destroyed, so I've come to study in America for a year.
A: Oh, what a shame! I heard it was the strongest quake ever. 9.0 on the Richter scale. wasn't it?
B: Yeah and that's not all. After a strong seaquake, more destruction comes with tsunamis.
A: Why? What is destroyed by a tsunami?
B: All the nearest sea towns are destroyed and lots of people are killed by it.
A: That's terrible! Will quakes be predicted one day?
B: Well, I really hope so.

- | | | |
|---|-------------------------------------|-------------------------------------|
| | T | F |
| a. Koichi's house was destroyed in the disaster. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b. Koichi's in America on vacation. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| c. 9.0 on the Richter scale is said to be a low number. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| d. Tsunamis are produced by earthquakes. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e. Earthquakes are predicted nowadays. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

6. Unscramble the words to create a question in the Passive Voice.

- a. earthquake / shaken / the city Was the city shaken by the earthquake?
- b. cut / electric service / tornado Was the electric service cut by the tornado?
- c. people / tsunami / injured Were people injured by the tsunami?
- d. announced / hurricane / on time Was the hurricane announced on time?



7. Listen to the interviews and choose the correct answer.

- | | |
|--|---|
| <p>1. A. Where were the people taken?
 <input checked="" type="checkbox"/> a. to the hospital
 <input type="checkbox"/> b. to a shelter
 <input type="checkbox"/> c. to the police station</p> <p>B. How many houses in total were damaged?
 <input type="checkbox"/> a. 1 <input type="checkbox"/> b. 3 <input checked="" type="checkbox"/> c. 4</p> <p>C. When was the house built?
 <input type="checkbox"/> a. in 1993
 <input checked="" type="checkbox"/> b. in 1893
 <input type="checkbox"/> c. in 1883</p> | <p>2. A. How many houses were damaged?
 <input checked="" type="checkbox"/> a. 12 <input type="checkbox"/> b. 5 <input type="checkbox"/> c. 2</p> <p>B. How many houses were destroyed?
 <input type="checkbox"/> a. 12
 <input checked="" type="checkbox"/> b. 5
 <input type="checkbox"/> c. 24</p> <p>C. How many people are staying in the refuge?
 <input type="checkbox"/> a. 512
 <input type="checkbox"/> b. 500
 <input checked="" type="checkbox"/> c. 524</p> |
|--|---|



Reflect on Grammar

Questions

Past

your house **destroyed** by the quake? (Yes / no question)

Present

What **destroyed** in a tsunami? (Wh-question)

Future

quakes predicted one day? (Yes/no question)

- Questions in the Passive Voice use the auxiliary **to be** and the **past participle** form of the verb.
- Auxiliary verb to be for different tenses:

Past	Present	Future
<i>was / were</i>	<i>am / is / are</i>	<i>will be</i>

Key Expressions

What a shame!
That's terrible!



Listening Strategy

Preview the questions and possible answers before you listen. Make predictions when possible. Say numbers out loud.



Project Stage 2

- Create questions to explore your piece of news.
- Investigate the answers to those questions: read, talk to people, interview people, etc.

E.g. *What's the problem? The soccer pitch is damaged. How much money is needed to repair the soccer pitch?*



Lesson 3

School News!

1. Look up the following words in a dictionary. Then, match them to their meaning and finally to their corresponding nouns.

- a. to ban
- b. to complain
- c. to cheat
- d. to steal
- e. to bully
- f. to prance

- d** 1. to take someone's property
- c** 2. to behave dishonestly
- e** 3. to frighten or hurt people who are weaker
- f** 4. to make fun of other people
- a** 5. to prohibit
- b** 6. to express dissatisfaction about something

- f** A. prank
- b** B. complaining
- e** C. bullying
- a** D. banning
- c** E. cheating
- d** F. stealing



2. Read and choose the best headline for this news article.

Cell phones and Southlake Crime!

Cons and Pros of Using Cell Phones!

CELL PHONES BANNED AT SOUTHLAKE SCHOOL!

Southlake educational community has been divided by the recent announcement by the principal of the school about the banning of cell phones. **A**

Principal Kaila Cramp has decided to ban the use of cell phones in our school as some teachers and parents complained about the inappropriate use of those devices. According to her announcement, as of May 23rd, students won't be able to use their phones inside the school building. **B**

When Mrs. Cramp was asked, she explained that there were many examples of cell phone abuse: unimportant calls are made in the middle of classes, distracting messages are received, pranks are played and some illegal activities like cheating, copying, stealing and bullying are being carried out. **C**

On the other hand, we have students who disagree with these reasons. They think some of the problems will continue even if students do not have cell phones in class. "We could not believe it when the principal made the announcement. A month ago, a cell phone survey, where around 1,000 students participated, showed clearly that only 15 % of students were using the cell phone in inappropriate and illegal ways," said Mark Cling, a 10th grade student.

The survey also showed that 78% of students used their phones for educational activities like searching the web for information, e-mailing assignments for classes, and taking pictures or making videos for class projects. Only 15 % accepted having used the cell phone inappropriately. **D**



Clearly, there are pros and cons about using a cell phone in class. As Margaret Hillon, a student counselor, puts it: "Students do not need prohibition; instead they should be taught how to use these technologies in a responsible way. After all, new technologies like cell phones are not only possessions. They represent the acquisition of new technological, social, and ethical skills." **E**





Lesson 3

School News

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to infer ideas using context clues, to understand and identify how a story news is organized, and to write a news story about a school issue.	<ul style="list-style-type: none"> ■ Previews vocabulary from a reading text. ■ Reads a news article and takes a position on the topic. ■ Identifies the different elements of a news story. 	Vocabulary ban, complain, cheat, steal, bully, prance, prank	<ul style="list-style-type: none"> ■ Asking questions to themselves ■ Inferring meaning from context ■ Using clues in the context

▶ WARM UP (books closed)

Bring newspapers in English. Have students get in groups and distribute the papers. Invite students to search for the different sections like a scavenger hunt. Write some search subjects on the board:

an ad for a car
a picture of a disaster
a sports headline

Invite each group to create their own searches, and have the other groups try to find them.

▶ Pre-Reading

1. Look up the following words in a dictionary. Then match them to their meaning and finally to their corresponding nouns.

Tell students they need to check these words first as they are central to the main ideas in the text. Clarify that students have the verb, the definition and the noun. Have them notice the way nouns are turned into verbs by using the suffix [-ing]. Invite students to review the exercise and to find the relationship among the words (most relate to undesirable behaviors). Have them use their dictionaries to find more information about the words. Invite students who finish first to come to the board and write the phonetic transcription of the words. Once students have done the matching, have them go over the pronunciation.

Invite students to predict the content of the news based on the words they have previewed. You might also have them ask questions about the text.

▶ While-Reading

2. Read and choose the best headline for this news article. Track 57

Call on a student to read the three possible headlines. Have them explore all the headlines with possible questions to activate previous knowledge: Ask: *What kind of cell phone crime could you find in schools? What would be the cons and pros of using cell phones in schools? Why should cell phones be banned?*

After that, invite students to read individually. Remind them to think about the best headline and the reasons why. You might like to have them underline chosen parts of the text that justify their headline.

After students read, write some *wh-questions* to check comprehension: *What happened at Southlake school? Why did it happen? What was the reaction of students? What are the different opinions?*

Once students have chosen the correct headline (*Cell phones banned at Southlake school!*), challenge them to say why the other headlines do not fit the purpose of the text.

Cons and Pros of using A Cell phone! (although there are different opinions supporting and against the use of cell phones, it is too general)

Cell phones and Southlake Crime! (the abuse the article talks about is not considered crime)

► Post-Reading

3. Read the article again and identify its parts.



Have them look back at the text to recognize the typical format of a news report. Clarify that the text is divided into 5 sections (A-D). Have students go over the sentences in the exercise and identify each part. Get students in pairs to check their answers.

4. Who would say it? Write S for students, P for principal or C for counselor. L I I

Allow some time for students to go over the sentences and clarify that students have to infer the connection between these opinions and the cited people on the text. Draw students' attention to the Reading Strategy. Ask students questions to assess their understanding of the strategy: *How do you infer? What do you have to do?* (re-read, think about the ideas and search for clues). Write these questions on the board to guide the students with the first sentence: *Who thinks cell phones are used badly at school?* (the school principal) *What clues are you using to make this connection?* (she mentions examples of cell phone abuse)

Finally, invite students to take a position, and have a class discussion about the issue which arises in the news story. You might like to hold a mini-debate in which all the positions are defended and supported with good reasons.

► Writing

5. Scan the text for signal words and match them to their function. V L

Explain that through signal words students can easily recognize an organizational pattern as well as the connection among ideas. Have them scan the text quickly to locate and highlight the signal words in the exercise and analyze them in context. Once students have located those words, have them analyze their purpose to see how those expressions allow the flow of ideas.

6. Complete these opinions with the correct signal word. V L

Ask students to go over the sentences before filling them in. Remind them to use clues in the context to help them determine the pattern of the connection. Invite students to compare their answers in pairs. Have them explain the clues:

According to needs to be followed by a noun.

Clearly is preceded by the reasons to make a generalization.

Instead is preceded by a single idea that can have an alternative.

On the other hand introduces a statement that presents a different point of view.

7. Write a news story based on a situation at school. L V I I

Invite students to read the Writing Strategy to clarify that news stories are different from other kinds of stories. Challenge students to compare a fictional story with a news article (a fiction story develops and builds on the plot little by little, a news story goes directly to the point). Ask students to reflect about this: *Why do you think news stories are like that?* (because they seek to get the attention of the reader as soon as he or she begins to read)

Invite students to reflect on the kind of information that makes a good news article. Opinions need to be backed up by facts. You might like to have them read exercise 2 on page 69.

Once students are finished with their news stories, have them exchange articles and invite their peers to comment on the news and analyze their objectivity.

Project Stage 3 L V I I

Write your news story following the suggestions in the writing section, look for photos that go with your article and adapt them for an oral presentation. Invite students to adapt their news story to a presentation or broadcasting. Have them include pictures or images, and relate them to the news using captions (a small explanation below each picture).



3. Read the article again and identify its parts.

- a. **E** more facts or opinions to lead to a conclusion
- b. **A** summary of what the news article is about
- c. **B** all the important facts (answers to wh-questions)
- d. **C** one opinion (one side of the story)
- e. **D** the other side of the story



4. Who would say it? Write S for students, P for principal or C for counselor.

- a. **P** Cell phones are badly used at school.
- b. **C** Cell phones can be used to record important information in class.
- c. **P** Students forget to turn off their cell phones in class.
- d. **C** Schools are the perfect place for a student to learn to use cell phones in an ethical way.
- e. **S** Cell phones can't be turned off in clas. Sometimes our parents call us because of an emergency.

5. Scan the text for signal words and match them to their function.

- | | | |
|----------------------|----------|---|
| a. according to | d | 1. to show a difference or alternative |
| b. on the other hand | c | 2. to give obvious reasons and generalize |
| c. clearly | a | 3. to identify a source of information |
| d. Instead | b | 4. to introduce a different opinion |

6. Complete these opinions with the correct signal word.

- a. "**According to** the statistics, people are spending a lot of money on cell phones."
- b. "Last month 150 cell phone thefts were reported at school. This month, the number has increased. **Clearly**, we need better school security."
- c. "The cell phone is not the problem. **Instead**, it's how, where and when it is used."
- d. "The good thing about cell phones is that you can call your parents any moment you need them. **On the other hand**, they sometimes ring and interrupt the classes."

7. Write a news story based on a situation at school.

Answers may vary.

Answers may vary.

Reading Strategy

Inferring
To infer, use context and personal knowledge to build connections between stated information and what is not expressed explicitly.

Writing Strategy

Writing a News Report
When writing a news story go straight to the point by giving all the important information explaining **who, what, where, when, how and why things happen**. Don't forget to quote the source of your information. Provide opinions, facts and statistics that can help the reader reach a conclusion. Some news includes a lead-which is a small summary of the article.

Project Stage 3

- Write your news following the suggestions in the writing section. Look for photos that go with your article and adapt it for an oral presentation.



Lesson 4

You're Pulling My Leg!



1. Listen, read and choose the correct meaning.

Listen up! Brad and Jennifer are going to **tie the knot**. I bet it's going to be a wonderful wedding!

Police officers have identified some of the criminals but they're still **at large**. If you have any information, please, call.

I can't believe those criminals escaped. I hope they **face the music** soon.

Brad and Jennifer are getting married? They're **pulling people's legs**. They broke up long ago!



To be at large means:

a. to be fugitives

b. to be in jail

c. to be innocent

To face the music means:

a. to go dancing

b. to escape from jail

c. to assume the consequences

To tie the knot means:

a. to be in a movie

b. to travel on vacation

c. to get married

To pull someone's leg means:

a. to fool people

b. to fight with someone

c. to hurt people's legs



2. Complete this conversation with the correct idiom. Then listen and check.

A: I just can't stop watching this TV series every afternoon. It's a great program.

B: The program about the bank robbery? I missed it last Saturday. What happened?

A: Well, the cops discovered the bad guys' hiding place.

B: Were they caught?

A: No, not yet. They're still at large (a).

B: I heard this is based on a true story. Some innocent people made a mistake so they had to face

the music (b) because of their mistakes. Jimmy just told me what happens at the end.

A: Really?

B: They're captured and then in jail they tie the knot (c).

B: They get married in jail? You're pulling my leg. (d)

A: No, I'm not. It's true. I read it somewhere.

3. Discuss.

Name some situations in which people do something wrong and they have to face the music.

Reflect on Values

	Always	Sometimes	Never
■ I read to inform myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am critical of the news I read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gap Activity

Student A goes to page 90.
Student B goes to page 92.



Lesson 4

You're Pulling My Leg!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to communicate using idioms, exchange information in gap activities and give a formal presentation.	<ul style="list-style-type: none"> Uses idiomatic expressions to talk about experiences. 	Idioms <i>to face the music</i> <i>to pull someone's leg</i> <i>to be at large</i> <i>to tie the knot</i>	<ul style="list-style-type: none"> Looking at pictures and identifying topics to activate background knowledge Associating words and expressions to a particular context

WARM UP (books closed)

Invite students to revise and use idioms from previous classes. Make a list of the idioms and their meanings. Divide the class into two groups. Invite a volunteer from one group to come to the front. Show an idiom and its meaning (in case the student doesn't remember) and have the student draw a picture for their group to guess the idiom. Set a time limit and remind students that the person who is drawing can't talk, only draw.

PRESENTATION

1. Listen, read and choose the correct meaning.



Have students preview the exercise quickly to tell you what idioms they will study (the ones in bold type). Ask students about the situation depicted in the pictures: the topic, type of interaction, context, pictures (two people watching the news). Ask some questions to explore some interesting elements of the context: *What kind of news are these?* (local and entertainment) *What are people's reactions to the news? Why?* Have students read and match the pieces of news to their appropriate reaction. Then play the audio for them to check. After that invite them to go over the possible answers clarify vocabulary if needed. Once students finish, get them to compare their answers in pairs. Encourage them to identify the clues in the context which helped them choose an answer.

2. Complete this conversation with the correct idiom. Then listen and check.



Remind students to preview the whole conversation before completing. Have them check answers with a partner. Use this conversation to do some communication practice. Invite students to rehearse and role-play the conversation by using different techniques: switching roles, practicing with books closed, keeping eye contact, using gestures, etc.

3. Discuss.

To personalize idioms, have students think about personal experiences with which to use the idioms practiced in class.

Invite students to get in groups and think of the *Discuss* question. You might like to add these questions to promote more interaction: *What's the appropriate age to tie the knot? What do people do exactly when they pull someone's leg? Have you heard any news about fugitives being at large?*

Reflect on Values

Go over the values and invite students to express their ideas freely as a whole class or in small groups.

I read to inform myself.

Ask questions about the important events that are going on to see how many students keep up with news. Ask some questions to help them share ideas: *Why is it important to be informed? How can being informed help people achieve their goals?*

I am critical of the news I read.

Invite students to tell you what being critical means and its importance when reading news. Remind students that being critical is not to be negative but to be able to explore ideas on a deeper level by asking questions and looking for reasons. It is important to know that information can be manipulated and the reader does not have to agree to all that is published.

Encourage students to reach conclusions and commit to make changes that might help them align their values to their actions.

Gap Activity

Tell students to get in pairs and assign roles for each student. Explain to them that each person has part of the information. They have to share it by asking the corresponding questions. Tell students the activity has two parts so they can change roles and get to do both the questioning and answering. Remind them to spontaneously expand the conversation using the exercise as the central part, and including idioms and the Key Expressions seen in the unit.

Share Your Project

1. Discuss your experience.

Write the important concepts on the board: *commitment, active participation, independence, time management, cooperation*. Invite students to brainstorm using these concepts to show their understanding. Accept all ideas without judging them but make sure students are clear with these concepts so that they can grade the statements easily.

Once students have finished grading, invite them to get in groups and share their answers. Remind students to come to conclusions and use this reflection for personal growth rather to dispute. Whenever conflict appears invite students to find a solution or to propose a different attitude for future work. Invite some volunteers to talk about the things they learned. Model the language they can use: *I learned the value of... active participation.*

2. Read and answer. Track 60

You might like to connect this section to the Reflect on Values section. Invite students to read silently and answer the questions individually. Remind them of the strategies they can use to deal with the text: looking for clues in the context, underlining difficult words, asking themselves questions, stopping to think about it, going back and re-reading.

Invite them to share their opinions about the topic and give examples of the concepts: objectivity and reliability. It might be easier to ask students their opinions about how pieces of news are presented in their local media and their opinions about the work of journalists.

Answers:

- a. *Objectivity and reliability*
- b. *Obtain it from a reliable source and quote.*
- c. *Answers may vary. Objectivity can be found when a journalist interviews all people involved in an issue and presents all perspectives beyond the yes/no or black and white perspective.*

3. Give Your Presentation.

Ask a volunteer to read the Useful Expressions. Tell students they have to fill in the spaces with their information. Clarify that those expressions are to introduce the news and present an interview, like on a TV news show. Go over the pronunciation of those phrases and provide vocabulary as needed. Remind students some important recommendations when telling their news stories: If they're filming, they should look at the camera and speak loudly and use gestures and body language.

Present the headline and the summary of the news.

If students are not presenting the news as if they were on TV, they can involve the other students by asking them to predict the news just by looking at the headline.

Continue with the extra information and the support you have for the news: statistics, interview, quotations or pictures.

Students might like to present the headline and summary in front of others, in real time or on video. Make sure students use photos and visual aids appropriately. Tell them to explain how the images were obtained. Ask them to answer these questions: *Where were the photos taken? When were they taken? Who took them? How did they get them?*

Give the conclusion of the news based on the different sides of the story.

Invite the rest of the students to validate the objectivity of the news by paying special attention to this aspect. Have them express their points of view about their partners' news item and news presentation.

Share Your Project



1. Discuss your experience.

Grade from 1 to 5 the important learning experiences in this project.
1 very poor, 5 enriching experience.

In this project, there was ...

- active participation of all members.
- respect for everyone's ideas.
- autonomy and commitment from all people in the group.
- the same amount of work for everyone.
- good time management to complete the task.
- happiness.

Decide if this is true or false of your group.

Decisions were easy to make.

There was a lot of cooperation.

Communication among group member was effective.

Everyone had a great attitude.

There was a great outcome

Answers may vary.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Answers may vary.



2. Read and answer the questions.

When writing a news story, journalists have to be careful about the information they are supplying. The news has to have two important characteristics. First, the information has to be true. It cannot be based on a rumor and it cannot be invented. The best way to validate the information is to obtain it from a reliable source and quote it. When you quote, you repeat what is said directly by the people involved. You can also use interviews. They're a great technique to get opinions to support the news. Secondly, the information has to be objective. Objectivity means to present the situation just as it is, providing all sides of the story so that the reader can make an interpretation based on the facts and not feelings or opinions of the person who writes the story.

Answer these questions:

- What important characteristics should news have?
- How can information be validated as true information?
- Can you give an example of objectivity in the news?

Give your Presentation

- Present the headline and the summary of the news.
- Continue with the extra information and the support you have for the news: statistics, interview, quotations or pictures.
- Give the conclusion of the news based on the different sides of the story.

Useful Expressions

To introduce yourself

This is _____ with the
(your name)
_____ news.
(kind of news)

To quote a source

The police officer said / announced / commented:
"_____"
(the direct quote)

To introduce an interviewee

Mr. _____ is here with us to talk
(name of the person)
about...

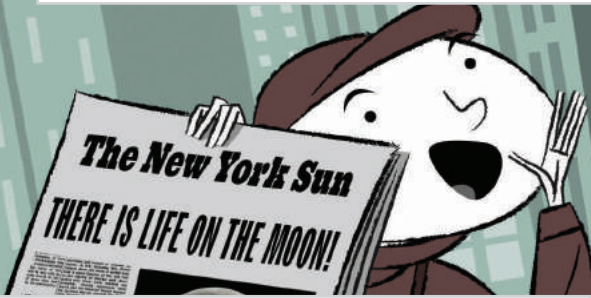


The Great Moon Hoax!

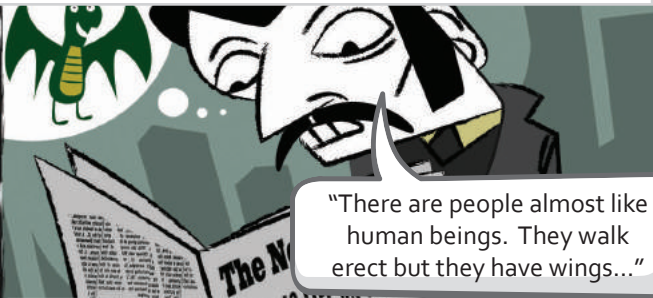


Read and listen.

1. In 1835, the New York Sun published an unbelievable story!



3. Soon the news was copied and published in most media. Everyday new information was added.



5. More stories were told and the newspaper became the biggest best seller ever.

Where do these people live? What are cities like on the moon?

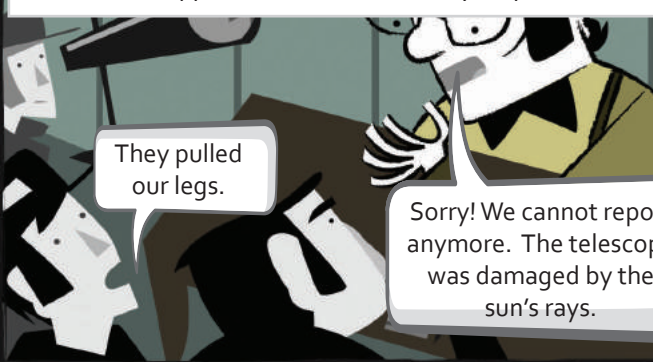
According to the newspaper, there are temples. They're made of precious stones like sapphires.



7. One day, an announcement was made. Some people were disappointed, others were very suspicious!

They pulled our legs.

Sorry! We cannot report anymore. The telescope was damaged by the sun's rays.



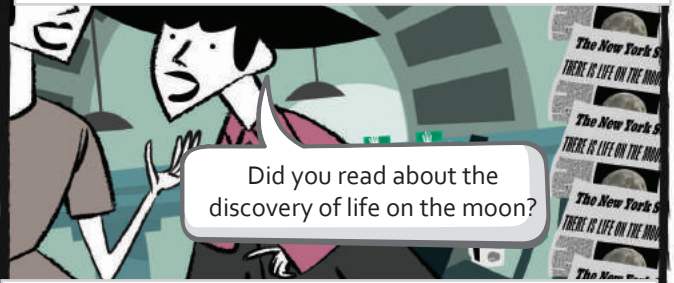
2. The scientific community was amazed!



The discovery was made by means of a powerful telescope!

A powerful telescope, are you kidding me?

4. In a short time, the New York Sun reached a circulation of 15,000 daily printings.



Did you read about the discovery of life on the moon?

6. Soon people demanded more and more information.



Who made that discovery?




How was that telescope made?

8. Many people thought it was a hoax. However, on the moon, somebody was reading a newspaper.



They discovered us!

The Great Moon Hoax

Listen and Read.   

Pre-Reading (books closed)

To activate students' prior knowledge, invite them to preview the comic by reading the title of the story "The Great Moon Hoax!". Invite them to look at the pictures and add details describing what they see. Then invite them to close their books and predict what it might be about. Ask some questions: *What does hoax mean? What might the story be about?* Have students brainstorm, do not give them the answer. Invite them to discover the meaning of the word by reading the story. Write some of their predictions on the board.

While-Reading Track 6a

Then have students open their books and read and listen to the story. Encourage them to identify and underline unknown words. Inform students they can use a lot of strategies while they read: pausing to think, asking themselves questions, using the pictures to clarify and improve comprehension. To help them make connections and inferences, ask these questions as you walk around the room; providing help if needed. Ask: *What did people think of aliens back in those times? What kind of evidence is the newspaper offering? How was life different in those times?*

Post-Reading

Remind students they can go back, skip parts, re-read and use a variety of strategies to understand more deeply. Write these questions on the board and have them answer them in pairs: *When and where did the story happen? What was the headline of the newspaper? Why were people surprised with the news? Why do you think people believed the story? Who was suspicious? Why were people disappointed at the end?*

Invite students to tell the plot of the story. Give students time to make a summary of the comic. Write on the board: *The text was about ...* and have students tell you in one sentence what it was about.

Finally, invite students to give their opinions about it. Ask: *What do you think about life on other planets? What do you think of this hoax?*

You might like to tell students the true story behind the comic. "The Great Moon Hoax" was a real event back in 1835. It caused a lot of stir. Obviously, it was a hoax because there was not such a telescope in those days. It was a made up story but a lot of people believed it.

EXTRA IDEAS

Challenge students to create, expand, modify or come up with other possible endings to the story.

Personalize

If you read that news story in a newspaper, would you believe it? What evidence would you need to make sure the newspaper was not pulling your leg? What famous hoaxes do you know about?

Quiz Time

Before the test

This test will help you evaluate the different objectives proposed in the unit: understand principal ideas and important details in local news, use the Passive Voice to report news and use some idiomatic expressions in the appropriate context.

Remind students to do the test individually and with the right attitude. Encourage them to use all strategies they have learned and to apply them in an independent way: before answering, looking at pictures, reading the questions, predicting information, using background knowledge and clues in the context, etc.

1. Listen and choose the right answer.

L **M**  Track 62

This exercise helps you assess the students' listening comprehension of local news stories. Remind students to read the questions and possible answers before you play the audio.

2. Complete this report in the Passive Voice. Use the Word Bank. **L**

This exercise helps you assess the students' use of the Passive Voice. Remind students to use the verbs in the box in their correct passive forms with the corresponding auxiliary.

3. Change these sentences to the Passive. **L**

This exercise helps you assess the students' understanding of the grammatical change from the Active to the Passive Voice.

4. Choose the correct idiom or expression. **L**

This exercise helps you assess the students' use of some of the idiomatic expressions learned in this unit. Remind students to read the complete situations before choosing the expressions.

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

Have students read the Self-Evaluation chart. Allow some time for students to check achievements and invite students to demonstrate each of the descriptors, giving examples. Help students recognize how well (very well, ok, a little) they have achieved the objectives of the unit. Provide concrete advice on what to do and refer them to the corresponding pages of the book and Grammar Charts appendix to help them with difficulties.

Glossary

Have students use the Glossary to develop dictionary skills. Invite students to go over the words, identifying the information provided in the Glossary. You might like to go over the pronunciation and add some interesting examples or elicit examples from students.

Game 1 **L** **K**

Divide the class into two groups, say a word out loud from the Glossary and have students find the word in the context where it was used. Then invite the people from the same group to say the kind of word it is or the corresponding synonym.

Game 2 **V** **L**

Invite students to go over the Glossary and study it for some time. Have them close their books and challenge them to remember the words by giving a definition and asking them to think of the corresponding word.

Game 3 **L** **V** **M** **I**

Students use the pictures and the words from the Glossary to create a story. When they're ready they tell the story out loud in front of the class, but instead of saying the word, they should pause or make a funny noise. The other students have to say the missing word.

Game 4 **L** **I**

Play Dictionary

Students should select a word from the Glossary and give 3 different definitions for the students of the opposing group to guess.

EXTRA IDEAS **V** **L** **K**

You might like to have students create their own glossaries based on their interests and the new vocabulary that appeared in their presentations and project. Have them use the glossary of the book as a model. Invite students to do the corresponding glossary activities on pages 93 to 98.

Quiz Time



1. Listen and choose the right answer.

News 1

What emergency is the report talking about?

- a. a tornado
- b. an earthquake
- c. a tsunami

News 3

What happened?

- a. a dog was trapped in an elevator.
- b. a police officer was trapped in an old building.
- c. a man was trapped in an elevator.

News 2

What time is the hurricane expected to hit?

- a. 4:30 PM
- b. 3:30 PM
- c. 5:30 PM

News 4

How old is the discovery?

- a. 10,000
- b. 10,000,000
- c. 1,000

2. Complete this report in the Passive Voice. Use the Word Bank.

About 1,200 people were injured (a) yesterday when a tornado hit the city of Joplin. After the disaster, most people were trapped (b) in the basement of the houses. The Fire Department and the National Department for Emergencies rescued them today in the morning. Some people were taken (c) to hospitals where they're recovering now. Some old buildings resisted the tornado but they are damaged (d) so people living there were evacuated (e) today because they are in terrible condition and might collapse any minute. "These buildings were expected (f) to fall in any moment" said the national security officer.

4. Choose the correct idiom or expression.

Conversation 1

Adam: I'm going out with Pat next Saturday.

Dana: Really? I don't believe it. (a. *are you pulling my leg?*)

b. *Are you going to tie the knot?* / c. *Are you at large?*

Adam: No, it's not a joke. It's true. I asked her out and she said "yes."

Dana: (a. *Thank goodness!* / b. *What a shame!* / c. *No kidding!*)
She has a boyfriend, and she doesn't like you. I know.

Word Bank

- damage
- evacuate
- trap
- injure
- expect
- take

3. Change these sentences to the Passive.

- a. City planners will build a new stadium. A new stadium will be built.
- b. Seaquakes produce tsunamis. Tsunamis are produced by seaquakes.
- c. Someone stole 100 cell phones. 100 cell phones were stolen.
- d. Some people saw a UFO near the western mountains. A UFO was seen near the western mountains.

Conversation 2

A: Were you playing soccer in the living room?

B: No, I wasn't. I was studying in my room. Why?

A: Well, the window is broken!

B: (a. *What a shame!* / b. *No, kidding!*)

c. *Goodness!* It's impossible.

A: Whoever did it will (a. *tie the knot* / b. *face the music* / c. *be at large*).

Self-Evaluation

Now I can...

- report on an event.
- react to different news.
- Introduce and tell news stories.

Very Well

OK

A Little

Glossary

A – E

bakery: **n.** place to make or sell baked products like cakes, bread and cookies.

to be on time: **v.** to be punctual. *I like to be on time so people take me seriously.*

to be trapped: **v.** to be caught in a place where you cannot get out.

bridge: **n.** structure built over a depression or obstacle to permit transportation of products and people.

car crash: **n.** when cars collide or come together hard and noisily (syn. collision).



citizen: **n.** a person who inhabits or lives in a city or town.

collide: **v.** to come together in a solid impact.

eager: **n.** with the desire to do something.

F – L

headline: **n.** title of a story or article printed in large type in a newspaper.



hoax: **n.** something used to trick or cheat (syn. fraud). *The 2012 Mayan predictions are just a hoax.*

interview: **n.** meeting in which a reporter asks questions to obtain answers from a person.



inundated: **adj.** a place covered in water (syn. flooded).



kitten: **n.** a baby or young cat.

M – Q

mascot: **n.** a person, animal or object believed to bring good luck. *The university's mascot will start with a dance before the football match.*

move on: **v.** to move forward; metaphor for conquering any obstacle and continue one's life.

quote: **v. n.** to speak or write using a passage or words from another person recognizing they are his or her words. *When you quote someone else's words you should use quotation marks.*

R – Z

Richter scale: **n.** a scale used to express the total quantity of energy liberated by an earthquake. Its values typically fall between 0 and 9.

refuge: **n.** a place providing protection or shelter.

road: **n.** open way for the passage of vehicles, people and animals.

to shake: **v.** to move with short and quick irregular vibrations.

shelter: **n.** a place where people go for protection (syn. refuge).



source: **n.** a person who gives information to a reporter. *For security reason I cannot reveal my source.*

theft: **n.** the illegal taking of other person's property (syn. robbery).

witness: **n.** a person who can testify about an incident because she was there to experience it.



Colloquial Expressions

To be at large: to be a fugitive.

To face the music: to assume the consequences of one's actions.

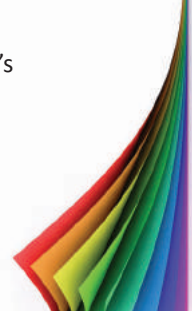
To pull someone's leg: to fool someone.

To tie the knot: to get married.

Are you kidding?: You're joking!

No kidding: I don't believe it; be serious.

What a shame: That's terrible.





Glossary Activities

1. Unscramble the words.



RAC SACHR

car crash



VINWEERIT

interview



SETLERH

shelter



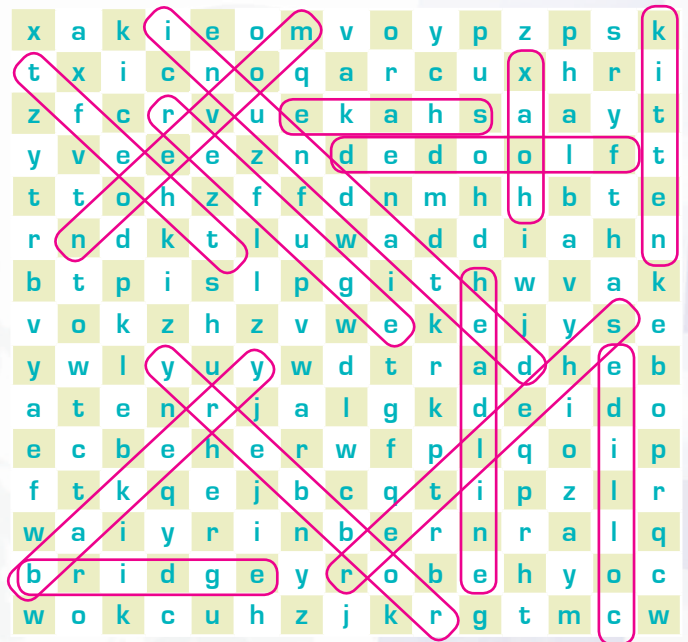
DOOFLDE

flooded

2. Find the words below in the puzzle.

Word Bank

- | | | |
|----------|-----------|---------|
| bakery | refuge | theft |
| bridge | shake | robbery |
| shelter | inundated | move on |
| headline | fooded | collide |
| hoax | kitten | |



3. Classify the words and then complete the story.

- | | | |
|-----------|---------|-----------|
| move on | hoax | interview |
| inundated | flooded | collide |
| witness | shake | eager |

NOUNS	VERBS	ADJECTIVES
witness	move on	inundated
hoax	shake	flooded
interview	collide	eager

4. Complete the sentences with the words above.

- After a tragedy people just have to move on.
- The inundated areas were evacuated 2 hours before the hurricane.
- The sighting at the stadium was just a hoax.
- It was confirmed that the asteroid will not collide with the planet.

A Tech-World 6



Skills

CEF Standards

Indicators

Listening
Comprehension

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

- Understands main points of diverse short conversations about tech habits and problems.

Reading
Comprehension

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

- Understands graphs.
- Skims reports to find the organizational pattern.

Oral
Interaction

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

- Expresses wishes about tech situations and related events.
- Gives instructions on how to use devices, gadgets and appliances.
- Uses idiomatic expressions to comment on everyday situations.
- Describes tech habits.

Oral
Expression

Can narrate experiences and events giving brief reasons and explanations.

- Describes visual information.
- Gives recommendations to save energy.

Written
Expression

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

- Writes a report based on school research.
- Uses signal words to introduce typical elements in reports.

A Tech-World 6

► **General Objective**

You will be able to describe tech habits and wishes.

► **Communication Goals**

You will learn how to

- express a wish.
- talk about tech habits.
- describe the kind of tech-user you are.

► **CLIL**

- Smartphones
- Phantom Energy

Vocabulary

- Vocabulary related to computers and cell phones
- Compound nouns
- Antonyms and synonyms

Grammar

- Making wishes
- Phrasal verbs

► **Idioms and Colloquial Expressions**

- Wait a sec
- To cost an arm and a leg
- To shape up or ship out
- To pull the plug
- 24/7

► **Project**

A Web Survey

You will carry out a survey on tech issues and present it with a graph.

Vote and then discuss.

How is technology changing our lives?

- It's creating problems because people are socializing differently.
- It's making our lives easier and safer.
- It's a mix of advantages and disadvantages.

37





Lesson 1

I Wish I Had One



1. Match the features to the actions.

Introducing... Centauries XXZ new generation. It's not a regular cell phone, it's a smartphone! Don't you wish you had one?

Features

- a. Cell phone
- b. Music player
- c. Messenger
- d. Internet access
- e. Digital Camera

- d** 1. go online, browse the web, send e-mails, access your favorite social network; and find thousands of apps to download!
- b** 2. listen to music, record audio
- c** 3. send instant messages and chat
- e** 4. take pictures, make video calls, record video
- a** 5. send and receive calls, send text messages

2. Complete the chart. Use exercise one.

Adjective- Noun	Noun-Noun	Preposition- Noun
With space		
<u>instant</u> message	<u>text</u> message	
<u>digital</u> camera	<u>video</u> calls	
<u>e-</u> mail	<u>cell</u> phone	
	<u>music</u> player	
With no space		
<u>smart</u> phone	<u>net</u> work	<u>on</u> line

Vocabulary Strategy

A compound noun is a noun that can be modified by a preposition, adjective or another noun. To create or understand a compound noun, the second word (always a noun) is the most significant.

web	page
(gives information about the kind of page)	(principal idea)

3. Complete the questionnaire. Then listen and check.

Name: _____ Age: _____ Gender: _____

Are you satisfied with your cell phone? Check.

	Yes.	No, but I wish I could / did.	Don't need it.
Do you have Internet access?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a music player ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you access your e-mail and your social networks ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you download apps?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you send instant messages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you make video calls?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a digital camera?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answers may vary.



Lesson 1

I Wish I Had One

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to express wishes about using, owning and operating devices, gadgets and appliances.	<ul style="list-style-type: none"> Describes their cell phone features. Talks about their technological wishes. 	<p>Vocabulary cell phone, music player, messenger, Internet access, digital camera, go online, browse the web, send e-mails, access social networks</p> <p>Expressions Wait a sec! Goodness! Anyway!</p> <p>Structures Wishes in the present</p>	<ul style="list-style-type: none"> Using prior knowledge to make inferences Previewing vocabulary Predicting Making inferences

WARM UP (books closed)

Write these abbreviations and invite students to come to the board and write their meaning.

:-) = smile

;-) = wink

:-@ = screaming

(*o*) = surprised

(^_^) = cute

PRESENTATION AND APPLICATION 1

1. Match the features to the actions.

Go over the illustration and elicit some opinions about cell phones. Ask students about the most important features of the cell phone being advertised. Invite students to go over the features and the functions. Clarify vocabulary before they match. Explain that *apps* refer to *applications*.

2. Complete the chart. Use exercise 1.

Students might be familiar with this vocabulary yet they do not see the relationship among the words. Refer students to the Vocabulary Strategy and have them classify the words. Clarify the difference between adjectives, nouns and prepositions. Tell students compound nouns are combination of words. Some of them are written in a separate way (*web page*), some of them are written with a hyphen (*e-mail*), and some are written as a word (*network*). You might like to provide examples of these words. Clarify that there are many more combinations for compound nouns. There can also be combinations with verbs (*haircut*), but the words act like nouns in the sentence. Invite students to check their answers in pairs.

3. Complete the questionnaire. Then listen and check. Track 63

Invite students to preview the exercise and explain what it is about to their partners. Have them notice that they first need to complete using compound nouns. After they compare their answers, have them do the survey. After they finish, have them get in pairs and talk about their cell phones features and level of satisfaction with their cell phones. Allow sometime for students to share this information with partners. To wrap up, invite some pairs to share interesting information about their cell phone features and preferences.

EXTRA IDEAS

You might like to take the opportunity to talk about the use of cell phones in class and their correct use.

4. Complete. Use the Word Bank. Then listen and check. Track 64

Clarify to students that they need to complete the paragraph with the correct form of the verbs in the Word Bank. Have them go over the entire conversation before completing. Encourage them to identify the characters, setting and general idea. Then allow some time for students to complete. Play the audio for students to check their answers. Finally, write these questions on the board to check their comprehension:

Who has a new cell phone? Who doesn't?

What does the woman wish?

What does the man wish?

Direct students' attention to the Key Expression. Encourage students to link final consonants and vowels to imitate the correct pronunciation. Challenge students to identify more special expressions (*Goodness! Sorry! Anyway, I know. Really?*) and have volunteers explain the meaning and the body language that is appropriate when using these expressions. You might like to have students practice the conversation once or twice.

Then call students' attention to the Reflect on Grammar chart. Invite students to focus their attention to the use of *wish*. Have them complete the chart. Then ask them some questions to assess their understanding of the meaning of the sentences with *wish*. Ask: *Does the person know how to use the cell phone? What tense does the person use? Is it December? What does the person wish now?* Call on some volunteers to explain the rules for wishes in the present.

5. Complete each sentence about the conversation.



Allow some time for students to complete. Call students' attention to the use of *how* to explain that the long form: *Francis wishes she knew how she could use her cell phone.* Clarify there can be more than one right answer. Then invite them to check their answer in pairs.

6. Write sentences using "wish."



Clarify to students they have to read and understand the situation so that they can complete the sentences. Call on volunteers to read their answers.

7. Listen to the conversation and check [✓] yes or no.



Explain they will listen to a conversation about a change brought about by technology. Challenge them to speculate what it might be.

To set the context for the listening exercise, write these possible topics on the board. Have students choose one of the topics:

New languages created by the new technologies

Cell phone advantages

The "Digital Divide" (the gap between people who have access to technological devices and those who do not.)

Play the audio and have students confirm their predictions. Call students' attention to the Listening Strategy. Engage students into reflecting. Ask these questions: *What does inferring imply?* (figuring out information from clues in a text, using prior knowledge) *Why is it important to infer?* (if you don't infer, important information is missed out)

According to Breeds (2003), "an inference is the ability to connect what is in the text with what is in the mind to create an educated guess". Tell students that when they infer, they do it based on some evidence. Invite some volunteers to read the statements and have the whole class call out the answers. Challenge them to identify the evidence that helped them choose. Ask these questions to check comprehension: *What's textese? What are the two different opinions?*

8. Listen again and choose.



Have students preview the questions in the listening exercise and invite them to predict answers in pairs. Play the audio and correct with the whole class. Play the audio again for students to confirm answers. Write more abbreviations on the board and challenge students to figure out the complete words. If students find it too difficult, explain to students some of the rules people use to abbreviate and use textese: vowels are omitted, some letters represent words (u = you) (r = are) and long words are shortened.

- a. B4 (before) b. UN4GTEBL (unforgettable)
- c. UN4TUN8 (unfortunate) d. RUOK? (Are you OK?)
- e. CUL8R (see you later) f. THNX (thanks) g. plz (please)

EXTRA IDEAS



Invite students to call out their own wishes in relation to the use of technology. Ask follow-up questions to elicit more information. Monitor the use of the structure with *wish* and the compound nouns.

Project Stage 1



Think about popular tech devices and survey your classmates to find out which ones they have or wish they had.

Clarify to students that they have to interview their classmates to find out the tech tendencies and habits of the class. Brainstorm popular tech devices with the whole class.

Find out what they do with the devices and how they use them.

Students should try to get as many details as possible about how students use their devices and if they know how to use all the features. Go around helping students with vocabulary. Refer students to exercise 3. Tell students they can design a poll or survey like this one to get the information they need.



4. Complete. Use the Word Bank. Then listen and check.

Joe: I sent (a) a text message an hour ago, did you receive (b) it?

Francy: Sorry, I haven't checked. I wish I knew how to use this cell phone. Wait a sec! Oh, yeah, it's right here! Goodness! What are all those numbers and letters? I wish you could write normally.

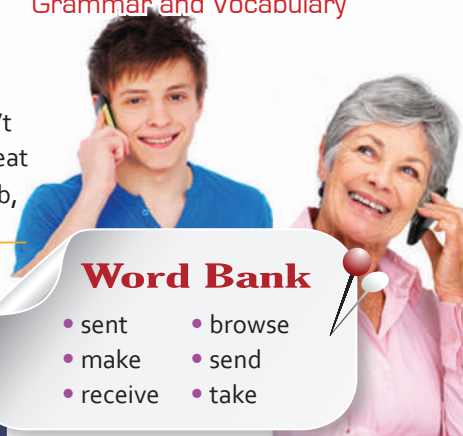
Joe: Sorry! It's texting. It has to be short.

Francy: Anyway, I really hope you can make it today. I need your help.

Joe: I know, it's your new cell phone. Don't worry, I'll show you how to use it. It's a great phone. You can browse (c) the web, make (d) video calls, take (e) pictures and send (f) instant messages. I wish I had one like that.

Francy: Really? Marcos is planning to give you one for your birthday.

Joe: Oh, I wish it were December already.



Word Bank

- sent
- browse
- make
- send
- receive
- take

Key Expressions

Wait a sec: wait a second

Reflect on Grammar

Wishes

I wish I knew how to use this cell phone.

I wish you could write normally.

I wish it were December already.

Choose:

1. After "I wish" you need the verb in the
 - a. present
 - b. past tense.
2. The sentence "I wish it were December already." is
 - a. simple past tense
 - b. present tense

5. Complete each sentence about the conversation.

- a. Francy wishes she knew how to use her cell phone.
- b. Joe wishes he had a cell phone like Francy's / it were December.

6. Write sentences using "wish."

- a. Grandpa would love to send photos to his friends by e-mail, but he doesn't know how to do it.
He wishes he knew how to send photos to his friends.
- b. Mary wants to call Peter but she doesn't have his number.
Mary wishes she had Peter's phone number.
- c. Paul doesn't have the money to buy a smartphone.
Paul wishes he had the money to buy a smartphone.
- d. Diana's boyfriend is away. She keeps sending text messages to him but she doesn't have any news from him.
Diana wishes she had news from her boyfriend.



7. Listen to the conversation and tick [✓] yes or no.

- a. The people in the conversation are young. Yes No
- b. They wish they could learn to text. Yes No
- c. They plan to use "textese." Yes No



8. Listen again and choose.

- a. Someone wishes you could wait, so he or she writes...
 - 1. U8
 - 2. W8
 - 3. WAT
- b. If you wish to say "I don't know" you can type...
 - 1. 4004
 - 2. 444
 - 3. 404
- c. *Laughing out loud* can be typed like...
 - 1. lol
 - 2. latl
 - 3. lgl
- d. As soon as possible is...
 - 1. ASSP
 - 2. ASAP
 - 3. ASSPO
- e. You wish you could send a kiss, so you write...
 - 1. KX
 - 2. KS
 - 3. X
- f. "OMG" means...
 - 1. Oh, my love!
 - 2. Oh, my God!
 - 3. Oh, my goodness!

Listening Strategy

Infer information by using the context and your own ideas about a situation.

Project Stage 1

- Think about popular tech devices and survey your classmates to find out which ones they have or wish they had. E.g. *Do you have a cell phone with Internet access?*
- Find out what they do with the devices and how they use them. E.g. *What activities do you do with your cell phone? What activities do you wish you could do?*



Tech Users and Common Habits

SOCIAL NETWORK

1. Match the photos to the tech profiles.

What kind of tech user are you?



c I'm a computer geek. I love to go online and **stay up** all night, you know, to browse the web and do cool stuff.

a I'm a music lover. As soon as I get up, I **plug in** to my iPod. I **put on** my headphones, **turn up** the volume and I just forget about the world.

d I'm a texter. I love texting. I **sign in** to my social network, or use the messenger and text all day. I wish I could do it in class, too.

b I'm a technophobe. I wish I didn't have to work with computers. When I get home, I **unplug**. You know, no TV, no computers. I just **take** my shoes **off**, sit down on the couch and read a book.

2. Look at the picture and complete the sentences. Use the Word Bank.

Word Bank

- turn on / off
- plug in / unplug
- put on
- hook up
- turn up / down
- stay up
- take off
- sign in / out

Key Expressions

Computer geek:
a computer enthusiast

Vocabulary Strategy

Use synonyms (words with similar meaning) and antonyms (words with opposite meaning) to remember new vocabulary. Use a thesaurus to find these relations.



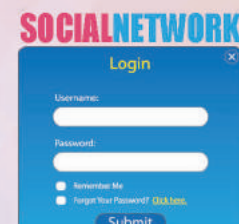
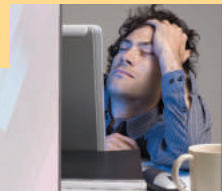
a. Unplug the phone charger.

b. Turn off the computer. I finished doing my task.

c. Turn up the volume. I can't hear the music.

d. Take off your headphones. We need to talk.

Don't waste energy.



e. I need to put on my glasses. I can't see.

f. Don't stay up late. You have to get up early.

g. To sign in your social network, you need your password.

h. Plug in the TV to the camcorder. I want to see the recording.

3. Match these words with their synonyms.

- | | | |
|-------------|----------|---------------|
| a. unplug | <u>5</u> | 1. enter |
| b. turn on | <u>2</u> | 2. switch on |
| c. hook up | <u>3</u> | 3. connect |
| d. take off | <u>4</u> | 4. remove |
| e. sign in | <u>1</u> | 5. disconnect |

4. Match these words with their antonyms.

- | | | |
|------------|----------|--------------|
| a. turn on | <u>4</u> | 1. turn down |
| b. put on | <u>3</u> | 2. unplug |
| c. turn up | <u>1</u> | 3. take off |
| d. plug in | <u>2</u> | 4. turn off |
| e. sign in | <u>5</u> | 5. sign out |



Tech Users and Common Habits

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to describe tech habits and users.	<ul style="list-style-type: none"> ■ Gives commands to use devices. ■ Identifies tech users and their habits or preferences. 	<p>Vocabulary turn on / off, plug in / unplug, put on, hook up, turn up / down, stay up, take off, sign in / out computer geek, music lover, texter, technophone</p> <p>Structures Separable and inseparable phrasal verbs</p>	<ul style="list-style-type: none"> ■ Using pictures to associate concepts ■ Previewing conversations ■ Using the context to determine the meaning and predict what they will hear

▶ WARM UP (books closed) **L** **V** **I** **I**

Write these statements on the board and invite students to take part in the poll and hold a mini debate based on their points of view.

How is technology changing our lives?

It's creating problems because people are socializing differently.

It's making our lives easier and safer.

It's a mix of advantages and disadvantages.

Other: _____

Count the number of votes and create groups to defend their ideas. Each group should give a reason to defend their position. The winning group is the one that doesn't run out of reasons to support their position.

▶ PRESENTATION

1. Match the photos to the tech profiles.



Invite students to cover the text and look at the pictures to imagine the kind of tech user behind their photo. Encourage them to make conjectures just by looking at the photos. Ask these questions to help students hypothesize: *What kind of person would typically write a lot of text messages? Who would listen to a lot of music? Who would be a person not too fond of computers?*

Then have students read the descriptions and confirm their predictions. Go over new expressions or difficult vocabulary with the students. Refer students to the Key Expression. Challenge students to identify the words to label each one of the tech users in the pictures.

▶ PRACTICE

2. Look at the picture and complete the sentences.

Use the Word Bank. **V** **L**

Go over the Word Bank. Direct students' attention to the pictures and invite students to read the Vocabulary Strategy. Remind students that the thesaurus is an important reference material.

3. Match these words with their synonyms. **L**

Allow sometime for students to match. Then write on the board:

What's another word for _____?

Invite volunteers to call out answers.

4. Match these words with their antonyms. **L**

Go over the words with the students and invite students to match them with their opposites. Write on the board:

What's the opposite of _____?

5. Read and complete. Then listen and check..



Clarify that students have to fill in the blanks with the verbs and the particle. Remind students to preview the text and read it completely so they can fill in. Allow time to do this and then play the audio for students to confirm. Refer students to the Reflect on Grammar. Invite students to complete the examples and explain the rules about the use of separable phrasal verbs. Ask questions for students to discover the rules:

What words are part of the phrasal verb? (verb and particle)

What word separates the particle and the verb? (a noun / object pronoun)

What position can the noun take? (between the verb and the particle or after the particle)

What position can the object pronoun take? (between the verb and the particle)

6. Look at the pictures and give an instruction.

Write the three possibilities.

Go over the example. Refer students to the pronunciation section. Play the audio and invite the class to imitate the linking and stress of the particle in the phrasal verbs. To recognize stress, snap your fingers or tap on a table. Invite students to snap their fingers as they repeat the sentences. Make it quick and connected. The stressed words are the ones that are louder and clearer (verbs).

7. Choose the correct form to complete each sentence.



In this exercise students will practice with inseparable phrasal verbs. Have them complete and check answers with a partner. Explain that some intransitive verbs cannot be separated. They cannot take an object (complement of the verb).

As a class or in small groups, invite students to go over the sentences and say if they're true for them. Have them ask follow-up questions to discover more interesting things about their tech habits. Encourage students to use the phrasal verbs seen in class.

EXTRA IDEAS

Invite students to look for more phrasal verbs they may have come across before. Have them decide if they're separable or inseparable. Clarify that some phrasal verbs can have a lot of different meanings and that some of them are both separable and inseparable depending on to their meaning. *The machine broke down* (inseparable). *Break the task down to make it easier* (separable).

Some extra phrasal verbs:

sit down
get up
stand up
go down
go up
stand for

Project Stage 2

Brainstorm on the different technological habits people have when they entertain and communicate.

Students get in groups and share the information they collected from the previous survey. Clarify to students that they will continue asking questions and surveying the members of other groups, using the new vocabulary and structures.

Analyze the results of the survey and write a report.

Once students collect all the information they need, they will write a report of their findings.

Explain to students that reports are summaries of the most important information. Make sure students go over the example.



5. Read and complete. Then listen and check.

Father: I don't understand. I can't turn on (a) the computer.

Son: Before you turn the computer on, you need to plug (b) it in, and then you can turn it on (c). See?

Father: Thanks, son. Oh yeah, of course! I just need to put on (d) my glasses.

Son: What do you want to do?

Father: Let me think... I want to watch a music video.

Son: In that case, let's hook up (e) the speakers and the TV to the computer.

Father: I wish I knew how to hook them up.

Son: No problem. I'll show you. Now click on your favorite video, and turn up (f) the volume.

Father: There are thousands of videos. I could stay up (g) all night.



6. Look at the pictures and give an instruction. Write the three possibilities.



Plug in the cell phone charger.
Plug the cell phone charger in.
Plug it in.



Hook up the computer to the net.
Hook the computer up to the net.
Hook it up.



Put on your headphones.
Put your headphones on.
Put them on.



Turn down the volume.
Turn the volume down.
Turn it down.

7. Choose the correct form to complete each sentence.

a. I always put on my earphones when I listen to music.

- 1. put on
- 2. put it on
- 3. put them on

b. I love to go online at night. I stay up late, you know.

- 1. sign out
- 2. stay it on
- 3. stay up

c. Help me with my e-mail account. I want to sign in in order to check my messages.

- 1. sign it in
- 2. sign in
- 3. sign out

Reflect on Grammar

Separable Phrasal Verbs

How do I turn on the computer?
To turn the computer on, you need to plug it in.
Then you can turn it on.

Notice:

Separable phrasal verbs take an object (computer).
The object can be replaced by an object pronoun (it).

Choose:

The object pronoun position is **between the verb and the particle / after the particle**.

Inseparable Phrasal Verbs

I could stay up all night.

Notice:

Inseparable phrasal verbs do not take objects.

Choose:

Verbs like stay up, sign in / get up **do not take / take** an object.



Pronunciation

Notice the linking of sounds!
Turn it on. Plug it in.
Hook them up!

Project Stage 2

- Brainstorm on the different technological habits people have when they entertain and communicate. E.g. *Some people spend too much time on the Internet.*

- Survey your friends' tech habits to confirm or refute your ideas. E.g. *Do you spend a lot of time online? How much?*



Lesson 3

Be a Smart Tech User!










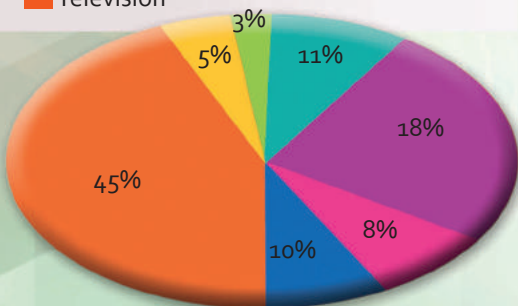
1. Match each word with its definition.

- | | | |
|---|--------------|---|
| 2 | a. appliance | 1. a smart machine that does a specific job |
| 3 | b. phantom | 2. a piece of equipment used in people's homes, especially one that requires electricity to work. |
| 4 | c. power | 3. ghost |
| 1 | d. device | 4. electrical force |

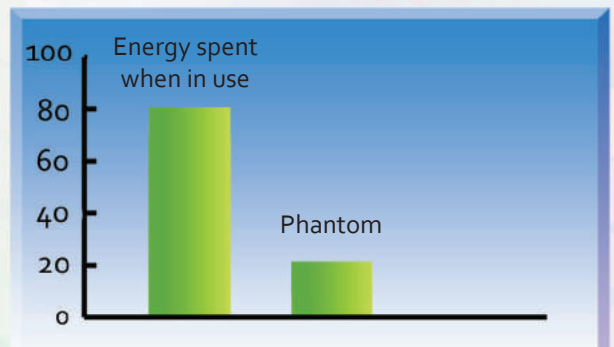
2. Match the title to the correct graph.

- a. Distribution of phantom energy per device or appliance.
b. Distribution of energy used at home.

- | | |
|--|--|
|  Gaming Console |  Power tools (battery chargers) |
|  Speakers |  Computer |
|  Printer |  DVD player |
|  Television | |



Graph 1. *Distribution of phantom energy per device*



Graph 2. *Distribution of energy used at home*

3. Read the caption and choose its graph.

According to the U.S. Energy Information Administration, 20% of the energy used at home is phantom energy (wasted energy from devices that are not turned off, or unplugged while they are not performing their primary function). **Graph # 2**

4. Write *True* or *False*. Correct the false statements.

- a. Computers that are not turned off waste the most energy.

True.

- b. 18% of the computers at home waste energy.

False. Computers waste 18% of the energy wasted at home.

- c. Phantom energy is the energy wasted when the appliance is not in use, but it is plugged in.

True.

Reading Strategy

Reading a Graph

To interpret a graph, ask yourself: "What is the purpose of the graph?" and explore its elements. Identify how the different labels, colors and numbers relate to the title. Finally, read the caption (the text near the picture) to find extra information.

- d. If you don't unplug the charger of your cell phone when the battery is charged, you will waste 3% of the total phantom energy you waste at home.

True.

- e. 80% of the total energy used at home is not phantom energy.

True.



Lesson 3

Be a Smart Tech User!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to interpret graphic information.	<ul style="list-style-type: none"> Understands graphic information. Identifies how information reports are typically organized. Writes a report based on information collected. 	Vocabulary phantom, appliance, power strip, device, tools, graph, plug, unplugged, perform, overnight	<ul style="list-style-type: none"> Using prior knowledge Identifying purpose for reading Skimming and scanning a report Using a graph to represent numerical information in a visual way.

▶ WARM UP (books closed) **L V K I**

Ask students to tell you the technological devices, gadgets or appliances they consider to be the most useful.

Divide the class into two groups. Challenge them to name and spell as many items as possible. The winner is the group with the most correct answers.

▶ Pre-Reading

1. Match each word with its definition. **V L**

Go over the words with the students. Have a volunteer read the definitions. Have them give examples of different appliances and devices they have at home. Invite students to make predictions about the reading based on these words. Ask the relationship between the words *ghost* and *phantom* and the lesson topic.

▶ While-Reading

2. Match the title to the correct graph. **V L**

Direct students' attention to the graphs. Invite them to read the Reading Strategy. Clarify that students should pay attention to different elements the graph has: titles, conventions, numbers, legends. Once all elements are identified, the features such as colors, shapes, lines and organizational patterns should be identified.

3. Read the caption and choose the graph. **L V I**

Explain that a caption is a line of text that appears below graphs and provides an explanation. Invite students to give their own explanations of the graphs before they choose the one corresponding to the graph. Allow some time for students to read and have them compare their answer with a partner.

▶ Post-Reading

4. Write true or false. Correct the false statements. **L V I**

Invite students to look closely at the graphs while choosing true or false. Allow some time for students to answer. Remind them to correct the false statements. Have them check their answers in pairs.

5. Read this report and label the sub sections. Use the Word Bank.    **Track 69**

Brainstorm the purpose of reading this report. Clarify that they will read to identify its common elements and organizational patterns. Call their attention to the Writing Strategy and invite volunteers to explain what *impersonal* means. Then challenge them to name reports people make in everyday life. Give them some clues:

A report with your grades that you and your parents receive at school (school report)

A report in which a salesman gives information about sales (sales report)

A report about a book (book report)

Allow some time for students to read, remind them to skim the text and use clue words to do it quickly. Then when answers are corrected, invite students to read the report again and write these questions on the board:

What's the purpose of the report? (describe findings of some research)

What was the methodology used to get the information? (a survey)

What's one result? (some people are lazy and do not unplug appliances even when they know they consume energy)

What are some recommendations? (turn off the TV when nobody is watching and plug it out when not in use, among entertainment equipment, TVs are the biggest energy vampires)

EXTRA IDEAS  

Have students give their opinions about the report. Ask these questions and remind students of the importance of being critical:

What's the viewpoint of the writer?

What's your opinion?

Is this information useful?

6. Find in the report...  

Invite students to find expressions and phrases that can help them introduce and phrase some of the typical elements of reports. Remind them to scan and find the expressions. They can check their answers in pairs.

7. Write a report about the results of a survey on a tech issue. 

Invite students to get in their project groups and write their reports using the information they collected from previous classes. Challenge them to apply all the information they learned about reports. Invite groups to do peer editing. Go around the classroom providing help as needed.

Project Stage 3    

Create a graph illustrating the findings of the survey.

Encourage students to illustrate their findings using a graph. Remind students of the elements of graphs and how they support numerical information in a visual way.



**5. Read this report and label the sub sections.
Use the Word Bank.**

Purpose

This report describes the findings of some research made by The Civilian Group with 100 people living in High Cliff Apartments.

Methodology

The residents of High Cliff Apartments answered a survey about their home habits and attitudes in relation to the consumption of energy of typical appliances and equipment like desktop and laptop computers, digital cameras, iPods, Mp3 players, cell phones, and small power tools (cell phone chargers, and battery chargers). The survey asked the residents to identify the state in which the device was left after using it.

Results

The results showed that 30 people out of 100 were always careful about saving energy, while 25 other people reported caring but not being conscientious of that thought, and 45 people reported not knowing about phantom energy. It was also found that TVs and computers tend to be unattended for a long time on a daily basis. 67% of the people left the cell phone chargers plugged in overnight and 30 percent

Writing Strategy

Writing a Report

A report is an objective summary of data and findings collected with the purpose of informing and describing a situation.

Use an impersonal style to sound more reliable.

6. Find in the report...

- a. An expression introducing the purpose of the report

This report describes the findings of some

research made by...

- b. Two expressions to introduce the methodology of the survey

The residents of High Cliff Apartments answered...

The survey asked the residents to...

- c. Three expressions to introduce the findings of the survey

The results showed...

It was also found that...

According to the findings of this survey...

- d. One expression for making a recommendation

The following are some recommendations

for people...

7. Write a report about the results of a survey on a tech issue.

Word Bank

- Results
- Methodology
- Purpose
- Recommendations

of the people reported forgetting to unplug the cell phone charger right after the battery is charged. Furthermore 45% admitted they did not forget but simply felt lazy to unplug right away.

According to the findings in the survey, the tendency of the people living in High Cliff is to leave their devices plugged in when not in use, and the main reasons are laziness 67%, ignorance of phantom energy 15%, and 18% indifference.

Recommendations

The following are some recommendations for people interested in lowering their consumption of phantom energy:

- Unplug equipment and appliances that are not frequently used.
- Leave the charger plugged in for two hours maximum. Cell phone batteries do not need to be plugged in all night.
- Turn off the TV when nobody is watching and unplug it out when not in use. Among entertainment equipment, TVs are the biggest energy vampires.
- Buy a power strip through which you can turn off all equipment connected to it, at the same time.

Remember, we can be better every day! Let's not waste energy.

Project Stage 3

- Create a graph illustrating the findings of the survey.
- Analyze the results of the survey and write a report.



Lesson 4

Pull the Plug!

1. Read the expressions below and choose the option that best corresponds to its meaning.

- 24/7 a. all the time b. 24 or 7 c. 24 divided by 7
- to cost an arm and a leg a. very cheap b. good price c. very expensive
- to pull the plug a. stop an activity b. go to bed c. change the game
- shape up or ship out a. to turn off the cell phone b. to behave or leave c. to attend class



2. Complete the conversation and match it with a picture. Then listen and check.

Conversation 1

Tutor: Well, when you sign up for the virtual English course, you get a personal tutor .

Student: Any time I want?

Tutor: Yes, any time.

Conversation 3

Mother: You have been playing that online game all day. Don't you have something else to do? I think it's time to .

Son: No, mom, please! I'm about to win. Give me 5 minutes more.

Mother: OK, but that's all.



3



a.

2

Conversation 2

Abby: Check out the new cell phone I want.

Lynn: Wow! It's awesome! But look at the price!

Abby: Yeah, it .

I don't think my parents can afford it.



b.

4

Conversation 4

Teacher: Could you please turn off your cell phones and stop texting your friends?

! You know, here there are rules, if they're broken, there are consequences.

Student: Sorry!



d.

1

Discuss

- What kind of services should be 24/7?
- Is there anything you would like to buy but it costs an arm and a leg?
- Name some circumstances when you have pulled the plug.

Reflect on Values

	Always	Sometimes	Never
■ I control my online time.	<input type="text"/>	<input type="text"/>	<input type="text"/>
■ I am careful about saving energy.	<input type="text"/>	<input type="text"/>	<input type="text"/>

Gap Activity

Student A goes to page 90.
Student B goes to page 92.



Lesson 4

Pull the Plug!

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to communicate using idioms, to exchange information in gap activities and to give a formal presentation.	<ul style="list-style-type: none"> Uses idiomatic expressions to talk about anecdotes. Associates words and expressions with a particular context. 	Idioms <i>to pull the plug</i> <i>24 / 7</i> <i>to cost an arm and a leg</i> <i>to shape up or ship out</i>	<ul style="list-style-type: none"> Using idiomatic expressions in context Personalizing idiomatic expressions to share personal opinions and anecdotes

WARM UP (books closed)

Invite students to recycle idioms from previous classes. Project this word puzzle or copy it and invite students to find the idioms. Give clues:

```

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

```

- To be in the same situation as another person
- When you have talent for something
- When you want someone to hurry
- To reveal a secret
- To get married
- When you do something just for fun
- To publish photos on a popular social network (Facebook)
- To be completely different in personality and points of view
- To feel very frightened
- To forget something
- To play a trick on someone

1. Read the expressions below and choose the option that best corresponds to its meaning.



With books closed, write the idioms on the board and encourage students to guess the meaning of the idioms. Write some of the guesses on the board, then invite

students to open their books and read all options before checking. To check answers, pair up the students and have them negotiate their answers with their partners. Remind students not to use a dictionary. Clarify that the idiom *24 / 7* is read *twenty four seven*.

2. Complete the conversation and match it with a picture. Then listen and check.



Invite students to use the idioms in context. Remind them to read the complete conversation before starting and to use the verbs in the correct form. After that, ask students to match each conversation to a picture. Invite pairs to practice these conversations using different techniques such as switching roles, books closed, expanding on the conversation and applying the idioms to other kinds of situations. You might like to provide a context and get pairs to create a short conversation where they feel the idiom can be used. For example, they can ask about a store's opening hours to include the idiom *24 / 7*. Write these places and situations on the board:

- at the airport.*
- in an office*
- at a movie theater*

3. Discuss.

Invite students to read the questions and ask them to personalize the idioms by giving opinions and talking about personal experiences that apply to the idioms. Encourage the students to provide more information by explaining the reasons and giving concrete examples. Ask students more questions to elicit as much information as possible:

- Why do you think so?*
- What was the situation?*
- How did you feel?*
- Why did you feel that way?*
- What do you wish you could do differently?*

Go around the room, making sure students support the verbal discourse with the correct body language. Correct any mistakes if necessary and check pronunciation.

Gap Activity

Tell students to get in pairs and assign roles for each student. Explain to students that each one has to complete the first part individually and then they will have to share and compare the information they obtained. In this exercise students will share information about their personal wishes and will compare them to find things in common.

Invite some pairs to report some of their findings (things they have in common). Encourage students to use *wish*.

Reflect on Values

Remind students of the importance of talking about issues that relate to the way we act and think. Go over the values and invite students to express their ideas freely as a whole class or in small groups.

I control my online time

Use this statement to lead the discussion towards the idea that technology can sometimes take up most of our free time and can have negative consequences on interpersonal relations and responsibilities.

I am careful about saving energy

Ask students to mention things they do to save energy. Remind students that energy is not the same as electricity. Saving energy refers to reducing the carbon footprint so that less dangerous CO₂ gases are emitted. It's about knowing how all our actions affect the environment. Provide examples. You will use a lot of energy if you use a new cup every time you drink water, or if instead of putting on a jacket, you turn on the heating. Finish the discussion by engaging students in a commitment to change an old habit that they have identified, which will contribute to the reduction of their carbon footprint.

Share Your Project

1. Discuss your experience.

Explain to students that they have to mark a place on the spectrum where they identify themselves. Clarify that the this chart will show how their feelings / thoughts on a scale of measurement that goes between two opposite sites.

Invite students to read the statements and get prepared to discuss in their groups or as a class. Allow some time for students to check and encourage students to share this reflection for personal growth rather than to dispute. Invite them to draw some conclusions. Remind students that there are not right or wrong answers. Everyone should discover their real feelings and how much progress they have made in relation to this important skill of working in groups.

2. Read and answer. Track 71

You might like to use this reading to help students understand and get familiar with the idea of polls and surveys as a research tool to develop their projects. Use the same procedure you would use for a reading passage. Ask some preliminary questions to introduce the topic, invite students to speculate a little about the content and have a clear purpose for reading. While reading invite them to have the questions below the text in mind. After students read, invite them to summarize the principal ideas.

Answer these questions:

- What's the purpose of surveys and polls?* (collect information for research purposes)
- What's the difference between a survey and a poll?* (a poll is a simple question with options, a survey is a questionnaire with different types of questions)
- What kind of data is collected by surveys and polls?* (habits, attitudes, opinions, feelings and personal or factual information from a specific sector of society)

3. Give Your Presentation.

Ask a volunteer to read the Useful Expressions. Go over the pronunciation of those phrases and encourage students to use the appropriate body language. Remind students of some important recommendations when presenting their findings.

It's important to:

- give some information about how the information was collected.
- explain complicated numerical data by means of a graph. Invite the audience to explore the graph but provide an interpretation.
- be very aware of the facial expressions because they're a powerful way to convey meaning.
- speak clearly, loudly and not too quickly. Your voice should be appropriate and interesting.

Share Your Project

1. Discuss your experience. Check where you are on the spectrum.

	50	0	50
a. I enjoy working in groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I develop excellent ideas when I'm alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I always get to do in a group what I do best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I'm learning a lot of things from my partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I wish we had more group activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. I prefer doing things by myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I develop excellent ideas when I'm working in groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I can never do what I do best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. It's difficult to learn when I'm in a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I wish I didn't have to work in groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



2. Read and answer.

Surveys and polls are instruments to document data like attitudes, opinions, feelings and personal or factual information from a specific population. A poll is usually a single and simple question that can be answered by picking an option from a set of answers. Surveys are more complex because they include many types of questions and answer forms. Both surveys and polls have research purposes for fields like marketing, health, psychology, sociology, etc. Since surveys and polls use a sample of the population, it's crucial to select participants that reflect the characteristics that need to be measured or documented. This means that if we want to poll people about their cell phone habits, the participants will be the people who have cell phones and have used them for some time.

Answer these questions:

- What's the purpose of surveys and polls?
- What's the difference between a survey and a poll?
- What kind of data are collected by surveys and polls?

Give your Presentation

- Present the purpose of your report.
- Talk about how the information was collected.
- Talk about the significant information that was found.
- Show the graphics to illustrate your findings.
- Finish with some recommendations.

Useful Expressions

To start the presentation...

- We made a survey / poll because we wanted to research...

To talk about how the information was collected...

- We made a survey about...
- ...participated in this survey...
- We chose people taking into account...

To show the graphics to illustrate your findings...

- This graph shows...
- It can be concluded that...
- 34 out of 45 people...

To finish with some recommendations...

- We think it's important to...



Game

Time to Play

Race to the finish line. Take turns tossing a coin. Fulfill the tasks in each space.

Start

1 Make 5 compound nouns with these words: video / call / online / message / phone / instant

2 Unscramble this sentence: glasses / on / put / my / / I / need / to

3 What do these abbreviations mean?

OMG! **Oh, my God!**
LOL **Laughing out loud**
XX **Kisses**

4 What does she wish she could buy?

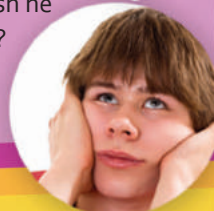


8 What features does this telephone have?



7 Go back 2 spaces.

6 What does he wish he knew?



5 Go forward 2 spaces.

9 Write the synonyms.

turn on **Switch on**
wear **Put on**
remove **Take off**
connect **Plug in**
go to bed late **Stay up late**

10 Complete this sentence:

If a person is an enthusiast of computers, he / she is a **computer geek**

11 Use this idiom in a sentence: *pull the plug*.

12 What does this man wish?



16 Go back 2 spaces.

15 Go forward 2 spaces.

14 What can people do when they want to save energy?

13 Go back 2 spaces.

17 Use *shape up* or *ship out* in a sentence.

18 What do you wish you could change about your life?

19 What does this mean? ...CU@4

See you at four.

20 Look at the picture and say what the problem is.



Finish

▶ Game

Time to Play



Race to the finish line. Take turns tossing a coin. Fulfill the tasks in each space.

Invite students to get in groups of 3 or 4. Explain that the game is for students to review the contents of the lesson. Have groups use counters and take turns to move on the

board according to the toss of a coin. Agree on the way to use the coin: heads move one space, tails two spaces.

On each square students will have to perform a task.

You might like to use the scan the board and use a projector to play with the whole class divided into two or three groups.



Quiz Time

Before the test

This test will help you evaluate the different objectives proposed by the unit: describe tech habits and wishes using wish and phrasal verbs. They will also listen to short conversations about tech situations and personal wishes.

1. Listen and choose the correct sentence.

L V M  Track 72

This exercise helps you assess the students' listening comprehension of short conversations about tech situations and habits. Remind students to read the options before you play the audio.

2. Unscramble the words.

This exercise helps you assess the students' understanding of separable phrasal verbs and object pronouns. Clarify to students that one balloon has a command and the one in front provides a response to the command.

3. Look at the picture and write a wish.

This exercise helps you assess the students' understanding of how to express wishes in the present. Direct their attention to the pictures. Clarify that the first sentence is the situation. They need to complete the line with a wish about the situation. Remind them to use *wish* in their answers.

4. Choose the correct expression.

This exercise helps you assess the students' use of the idiomatic expressions and Key Vocabulary seen throughout the lesson.

5. Match the synonyms with a line and antonyms with a double line.

This exercise helps you assess the students' understating of synonyms and antonyms. You might like to ask the students to write sentences using those words in contexts.

Self-Evaluation

Have students read the Self-Evaluation chart. Allow some time for students to check achievements and invite them to provide examples to support their answers. Help students recognize how well (very well, ok, a little) they have achieved the objectives of the unit. Provide concrete advice on what to do and refer them to the corresponding pages of the book and Grammar Charts appendix to help them with difficulties. Tell students to complete the chart and share the answers with their classmates. Invite them to demonstrate each of the descriptors, giving examples. To help students and provide challenge, invite weak students to explore their difficulties and the stronger students to offer advice on how to deal with those things.

Glossary

Have students use the Glossary to develop dictionary skills. Invite students to go over the words, identifying the information provided in the Glossary. You might like to go over the pronunciation and add some interesting examples or elicit examples from students.

Game 1

Divide the class into two groups, say a word out loud from the Glossary and have students find the word in the context where it was used. Then invite the people from the same group to say the kind of word it is or the corresponding synonym.

Game 2

Invite students to go over the Glossary and study it for some time. Have them close their books, and challenge them to remember the words by giving a definition and asking them to think of the corresponding word.

Game 3

Students use the pictures and the words from the Glossary to create a story. When they're ready, they tell the story out loud in front of the class, but instead of saying the word, they should pause or make a funny noise. The other students have to say the missing word.

Game 4

Play Dictionary

Students should select a word from the Glossary and give 3 different definitions for the students of the opposing group to guess.

EXTRA IDEAS

You might like to have students create their own glossaries based on their interests and the new vocabulary that appeared in their presentations and project. Have them use the glossary of the book as a model. Invite students to do the corresponding glossary activities on pages 93 to 98.

Quiz Time



1. Listen and choose the correct sentence.

Conversation 1

The man can't hook up the computer to the TV because

- a. He doesn't understand the instructions.
- b. He can't find the computer or the TV.
- c. He can't read the instructions.

Conversation 2

What's the girl's problem?

- a. She doesn't know how to turn off the computer.
- b. She doesn't know how to turn on the cell phone.
- c. She left the phone at home.

Conversation 3

Why doesn't the man buy a cell phone with MP3 player?

- a. He doesn't have the money.
- b. He has one but it doesn't work.
- c. He already has an iPod.

Conversation 4

What does they boy do when he crosses a street?

- a. He puts on his earphones.
- b. He takes them off.
- c. He turns the volume down.

2. Unscramble the words.

the printer / just / plug in / Let / me /

Let me just plug in the printer.

hook up / the computer / I'll / it / to /

I'll hook the computer up to it.

turn off / before / you / leave / the house / the lights.

Turn off the lights before you leave the house.

them / I / turn off / always

I always turn them off.



3. Look at the picture and write a wish.

Sara: I want to enter the photography contest but I need a new camera.

I wish I had a camera.

Tom: Really? I have a new digital camera but I don't know how to take good pictures.

I wish I knew how to use it.

Let's do this. I'll lend you my camera and you teach me how to take good pictures.



4. Choose the correct expression.

If you get 24/7 access to a website or service, it means...

- a. unlimited access.
- b. only the 24 of July.
- c. you have to pay \$24.7.

If you don't behave in class, the teacher will tell you to...

- a. pull the plug.
- b. wait a sec.
- c. shape up or ship out.

If you're afraid of technology or don't like it much, you're a...

- a. computer geek.
- b. technophobe.
- c. texter.

5. Match the synonyms with a line and antonyms with a double line.

turn down ~~_____~~ put on ===== remove ~~_____~~ turn on
 wear ~~_____~~ turn up ~~_____~~ turn off ~~_____~~ take off

Self-Evaluation

Now I can...

- make a wish in the present.
- talk about tech habits.
- describe the kind of tech-user you are

Very Well

OK

A Little



Glossary

A – E

afford: **v.** to have enough money to buy something. *I can't afford to buy a new cell phone.*

behave: **v.** to do something according to the norms of society.

browse: **v.** look for information superficially (syn. examine).

charger: **n.** a piece of equipment used to put energy into a battery. *Don't forget to unplug the charger.*



contest: **n.** a competition. *I entered a texting contest and I won.*



couch: **n.** a comfortable sofa.

device: **n.** a machine that does a specialized job. *Devices left plugged in waste energy.*

F – N

features: **n.** characteristics. *Check the features of this new model.*

full: **adj.** complete or with the necessary amount of something (ant. empty).

headphones: **n.** an electrical device consisting of two earphones held in

position by a flexible metallic strap passing over the head.

O – T

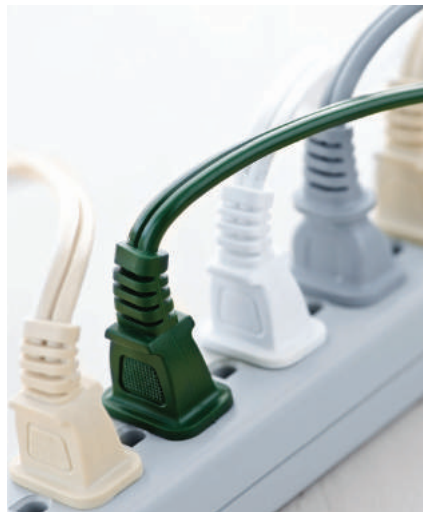
overnight: **adj.** all night.

phantom: **n.** a ghost or something that is difficult to perceive.



perform: **v.** to do a task.

power strip: **n.** a set of plugs all connected in a unit.



pull: **v.** to move something towards you. *Pull the door to open it.*

put on: **v.** wear something.

reliable: **adj.** a person, company or service that has a good reputation.

residents: **n.** people who live in a place like an apartment, house or neighborhood.

sample: **n.** a small part of a bigger thing that is analyzed to find something.

sign in: **v.** to enter a password to get access (syn. log in).

social network: **n.** online community in which people share their preferences.



stuff: **n.** informal for "things."

texting: **n.** the act of writing messages.

thesaurus: **n.** dictionary where you find synonyms and antonyms.

U – Z

unattended: **adj.** without attention.

wish: **v.** a desire.

waste: **n.** the ineffective use of resources.



Colloquial Expressions

24/7: all the time, twenty-four hours, seven days a week.

To cost an arm and a leg: to be very expensive.

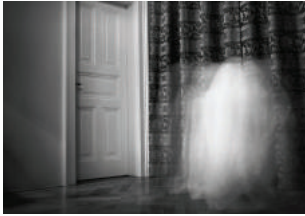
To pull the plug: a to stop doing an activity.

To shape up or ship out: to behave properly or leave.



Glossary Activities

1. Label the pictures.



phantom



social network



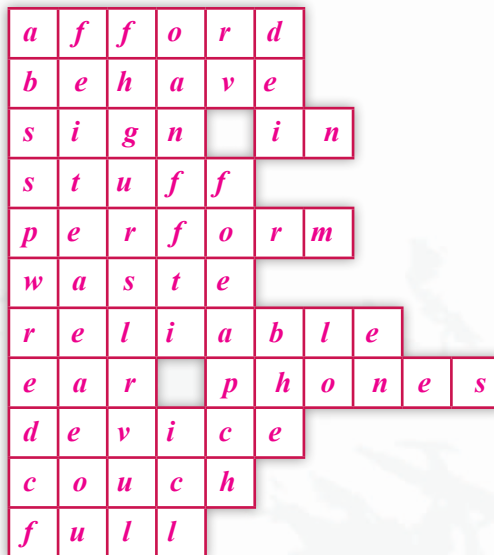
plug



power strip

2. Unscramble the words. Use the clues.

- faorfd
- veehab
- nisg ni
- tufsf
- merrofp
- waets
- rillaebe
- reposhena
- deivec
- chcou
- lufll



- to have enough money to buy something
- to do things according to the norms of society
- to register to get access
- informal for "things"
- to do a task
- the ineffective use of resources
- a person, company or service that has a good reputation
- device to listen to audio that is put in people's ears
- a machine that does a specialized job
- a comfortable sofa
- complete or with the necessary amount of something

3. Find synonyms and antonyms. Match synonyms with a line and antonyms with a double line.

- | | |
|------------|-----------------------|
| a. sign in | 1. full |
| b. browse | 2. log in |
| c. empty | 3. examine |

4. Complete the sentence with a word from the glossary.

- I can't s *ign i* n because I forgot my password.
- When the battery is f *ul* l, unplug it.
- B *rows* e the web and look for a new charger.
- I can a *ffor* d to buy a new cell phone.
- These devices are r *eliabl* e.
- Unplug your devices in order not to w *ast* e energy.

Test Training C

This test assesses students' achievements at the level B1 of the Common European Framework of Reference for Languages. It covers the topics presented in unit 5 and 6, including exercises to evaluate all competences (listening, reading, speaking and writing), at the same time it provides the opportunity to practice test taking strategies.

▶ Listening Track 73

Listen to journalist Sarah Smith reporting on a disaster.

For each item, choose the right answer (A, B or C). Listen to the report twice.

Clarify to students they will listen to three conversations and there will be two questions for each conversation. Invite students to read the statements and possible answers before you play the audio.

Direct their attention to the example. Play the audio and have them notice the answer grid. Call their attention to the fact that each conversation is repeated twice.

Strategy: Activating background knowledge and listening for key words.

Part 2

Listen to the following dialog and choose what each person (7-11) wants to buy (A-F). Listen to the dialog twice.

Clarify to students they will listen to only one conversation, two times.

Invite them to get familiar with the names, their pronunciation and the options in the other column.

Listening Strategy: Previewing options and identifying differences.

▶ Speaking

Candidate A

You're a journalist. You want to write an article about the cell phone in the photo.

Students will ask questions about a new cell phone invention. Have the student complete the questions he or she will ask the seller.

▶ Reading

Complete the following report about frequent accidents people are facing now. Choose the best for each space. (12-16)

Clarify to students they have to complete with one of the options. Invite them to preview the text and read it completely before choosing the options. Direct students' attention to read the example and have them notice how they should mark their answers on the answer grid.

Strategy: Previewing the text and using clues in the context.

Part 2

Choose the correct answer.

Clarify to students that the second part of the reading exercise is based on the same reading. Students will now be assessed on their comprehension of the text. Remind them to re-read the text and have in mind the questions and the possible answers as they read.

Strategy: Previewing questions and answers and scanning the text.

▶ Writing

Invite students to read the instructions and look at the pictures carefully.

Encourage students to center their writing on the purpose of the text: to give recommendations.

Strategy: Establishing the goal for writing.

▶ Speaking

Candidate B

You're a tech store owner. You're showing a prototype phone of the future. Answer the journalist's questions.

Remind the student to use the information provided. While Student A prepares the questions, Student B should plan complete answers. Allow some time for both students to get together and prepare the complete interaction.

Strategy: Supporting your verbal discourse with body language.

Test Training C

Listening

Listen to journalist Sarah Smith reporting on a disaster. For each item, choose the right answer (A, B or C). Listen to the report twice.

Example:

0. The disaster was a A. a flood B. a fire C. an earthquake

Answers

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

- Saint Marmo will be hit by
 - A. an earthquake
 - B. a tornado
 - C. a hurricane
- Saint Marmo is
 - A. a country
 - B. an island
 - C. an airport
- A _____ was discovered.
 - A. diamond
 - B. planet
 - C. spaceship
- It's
 - A. four times bigger than the earth.
 - B. four times bigger than a regular diamond.
 - C. very small.
- The money was found by
 - A. a garbage collector
 - B. a police officer
 - C. a train operator
- The amount of money was
 - A. \$ 2,000
 - B. \$ 12,000
 - C. \$ 20,000

Listen to the following dialog and choose what each person (7 to 11) wants to buy (A to F). Listen to the dialog twice.

Example:

6. Justin

7. Melissa

8. Luis

9. Rick

10. Martin

11. Sandra

A	an e-reader
B	a laptop
C	a smartphone
D	an iPod
E	a TV
F	a digital camera

Answers

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

Speaking

Candidate A

You're a journalist. You want to write an article about a new cell phone. You have the photo. Complete the questions and call the seller to interview him/her.



Ask questions:

Who / invent / it?

Who / invented / it?

What kind of energy / it / use?

How / it / connect to internet?

How / it / work?

When / be / it / sell?

Have / new / functions?

When / be / sell?

Gap Activity



Unit 1

STUDENT A

- Use this information to answer student B's questions about Gypsy Rocker.

Interest: music

Goal: to become a song writer and a rock singer

Joys: to be outdoors and write songs

Likes: to listen to all kinds of music

Obstacle: couldn't go to music school

Achievement: learned to play the guitar on her own

- Then ask your partner questions and complete the information about Green Savvy.

- What's Green Savvy's plan for the future?
- What does he enjoy doing?
- What does he like to do in his free time?
- What obstacle did he have to face?
- What's his biggest achievement?



Gypsy Rocker



Unit 2

STUDENT A

- Your friend is on a trip in Australia for the first time. You phone him / her and ask her/him about his/her experiences as a tourist in that country. Use the pictures as clues.

E.g. **Student A:** Have you taken pictures of the Sidney Opera House?

Student B: Yes, I've taken some pictures. I visited the Opera House yesterday at 4:00 p.m.



take pictures of the Sidney Opera House?



see a kangaroo?



go snorkeling?



go on a tour of the Australian countryside?

- You're on a trip in New York. Your friend calls you and asks you about your experiences. Check your list and answer your partner's questions saying what you have or haven't done and when you did it.

- go sightseeing to Times Square (yesterday midday)
- go to a Broadway show (last night)
- go to the top of the Empire State Building
- go to the Metropolitan Museum of Art (this morning)

STUDENT A

Look at the comic and ask questions to your partner to complete the story. Then tell the complete story between the two of you.



STUDENT A

Answer student B's questions about Hilly Town. Then ask him / her questions to complete the chart about Central Town.

Finally, compare the two places and decide where you two would like to go on vacation.

Use indirect questions and tag questions.



	Hilly Town	Central Town
Facilities	cabins, natural park, hiking trail, lake, colonial church, street market	
Weather	very hot	
Tourist activites	hiking , kayaking, fishing, swimming	
Landscape	small town in the mountains near a river	

Gap Activity

STUDENT B

1. Ask student A these questions about Gypsy Rocker.

- What's Gypsy Rocker's plan for the future?
- What does she enjoy doing?
- What does she like to do in her free time?
- What obstacle did she have to face?
- What's her biggest achievement?

2. Then use this information about Green Savvy to answer student A's questions.

- Goal:** to go around the world in a balloon
- Joys:** to go hiking and take pictures of eagles and condors
- Likes:** to watch movies and read
- Obstacle:** was afraid of heights
- Achievement:** designed and constructed his own balloon



Green Savvy

STUDENT B

1. You're on a trip in Australia. A friend calls you and asks you about your experiences as a tourist. Look at the list and answer her/his questions by saying what you have or haven't done and when you did it.

E.g. **Student A:** Have you taken pictures of the Sydney Opera House?

Student B: Yes, I have. I visited the Opera House yesterday at 4:00 p.m.

- take pictures of the Sydney Opera House (yesterday at 4:00 P.M.)
- see a kangaroo
- go snorkeling (two days ago)
- go on a tour of the Australian countryside (on the weekend)

2. Your friend is on a trip in New York. You call him / her and ask him/her about his/her experiences as a tourist. Use the pictures as clues.



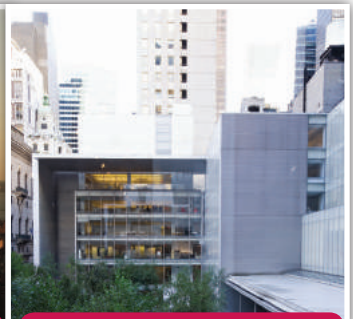
go sightseeing to Times Square?



go to a Broadway show?



go to the top of the Empire State Building?



go to the Metropolitan Museum of Art?

STUDENT A
Part A

You're writing a news report about a museum robbery. You do not have all the information, but fortunately, your partner had access to the security camera and has some images of the robbery. Ask and answer questions to solve the mystery.

Ask: what time / how many / which painting / who / how much....?

Yesterday at _____ AM, _____ men broke into the National Museum and stole the famous painting " _____ " by the great artist _____ .

The painting is valued at about _____ Euros. Fortunately, it was a copy. The museum had taken the original one to the vaults until some repairs were done in the exhibit room.

Part B

Now look at the pictures and give your partner information about these pictures.



A manuscript is found by Isabella Einstein, Albert Einstein's niece. It was written by Albert Einstein.



Reporters and experts are called to see the discovery.



They discovered that the manuscript is a cookbook.


STUDENT A

Complete the questions. Then answer them in your notebook by writing a wish for each square.

Possessions

What do you wish you could _____?

Friends

What do you wish you _____ change about your friends?

Family

How _____ you wish your family _____ different?

Talents

What do you wish you could _____?

School

What do you wish you could _____ about your school?

City

What changes do you wish you _____ make to your city?

Then, get together with student B, ask and answer each question and find things in common.

	Your Classmate's Wishes	Same / Different ?
Possessions		
Friends		
Family		
Talents		
School		
City		



STUDENT B

Look at the comic and ask questions to your partner to complete the story. Then tell the complete story between the two of you.

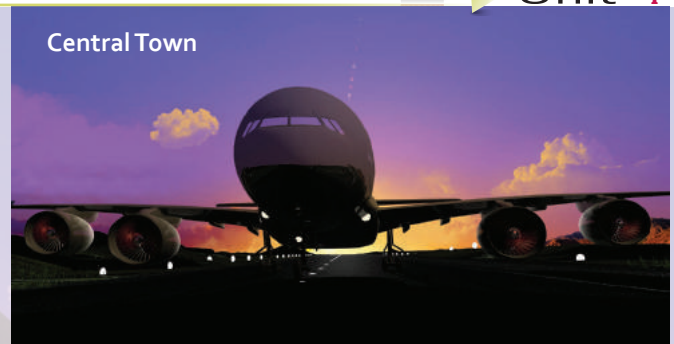


STUDENT B

Ask your partner questions to complete the chart about Hilly Town. Then answer his/her questions about Central Town.

Finally, compare the two places and decide where you two would like to go on vacation.

Use indirect questions and tag questions.



	Hilly Town	Central Town
Facilities		two airports, banking area, hotels, museums, cathedral, malls, beaches
Weather		hot
Tourist activities		sightseeing, shopping
Landscape		big city near the sea



STUDENT A

Part A

You are a private investigator. You're investigating a robbery at the National Museum. You had access to the recordings of the security camera, but the pictures do not make sense to you. Talk to the reporter and complete the case. Answer student A's questions based on the information below.



3 men breaking into the museum
You can see a clock. It's 4 AM.



The men taking "Starry Night" by Vincent Van Gogh, which is priced at \$ 65,000,000.



The director of the museum and police officers laughing.

Part B

You are a private investigator. You're investigating the discovery of an old manuscript. You were the first one to go to the house and take pictures of the manuscript but you did not talk to anyone. Talk to the reporter and ask questions to complete the case. Ask: what/who, etc. to complete this text.

Last week, a very important _____ written by the famous _____ was discovered by his _____ when she was moving to a new house. Immediately, the woman called some experts and told the press the story of the discovery. When it was examined, it was found that the _____ was his valuable _____.



STUDENT B

Complete the questions. Then answer them in your notebook by writing a wish for each square.

Possessions

What do you wish you could _____?

Friends

What do you wish you _____ change about your friends?

Family

How _____ you wish your family _____ different?

Talents

What do you wish you could _____?

School

What do you wish you could _____ about your school?

City

What changes do you wish you _____ make to your city?

Then, get together with student A, ask and answer each question and find things in common.

	Your Classmate's Wishes	Same / Different ?
Possessions		
Friends		
Family		
Talents		
School		
City		





Review Unit

Audio Transcripts



Page 6

Exercise 2. Read the story. Then complete it by using the words below. Unscramble them.

Boy: One day, I was walking down the street when something strange happened to me. A strange man gave me a wizard's wand. A hole in the ground opened right in front of me and I saw an alien coming out of a spaceship. Luckily, I had a phone, so I called my friend and I told him the story. As expected, he thought that I was crazy. He laughed and didn't believe me. He offered to help me but was not sure how. So I decided to look inside the hole, use the wand and take pictures of the alien. When I came closer to take the picture, I went down the hole. I said the magic words "Abra Kadabra," and I felt very different, as if I were floating. I began to hear voices in my mind and to remember things from my past. At that moment, I woke up and rushed to go to school because I was really late.

Page 8

Exercise 3. Choose your answer. Then listen and choose.

Host (woman): Welcome everybody. Let's start with our Trivia Show. Ladies and gentlemen, please welcome Andrés, contestant number one, and Sophie, contestant number two. You already know the rules, so let's start right away. The first section will be about geography. So, question number one: Which planet is closer to the sun? a. Jupiter, b. Neptune, c. Venus. All right, and the turn goes to... Contestant number 1.

Contestant no. 1: The answer is Venus.

Host (woman): Yes, that's correct. Its distance from the sun is about 108 MILLION kilometers. Very well, now let's go on. Question number two: Which country is the largest? a. Canada, b. Russia, c. Brazil. This is great! Again, the turn goes to contestant number 1.

Contestant no. 1: The answer is... is... is... Canada.

Host (woman): Do you know the answer? OK. Let's listen to contestant number two.

Contestant no. 2: Yes, it's Russia. It is 17,075,400 square kilometers.

Host (woman): And that is...correct! Ok, so we are even. One question for contestant number one and one for contestant number two. Let's go ahead. Now, question number three: Which ocean is the deepest? a. Atlantic, b. Arctic, c. Pacific. Ok, again. Contestant number one. It is your turn.

Contestant no. 1: The answer is the Pacific Ocean. It's deepest point, the Mariana Trench, is about 11,000 meters deep.

Conductor (woman): That is absolutely correct! It is the Pacific Ocean, and its deepest point is 11,000 meters deep, and is called Mariana Trench. All right, let's continue with question number four: Which is the highest mountain? a. Everest, b. Aconcagua, c. the Snowy Mountains. Very well, now you go, contestant number two.

Contestant no. 2: The answer is Everest.

Host (woman): Absolutely right. Mount Everest is the highest mountain in the world. It is about 8,848 meters above sea level. This is really exciting. We are even again. Two questions for contestant number one and two for contestant number two. And let's move to our second section... Now, we are going to ask about people and inventions. Question number five: Who invented the printing press? a. Thomas Edison, b. Johannes Gutenberg, c. Louis Braille. Ok, go ahead contestant number two.

Contestant no 2: I think it was Thomas Alva Edison... Yes, it was Thomas Alva Edison.

Host (woman): Well, I'm so sorry, but, the turn goes to contestant number one.

Contestant no. 1: It was Louis Braille, yes, it was Braille.

Host (woman): Well, sorry for you two, but the answer is Johannes Gutenberg. The printing press was created around the year 1440 by Johannes Gutenberg. OK, let's go on, now with question number six: Who invented the motor car? a. Karl Benz, b. Thomas Edison, c. Graham Bell.

Contestant no. 2: The answer is Karl Benz. He received the patent for the first gasoline powered car in 1885.

Host (woman): Yes, that is totally right. Now contestant number two has three points. This is really exciting. Let's continue. Question number seven: Who invented the lighting system? a. Thomas Edison, b. Graham Bell, c. Tim Berners Lee. Again, it's your turn, contestant number two.

Contestant no. 2: The answer is Thomas Edison. It was in the year 1880 that he co-founded the enterprise "General Electric", and thanks to it, we can do this program today.

Host (woman): Yes, yes, that is correct. Now we are four to two. Well, the last question, even though it is clear that the winner is contestant number two. Ok, here it goes... Who invented the World Wide Web? a. Tim Berners Lee, b. Joseph Marie Jacquard, c. Steve Jobs.

Host (woman): Ok, let's see. Contestant number two again. Your turn.

Contestant no. 2: The answer is Tim Berners Lee . In the year 1991 the world wide web was born.



Unit 1 Inspirational People

Lesson 1 Teens of Today

Page 10

Exercise 1. Read and complete each list. Use the Word Bank.

Narrator: teenslives.com

Groups for everyone! For one thing, you'll make friends and discover your passions for successful future jobs! Join now. Are

you a tech-head? You'll enjoy using our online community with new apps every day. Or a nature lover interested in protecting the environment? Find your causes here. How about trend-setters? You like to express yourself in artistic ways. Find a way here. Or maybe you're the go-getter? Well, you like to take risks and compete to go after your dreams. Register now!

Page 11

Exercise 5. What type of future occupation suits you best according to your personality? Take this test. Then complete the grammar chart below.

- A. When you have free time, do you enjoy...
1. being indoors, searching the web?
 2. going out, maybe camping or trekking?
 3. looking at fashion and music magazines?
 4. recycling paper and participating in social activities?
- B. When you have money to spend, do you like...
1. to buy new cell or computer gadgets?
 2. to meet new people or learn new things?
 3. to go shopping for clothes or go to the beauty salon?
 4. to buy food to feed stray dogs?
- C. You like having friends that are...
1. online when you need them.
 2. risk takers and adventurous.
 3. stylish and have a good sense of color and design.
 4. eco-friendly and care about the environment.
- D. When you think about the future, are you interested in...
1. getting to know about tech advancements?
 2. traveling the world?
 3. being the creator of new trends?
 4. being an environmental activist?

Exercise 6. Complete. Then listen and check.

Host: Well, we want to talk about choosing the right career because we know teens today go through this decision in their lives. For this reason, we invited psychologist Virginia Dunn, PhD in psychology from Port University. Welcome Virginia!

Virginia: Thank you. I'm delighted to be here and explore a very important idea behind careers. For teens, this is a crucial decision.

Host: We want to know what the secret behind success is.

Virginia: Well, discovering passions to determine careers is the secret. Find your passions through your preferences and interests. For example, let's talk about nature lovers. If most of your answers are 4, then you're the nature lover. These teens are interested in the protection of the environment. They feel responsible for the future of the planet and its resources. They enjoy being outdoors. They will probably be successful as marine biologists or ecologists. Now, let's turn on to trend-setters. These teens are interested in fashion, music, art and styles. They like to wear stylish clothes. They're very creative, imaginative and stylish. They feel art is a very important element in their lives. They need to work with the media to show the world their art. Trend-setters will probably have an interesting

career as media communicators or fashion designers. In the test you took, if your answers are mostly 3, then you're a trend-setter. Going on, let's talk about go-getters. If most of your answers are 2, you're without doubt a go-getter. You're not afraid of anything, you love to take risks and be the first in everything. You love to practice sports, especially extreme sports and you also enjoy being a little adventurous. You'll be a great manager or a political leader. Finally, if most of your answers are 1, well, you're a tech-head, tech-savvy person, or tech geek. You enjoy working with computers and doing most things online like shopping, watching movies, etc. Tech-heads are a little obsessive with technology but they have excellent skills to deal with the information age. Needless to say, they'll be great software programmers or web specialists.

Host: Well, how interesting! Thank you, Virginia, for coming and sharing this information with teens and teenslives.com.

Virginia: Before we finish, I'd like to tell young people that it's crucial for them to know what they really care for, independently from what other people say. In the end, it's your decision, but you need to be informed and understand your personality, which will impact your possibilities to succeed or fail at various careers.

Host: Well, let's go to the commercial break...

Lesson 2

Great People Inspiring Teens

Page 12

Exercise 2. Fill in the blanks with the correct verb form. Use the verb in parentheses.

Narrator: Noah Ringer is the actor who plays the leading role of Aang in the movie *The Last Airbender*. He began practicing taekwondo when he was 10. At the age of 12, he obtained his black belt. Noah kept training and learning. The following year he won the Texas State Taekwondo Championship. He became an actor because of his great resemblance to the character of the television series *Avatar*, and, of course, for his excellent taekwondo skills. For the future he would like to teach taekwondo to other kids and teens, but for sure he's going to continue acting in many more movies. Good luck, Noah!

Page 13

Exercise 3. Answer the questions and compare with a partner. Then complete the grammar chart below.

Narrator: Lionel Messi trivia. You think you know a lot about your favorite soccer star? Answer these questions: *What's Messi's full name?* a. Leonardo Messi, b. Lionel Andrés Messi, c. Lionel Nicolás Messi *Where was he born?* a. Buenos Aires, b. Mendoza, c. Rosario *How old was Messi when he began to play professionally?* a. 12, b. 17, c. 16 *What is Messi's position?* a. defender, b. forward, c. midfielder

Exercise 4. Unscramble. Then listen, check the questions and tick the correct answers.

Host: Today on our daily interview to inspire you, we have here with us, Lionel Andrés Messi, from Rosario, Argentina. Thanks for coming to our show.

Messi: Thanks for inviting me.

Teen 1: Lionel, we would like to ask you some questions.

Messi: OK! Shoot!

Teen 2: We see a lot of achievements in your profile. You have received many important nominations, awards and medals: the top scorer of the 2005 FIFA World Youth Championship, FIFA's World Player of the YEAR, The Ball d'OR, you name it. But where did this soccer passion come from? Who inspired you to become a soccer player?

Messi: Well, my father was a very important person who helped me a lot, but my grandmother was my inspiration. She took me to a soccer match for the first time. She taught me to be brave and go after my dreams. She was a go-getter and I am like her.

Teen 1: What do you plan to do in the future, now that you have been so successful?

Messi: Well, I'll keep playing, of course, and I'll also continue helping sick children around the world through UNICEF, and I'm going to get married and have children. That's for sure.

Teen 2: Tell us, what's an important obstacle you had to face?

Messi: Well, when I was 11, I suffered from hormonal deficiency. I wasn't very tall and my parents decided to move to Barcelona, Spain. That was difficult. I was not very tall because of this problem.

Teen 1: Well, that hasn't really mattered. In 2005 you became the youngest forward ever to score a league goal for Barcelona Football Club against Albacete, when you were only 17 years old, just one year after you began to play professionally. Then for two years in a row you received the Ball d'OR for being FIFA's World Best Player. That's amazing. You have the knack for it! You have won many awards but what's your most important achievement?

Messi: Well, I am thankful for all the good things in my life, but I think the most important moment was when I won the Under 20 Soccer World Cup playing with Argentina. I felt very proud of my country and earned the recognition of all the Argentine people.

Teen 1: Well, you sure did. Thank you, Lionel. And remember that you are the inspiration of millions of kids and teens who love soccer. They love you too.

Messi: Thanks a lot! Gracias!

Quiz Time

Page 19

Exercise 1. Listen, read and check the correct boxes.

A: The Jonas brothers. Wow! I wonder if they are similar or different in terms of personality.

B: They're all amazing but different.

A: I heard Joe is the oldest one. He's very trendy. Look at his clothes and hair. He's a great singer and actor. Nick is the youngest. He likes nature and prefers to be outdoors.

B: Very eco-friendly, just like me. What about Kevin?

A: He's a tech-head, very brainy. He enjoys spending time chatting and using computers.

B: Really? I heard they're not planning to continue singing together. What plans do you think they have for the future?

A: Well, I read that Joe will write a book about his life.

B: What about Nick? Will he write a book too?

A: No! They say he'll go solo, or he may create a new band.

B: Wow! And what about Kevin?

A: A friend saw the interview. She said he's going to take some time off and travel around the world, not working but a different travel experience.

B: Really? I have the same plans. Where is he going?

A: Who knows? Oh, come on! These are just things people say... They might not be true.



Unit 2

Experience Culture!

Lesson 1

What Have You Done Lately!

Page 23

Exercise 5. Listen and fill in the blanks. Then complete the grammar chart.

Conversation 1

Ann: Hi! I'm new to this group.

Bob: Welcome to the group! Have you taken karate before?

Ann: No, I haven't. I'm just curious. Have you been a member for a long time?

Bob: Yes, I have. I've been in this group since January last year! That is, for 20 months or so.

Ann: That's awesome.

Conversation 2

Al: I haven't seen your sister for a long time. Where is she?

Sarah: She's abroad. She traveled to Paris.

Al: To Paris? Oh, that's awesome! How long has she been there?

Sarah: She's been abroad since she graduated.

Al: Has she visited the Louvre Museum?

Sarah: Yes, she has. She sent me some pictures. It's a great museum.

Lesson 2

Cultural Literacy for Everyone

Page 24

Exercise 1. Read, listen and complete. Use the Word Bank.

Counselor: Hello Linda! Welcome to this counseling service. Are you ready to take the survey?

Linda: Yeah!

Counselor: Let's see question A: Have you read a good book lately, I mean, recently?

Linda: Yes,
Counselor: Which one have you read?
Linda: I read *Sophie's World* last year. It was very interesting. I haven't read any other book since then. Actually, I never finished reading it... Uhh!
Counselor: Have you tried any new dish or food? Or do you always eat the same thing?
Linda: Yeah, I've always eaten the same snacks.
Counselor: Why?
Linda: I'm picky when I eat. I eat only what I like.
Counselor: I see. Well, have you taken up a new sport or hobby?
Linda: I've practiced spinning.
Counselor: How many times have you gone spinning?
Linda: Just a couple of times. Don't like it, though!
Counselor: Have you seen a good movie?
Linda: Yeah. I saw an excellent movie yesterday afternoon.
Counselor: Which movie?
Linda: I can't remember its name, though.
Counselor: Have you met new people?
Linda: No, I haven't.
Counselor: Why not?
Linda: Because ... maybe I don't go out much. Well, I have some friends at school and in the neighborhood. I haven't met anyone lately.
Counselor: Have you been to museums or exhibits? If you have, how many times?
Linda: Yeah, I have. The school took the whole class to the Metropolitan Museum... Umm... like a year ago.
Counselor: So, how many times? Only once, right?
Linda: Yes!
Counselor: OK, the last question: Have you attended any special event?
Linda: I've been to concerts many times. For example, my friends and I went to a great concert last month.
Counselor: What kind of concert?
Linda: We only go to reggaeton concerts.
Counselor: Well, that's all Linda, We'll post some comments on these answers soon.

Page 25

Exercise 5. Listen to a phone call to the Youth Cultural Center and choose the corresponding poster.

Operator 1: Thank you for calling the Youth Cultural Center. For information on cultural activities, press one.
Assistant: You have been connected to the Educational Department. How can I help you?
Linda: Hi, I've heard the Cultural Center is offering some workshops and conferences. I want some information. I'm interested in workshops, classes, conferences, etc.
Assistant: Yes, thank you for your interest. Our Cultural Center offers an exciting reading workshop in which you'll read fascinating texts and also explore reading techniques. The objective is to learn to enjoy reading, to learn to be an active reader and to learn to understand what you read more

effectively. Are you interested in joining?

Linda: Sounds good, but when is it?

Assistant: It's on Friday afternoons. At 4:00 pm. We really recommend this workshop if you feel that you haven't been reading much or have problems understanding what you read.

Linda: Well, yeah... I think I need it... but ... oh ... I've heard there is a conference for people who are interested in traveling abroad. Can you tell me about it?

Assistant: Yes, of course! But it's for people who want to travel abroad to study a foreign language. Well, this workshop will give you information about studying in a foreign country. We will give you tips and suggestions for finding the best course and the best opportunities abroad.

Linda: Mmm, I thought it was to travel on vacation.

Assistant: The objective of the course is to give you information about all the opportunities there are for young people to travel and learn to speak another language. Be sure to register before Friday. It's a very popular conference. It's next Saturday at 8:00 am. Can I ask you a question?

Linda: Yes?

Assistant: Do you like movies?

Linda: Yes, I love watching movies.

Assistant: Well, I'd like to recommend this course on movies. Movies are a great source of entertainment but they can also be an interesting and fun way to learn lots of things like culture, history, languages, etc.

Linda: What's it about?

Assistant: In this course you will learn how to see a movie and understand its more important information. You'll watch different genres and movies from different epochs so you can encounter other realities and people. You will learn to appreciate the different and important elements of a movie. This course is on Mondays, Wednesdays and Saturdays at 4:00 pm.

Linda: Thank you... Well, I think I'm interested in the reading course.

Assistant: Great! Let me take your information...

Quiz Time

Page 31

Exercise 1. Listen and choose the right answer.

Ben: Sorry I'm late. Have you been here for a long time?

Allison: Well, for a while, about ten minutes or so, but don't worry, I always carry a book to read while I wait for people.

Allison: What have you been up to since I last saw you?

Ben: I've done some interesting things.

Allison: Like what?

Ben: Well, I've been to the library. There's an exhibit. It has great reviews. And I've met a lot of interesting people.

Allison: It's good to meet people from other countries and cities. You can get to know some interesting things.

Ben: Yeah, it's great to travel. I'd love to travel abroad someday. Have you traveled much?

Allison: Well, I've been to some interesting countries... I'd like to go to the Great Waterfall. I haven't been there yet. Have you been there?

Ben: No, I haven't. Be sure to go before you leave the country. People say it's beautiful. I'm planning to go next week. We're going with a travel guide. How about coming with us?

Allison: Sounds great! I'm in.

Test Training A

Page 33

Listen to a short conversation twice. There are five questions. For questions 1 to 5, check the correct answer.

María: So, Pablo why are interested in working with us?

Pablo: Well, because I love to travel and I enjoy going outdoors and talking to people. I'm very good at canoeing and swimming.

María: Well, as a tourist guide assistant you will help the guide organize outdoor and indoor activities, and you will need to prepare the tours inside the museum center. Do you enjoy reading? Have you read about the figures and exhibits the museums displays?

Pablo: Well, I haven't read much about this particular exhibit but I usually read a lot.

María: Well, what kind of books do you usually enjoy reading?

Pablo: I love books about history, especially about London, and ... I love comics too.

María: Well, how about going around the exhibit and discussing it together?

Pablo: Sure!

.....

María: And you'll have to talk to people about different films to encourage them to see them. At the moment, we are showing *The Cat*. Have you seen it? It got excellent reviews.

Pablo: I haven't, but I've heard it's quite good. The cast is excellent, only first line actors and actresses. Noah Ringer works in it too. It is set in Paris in the 70.

María: Excellent. You've got quite a lot of information. And the other film that is on these days is *The Commander*. Do you know anything about it?

Pablo: I've seen it many times. I enjoy that movie a lot. It's about a strange phone call, and suddenly the guys arrive in New York and....



Unit 3 Story Time!

Lesson 1

Mysteries

Page 36

Exercise 1. Listen to the story and match the pictures to the events. Then listen again and complete the texts. Use the Word Bank.

Narrator: I heard this story some time ago. Some say it's an urban legend... Well, it all happened one day when Tina had missed the school bus, so she decided to go back home by walking. She went across a park. Suddenly, when she came close to a tree, she saw a shiny object. It was a ring. Immediately, she picked it up and examined it very carefully. Strangely, the ring had her initials marked on it. So she put it in her backpack and decided to take it home and show it to her parents. Unfortunately, when she was crossing a bridge on her way home, she tripped, the ring fell out of her backpack and disappeared into the river. Mysteriously, she found it again under her bed.

Exercise 2. Listen again and put the events in chronological order.

Narrator: I heard this story some time ago. Some say it's an urban legend... Well, it all happened one day when Tina had missed the school bus, so she decided to go back home by walking. She went across a park. Suddenly, when she came close to a tree, she saw a shiny object. It was a ring. Immediately, she picked it up and examined it very carefully. Strangely, the ring had her initials marked on it. So she put it in her backpack and decided to take it home and show it to her parents. Unfortunately, when she was crossing a bridge on her way home, she tripped, the ring fell out of her backpack and disappeared into the river. Mysteriously, she found it again under her bed.

Lesson 2

Fantasy!

Page 39

Exercise 7. Use the vocabulary in exercise 1 and predict the story. Then listen and choose. Finally complete the sentence below.

Narrator: An old miller wanted to impress the king so he told him that his daughter could turn straw into gold. The king took the girl to a tower in a castle and locked her there and asked her to turn some straw into gold.

King: "If you turned that straw into enough gold, I'd make you my wife."

Narrator: The girl did not know how to do that, so she began to cry and suddenly a little gnome appeared in the room and told her...

Gnome: "I'd help you turn the straw into gold, if you gave me something in return."

Narrator: Then the girl gave him a beautiful necklace she had. And so the nights passed, and each night the little gnome came and helped the girl turn the straw into gold. When she had nothing left to give, the gnome asked her to give him her first baby. She had to accept because if she didn't, the king would take her head off. Finally when the king had all the gold he could wish for, he married the girl and they had a child. That night the gnome came back to take the baby away. The girl, that now was a queen, didn't want to give the baby away. But she had made a promise.

Girl: "Please, no, don't take my baby away."

Gnome: "A promise is a promise. Hahaha!"

Exercise 8. Listen again and put the events in chronological order.

Narrator: The gnome gave the queen an opportunity.

Gnome: But... Let's see. "If you guessed my name, I'd let you keep the baby."

Narrator: The gnome was quite sure she would never guess his name as it was not very common.

Gnome: "I'll give you two days to figure out my name."

Narrator: And he went happily to his house, but the queen wisely enough sent a servant to follow and spy on the gnome. Fortunately, the servant heard the gnome say his name as he was singing happily. His name was Rumpelstiltskin.

Gnome: "If you knew my name, I'd let you keep the baby. But you don't, do you?"

Narrator: The gnome asked the queen.

Girl: "I know your name... Your name is Rumpelstiltskin."

Narrator: The gnome was not happy but he kept his promise and the baby remained with the King and the Queen.

Quiz Time

Page 45

Exercise 1. Listen and put the events in the correct order.

Narrator: This is the story of a Quiche boy from Guatemala. His name was Quetzal. He was a brave boy whose father was the powerful chief of the tribe. Everyone looked up to him. One day there was a ceremony to honor Quetzal. The wise man of the tribe announced to everyone that Quetzal would never die and he gave Quetzal a hummingbird feather. Everyone in the tribe was happy except one person. His name was Chiruma. He was the chief's brother. He was envious of Quetzal because he knew Quetzal would be the next chief.

Chiruma: "If I can take away the feather, then Quetzal will die,"

Narrator: ...thought Chiruma.

Narrator: So, Chiruma decided to steal the feather from Quetzal. Quetzal didn't notice the feather was missing, but one day while Quetzal was walking in the forest, Chiruma shot an arrow right into Quetzal's chest. As the wise man predicted, Quetzal didn't die. Instead he turned into a beautiful bird. His body was green like the color of the grass, his chest was red as blood and he had a large and colorful feather for a tail. From that moment on, Quetzal has lived in the forest of the land of the Maya Quiche.



Unit 4 Traveling the World!

Lesson 2 You Can't Miss It!

Page 50

Exercise 2. Read, listen and identify where the speakers are located on the map. Then complete the grammar chart below.

Conversation 1

Lynn: Excuse me, madam. Could you tell me where the hiking trail is?

Guide: Sure, go along the walking path, go over the lake and turn left. You can't miss it.

Lynn: Thanks so much!

Conversation 2

Miguel: Excuse me, ma'am. Do you know if we can swim in the lake?

Guide: No, it's forbidden. But you can go kayaking.

Miguel: Can you tell me where the kayak rental is?

Guide: Yeah. Walk across the campsite. It is in front of the lake next to the showers. You can't miss it.

Miguel: Thank you.

Page 51

Exercise 1. Listen and complete by looking at the map on page 50.

Conversation 1

Guard: Well, get out of the fire ring, and go back to the walking path. Turn right, and continue walking. They will be on your left. They're next to the kayak rental office.

Lynn: Let's see, sorry, could you repeat?

Guard: Sure! Take the walking path, go to the right and just walk until you see them on your left.

Conversation 2

Ted: Excuse me, ma'am. Do you know which way the campsite is?

Woman: Well, you're near. Just get down from the tree. Go straight, past the cabin, and you'll see three roads. Just take the one in the middle. It leads straight to the campsite.

Ted: Straight, past the cabin and the road in the middle?

Woman: That's right.

Ted: Thanks.

Exercise 5. Listen check your answers and complete the requests.

Conversation 2

Lynn: Excuse sir, can you tell me where I am? I think I'm lost.

Guard: You're at the fire ring. Where do you want to go?

Lynn: The showers.

Guard: Well, first, get out of the fire ring, and go back to the walking path. Turn right and continue walking. The showers will be on your left. They're next to the kayak rental office.

Lynn: Let's see, sorry, could you repeat?

Guard: Sure! Take the walking path, to the right and just walk until you see the showers on your left.

Lynn: Thank you.

Conversation 2

Woman: Hey, what are you doing there? Get down immediately. The maple tree is very old. It's not for playing.

Ted: Sorry! I'm just trying to find the campsite. Do you know which way it is?

Woman: Well, you're near. Just get down from the tree. Go straight, go past the cabin and you'll see 3 paths. Just take the one in the middle. It leads straight to the campsite.

Ted: Straight, past the cabin and the road in the middle?

Woman: That's right.

Ted: Thanks.

Quiz Time

Page 57

Exercise 1. Listen to the conversations and circle the correct option.

Conversation 1

Receptionist: Safari Tours! How can I help you?

Man: Hi, I'd like to make a reservation for one of your tours, but I have some questions. Could you tell me if you have bus tours around the city?

Receptionist: Yes, sir. We have tours during the day and during the night.

Man: What kind of activities do you offer during the day?

Receptionist: We take tourists to the city bridge, the national museum and the city tower. In the city tower, tourists can have a great view of the city and the natural reserve around it.

Man: Do you go to the natural reserve?

Receptionist: No, sir. That is a different tour.

Man: One more question. Can you tell me what time the cathedral opens?

Receptionist: You mean the city cathedral or the national park cathedral?

Man: Yes, the one inside the national park. It opens at 8:00, doesn't it?

Receptionist: No, actually the national cathedral opens at 8:30 am.

Man: OK, so let's have the reservation for...

Conversation 2

Teacher: Before we begin walking, I'd like to talk about the rules of this hiking trail. It's forbidden to feed the animals. Many small animals will come to the campsite in search of food. If you give them food, your food, they will come back and will get out of their territory and become addicted to our food. So, rule number 1, don't feed the animals, don't give them your food.

Student: I have a question, sir.

Teacher: Yes?

Student: We can swim in the river, can't we?

Teacher: Well, no, it's forbidden. The river is a bit dangerous. It's much better to swim in the lake. It's about an hour from here. We'll walk to the lake tomorrow.

Student: Why don't we go by bus to the lake? There's a road. It's much faster.

Teacher: Yeah, if we go by bus it is much faster than walking but... If we walk, we'll be able to enjoy the landscape and be much closer to nature. We need some exercise, don't we?

Test Training B

Page 59

Narrator: Example 0. What are they talking about?

A: It's a beautiful day, isn't it?

B: Yeah, it is. They're lovely, aren't they?

A: Yeah, I love dogs. They're a very good company.

Narrator: 1. What was the dream about?

A: I had a wonderful dream about fairies last night.

B: It's no surprise. You have read a lot of books about fairies lately.

A: Yeah, but I had never dreamt of them until last night. It was fantastic. Fairies are beautiful.

Narrator: 2. What would the boy do?

A: Let's just imagine, if you had money to travel abroad, where would you like to go?

B: I'd like to go to ... a very beautiful beach.

A: And if you could do anything you wanted in that place, what would you do?

B: I'd go surfing.

Narrator: 3. Where are the restrooms?

A: Excuse me. Could you tell me where the restrooms are?

B: Sure! Go straight, past the library, and turn right. They'll be on your left.

A: Thanks so much. Let's see... Go straight, past the library and turn left?

B: Actually, when you past the library, you have to turn right.

A: Ok, I got it, thanks.

Narrator: 4. Where are they going?

P: Hello class. I have good news!

E: We don't have class tomorrow, do we?

P: Well, we're going to a campsite for two days.

E: Really? Where are we going?

P: We're going to the national park.

E: Do you know if we can swim there?

P: Yes, there's a beautiful and safe river.

E: Awesome.

Narrator: 5. What kind of traveler is she?

I always travel by bus. It's wonderful to see the landscape. Planes are much faster than buses but that's ok, I enjoy the bus trip. I never drive or take my car. Cars are comfortable, but they're much more expensive.



Unit 5 News Media

Lesson 2

Disasters and Consequences

Page 65

Exercise 7. Listen to the interviews and choose the correct answer.

Conversation 1

Dan: This is Dan Glenn reporting from Main Road and 67 where several houses and cars were damaged when a tree fell down because of last night's storm. According to police reports, some people were taken to the hospital with minor injuries but they are recovering now. We have a neighbor who saw everything... Good morning, could you tell us what happened?

Noah: Well, actually my house and three more houses were damaged by the tree that fell down.

Dan: Was someone hurt?

Noah: Yeah, my cousin was taken to the hospital, but he's OK now. The problem is my house. It was an old house with a lot of history.

Dan: When was it built?

Noah: It was built over a hundred years ago, in 1893.

Conversation 2

Charlotte: This is special reporter Charlotte Hopkins transmitting from Santiago, where people are recovering from the 8.9 earthquake that struck Chile at 3 am this morning. I'm here with one resident who lives downtown. Hello, sir! Could you tell us exactly how it all happened?

Marlon: Well, my family and I were sleeping, when I suddenly fell on the floor. I heard my kids cry and shout, and then I noticed everything was broken and the floor was still shaking. Me and my wife took the kids and ran outside of the house.

Charlotte: Was your house damaged?

Marlon: Yes, it was. At least 12 houses were severely damaged and 5 were completely destroyed.

Charlotte: So, where are you staying at the moment?

Marlon: Since our house is damaged and the electric and water systems were shut down, we went to an emergency shelter with 524 people who were affected in my area.

Charlotte: Well, thank you very much. This is all for now...

Quiz Time

Page 71

Exercise 1. Listen and choose the right answer.

1. Good Morning listeners. This is Sandra Gonzalez with the news for today. There was an earthquake on the island of Fiji at 11:30 at night. The earthquake hit the rural area but fortunately did not cause any damage in the urban areas. According to the reports, the earthquake was 4.0 on the Richter scale.

2. In other news, Hurricane Helen is expected to hit Puerto Rico and Cuba, today at 5:30 pm. People living on the coastal areas will be evacuated soon. The authorities are preparing shelters and monitoring the hurricane closely. More announcements will be made soon.

3. In the local news, a man was trapped in an elevator of an old building but he was rescued thanks to his dog. "The dog was very smart, apparently he went out of the building and called the attention of people," the man's wife told our reporters. The man had been trapped for about half an hour when the fire department arrived and rescued him. Officer Lara told us how the rescue happened:

"I saw the dog and immediately I understood it was trying to communicate something. I followed it to the building and then I heard the old man shouting for help.

4. An incredible discovery was made today when a construction worker found the skeleton of what appears to be a dinosaur. According to Leo Mendez, a national museum representative, the skeleton is about 1,000 years old and was found in perfect state. Scientist still don't know what kind of dinosaur it is, but they're investigating all about it.



Unit 6 News Media

Lesson 2

I wish I Had One

Page 75

Exercise 7. Listen to the conversation and tick yes or no.

A: I wish you could have seen the TV program I watched last night. It was about how young people are communicating nowadays.

B: Really? And how's that?

A: Apparently, technology gadgets such as smartphones and computers are changing communication. First of all, conversations no longer take place face to face, or even by phone. Young people chat with their cell phones by texting messages, and they upload photos to share them with their friends, download music or attach files, everything at the same time!

B: Wow, I wish I knew how to do all that and save time! But... That means they must spend long hours just clicking on their keypads.

A: Well, that's the interesting part: they've found a way to shorten words by using numbers or just a few letters, this kind of language is called "textese" and part of it is based on sounds of words rather than spelling. Another part is based on situations happening on the Internet, for example, did you know that 404 means "I don't know" because it is the error message that appears on screen when a browser cannot find a web page?

B: Oh my God! It's amazing, I wouldn't have imagined that!

A: Yes, now that you mention it, "Oh my God" becomes just OMG and if someone wants you to wait they play with the sound of the word and write a "W" and an "8"!

B: But you have to admit, it is clever, isn't it?

A: Yeah, but I wouldn't be able to understand a thing! I would need to write the whole thing to say "as soon as possible" and not just "ASAP", or "I'm laughing out loud" instead of "LOL"!

B: Well, but we all can learn... I wish we had time to learn more textese!

A: Yes, me too. Anyway, for you to know, I'll send you a kiss with an X next time I text you!

Quiz Time

Page 83

Exercise 1. Listen and choose the correct sentence.

Conversation 1

Tom: Let's see how you hook up the computer to the TV. Here are the instructions....

Boy:... I need to put on my glasses. Where are they?

Conversation 2

Lucas: Why didn't you answer? I called you like three times.

Tina: Well, I didn't hear the phone. Maybe it's turned off. Yeah, you're right. Do you know how to turn on this cell phone?

Lucas: Here, let me help you. Just keep it pressed for a little time and that's it.

Conversation 3

M: What do you wish you could change about your cell phone?

H: I wish it had a music player. It's got an excellent camera but I can't listen to music.

M: Why don't you buy an iPod?

H: No, I want to buy a cell phone with a music player.

M: Well, those phones cost an arm and a leg.

H: I know. I wish I had the money to buy a Smartphone. They have everything.

Conversation 4

Mary: Take off your headphones when you cross the street. Be smart!

Thomas: I don't need to take them off. I just turn the volume down.

Test Training C

Page 85

Listening

Part 1

Listen to journalist Sarah Smith reporting on a disaster. For each item, choose the right answer (A, B or C). Listen to the report twice.

News 1: Good evening. This is Sarah Smith with the news of today. There was a fire in the Lake View forest. Lieutenant Nicholas Chapman, Chief of the Fire Department, said that the fire was caused by a lit cigarette thrown away in the middle of some bushes. The fire spread rapidly because the forest was very dry, due to the high temperatures of this summer, over 100°F. Sadly, 89 acres of native forest were lost. According to estimates ... it will take 20 years to recover.

News 2: Now, attention residents of Saint Marino. The commission for the prevention of disasters has announced that a powerful hurricane is expected to hit the island of Saint Marino, tomorrow in the morning. Residents will be evacuated and will be taken to a shelter provided by the city authorities. Schools, banks, shops, and the airport will be closed.

News 3: In other news, Scientists from NASA have discovered a planet that is made of diamond and it's 4,000 light years away. The idea of having a planet with this carbon structure had been a hypothesis until last week when it was confirmed that planet PSR J1719, 1, 4 times bigger than the earth, is mainly composed of crystal carbons. Amazing, huh?

News 4: In some different news, \$20,000 were found in a trash can near the metropolitan train station. The bag with the money in it was found by a garbage collector and homeless person called Jim Kind, who called the police and gave the money back. The honest man received a reward for his example for the community.

Part 2

Listen to the following dialog and choose what each person (7 to 11) wants to buy (A to F). Listen to the dialog twice.

Reporter: Here we are on 5th avenue talking to people about their favorite tech toys. Excuse me, sir. We'd like to ask you a question about your tech-devices. What's your name?

Justin: Justin Smith.

Reporter: Why are you buying this device?

Justin: Well, I love music. It's great to be able to listen to all your favorite songs.

Reporter: Don't you wish you had a Smartphone, so you could also text while listening to music?

Justin: Not really. I don't really like chatting or texting.

Reporter: Thanks. Excuse me. What's your name?

Melissa: Melissa.

Reporter: Why are you buying this device?

Melissa: Well, the last one I had was stolen so now I need a new one. I can't live without one. I just love calling my friends, texting and chatting.

Reporter: Thanks. Martin, what are you shopping for and why?

Martin: This is for my father. He needs it for work. You know, to create, edit and save documents and well, to manage his business. He has a real old desktop computer but now I want to give him one he can take to his office. I think this one is great for him and his job.

Reporter: Thanks. Sandra is your name, right? Why are you buying that?

Sandra: Well, this is a new model. It's very small but it records video with great resolution. And it takes wonderful pictures. Plus you can take photos underwater. You know, I like to go diving, so this is perfect for underwater pictures.

Reporter: Thanks. Luis, tell us about the device you just bought.

Luis: It's a great device. You can read books. You just have to download them and you can read them very comfortably. It's like taking a library everywhere.

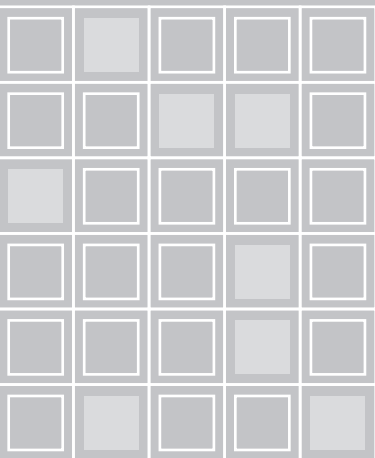
Reporter: Of course. Well, Rick, how does it work?

Rick: It connects to the Internet and lets you choose the channels and programs you want. You can watch up to 1,000 channels, select the language and it has very high resolution and an incorporated sound system. I'm a movie lover and there's nothing better than to stay home, on the couch, watching your favorite programs.

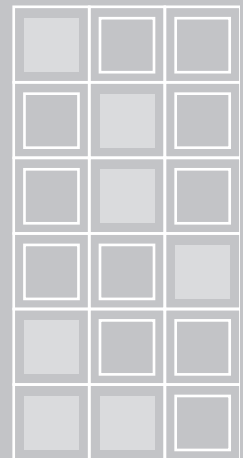
Reporter: Yeah, sounds nice. Well, to each, his own.



Bachillerato General Unificado



ENGLISH



Level

A2.2

WORKBOOK

Norma



Ministerio
de Educación

Transformar la educación
MISIÓN DE TODOS

PRESIDENTE DE LA REPÚBLICA

Rafael Correa Delgado

MINISTRO DE EDUCACIÓN

Augusto Espinosa Andrade

Viceministro de Educación

Freddy Peñafiel Larrea

Viceministra de Gestión Educativa

Daysi Valentina Rivadeneira Zambrano

Subsecretario de Fundamentos Educativos (E)

Miguel Ángel Herrera Pavo

Subsecretaria de Administración Escolar

Mirian Maribel Guerrero Segovia

Directora Nacional de Currículo (S)

María Cristina Espinosa Salas

Directora Nacional de Operaciones y Logística

Ada Leonora Chamorro Vásquez

English A2.2,

Workbook

Author

Mariluz Murcia Sierra

Editor-in-Chief

Javier Andrés Tibaquirá Pinto

Editors

Carlos Sanabria Páez, Ángela Sierra Galvis

Proofreaders

Germán Obando, Andrea Peña,
Margarita Orbegozo

Consulting Reviewers

Thomas Francis Frederick, Mark Forbes

Art Director

Gloria Esperanza Vásquez

Designers

Leonardo Rivas, Libardo Mahecha,
Juan Carlos Vera, Nohora Betancourt

Illustrators

Mery Laura Hernández, Edwin Cruz

Photography

Shutterstock ®

© Ministerio de Educación del Ecuador, 2016
Av. Amazonas N34-451 y Atahualpa
Quito, Ecuador
www.educacion.gob.ec

© Grupo Editorial Norma SA
Avenida Isaac Albéniz E3-154, Wolfgang Mozart
Quito, Ecuador

La reproducción parcial o total de esta publicación,
en cualquier forma y en cualquier medio mecánico o
electrónico, está permitida siempre y cuando sea autorizada
por los editores y se cite correctamente la fuente.



ADVERTENCIA

Un objetivo manifiesto del Ministerio de Educación es combatir el sexismo y la discriminación de género en la sociedad ecuatoriana y promover, a través del sistema educativo, la equidad entre mujeres y hombres. Para alcanzar este objetivo, promovemos el uso de un lenguaje que no reproduzca esquemas sexistas, y de conformidad con esta práctica preferimos emplear en nuestros documentos oficiales palabras neutras, tales como las personas (en lugar de los hombres) o el profesorado (en lugar de los profesores), etc. Sólo en los casos en que tales expresiones no existan, se usará la forma masculina como genérica tanto para hacer referencia a las personas del sexo femenino como masculino. Esta práctica comunicativa, que es recomendada por la Real Academia Española en su *Diccionario Panhispánico de Dudas*, obedece a dos razones: (a) en español es posible <referirse a colectivos mixtos a través del género gramatical masculino>, y (b) es preferible aplicar <la ley lingüística de la economía expresiva> para así evitar el abultamiento gráfico y la consiguiente ilegibilidad que ocurriría en caso de utilizar expresiones como las y los, os/as y otras fórmulas que buscan visibilizar la presencia de ambos sexos.

To Our Students

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

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

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

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

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

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

Ministry of Education
2016



UNIT 1



UNIT 2



UNIT 3



CLIL

- Personality Types and Attitudes
- Inspirational People

- Learning Experiences
- Cultural Literacy

- Mysteries
- Greek Myths
- Fairy Tales

Goals

You will learn how to

- describe goals, obstacles, important decisions and achievements.
- describe inspirational people's lifestyles.
- describe a person's experiences.

You will learn how to

- ask and answer questions about experiences.
- describe the length of experiences.
- recommend cultural activities like reading and going to museums.

You will learn how to

- narrate stories and events in the past.
- convey attitudes related to the events of a story.
- describe imaginary situations.
- react to a story in different ways.

Grammar

- Verb patterns in present, future and past
- Verbs related to processes
- Time Expressions

- Present Perfect tense in affirmative, negative and interrogative forms
- Since / For
- Yes / no-questions and wh-questions in the Present Perfect tense

- First and Second Conditional sentences
- Past Perfect tense

Skills and Strategies

Vocabulary: using suffixes to create adjectives

Grammar: identifying the communicative function of grammar patterns

Reading: going over the text and pictures quickly to get a general sense of their content

Writing: using time expressions to sequence the organizational pattern of events

Vocabulary:

- associating verbs with their possible complement to remember new words
- identifying similar words in English and Spanish help you understand their meaning
- rephrasing an idea, with synonyms or different words

Grammar:

- using time lines to understand the difference between verb tenses
- paying attention to the time expressions when deciding what tense to use

Reading:

- identifying key words in a text to find the topic

Writing: using connectors to link similar nouns, to contrast two opposite ideas, and to add new information

Vocabulary: making adverbs from adjectives

Reading: using myths to explain the creation of natural phenomena

Writing:

- outlining the story and its principal elements
- using expressions to signal the transition of the events

UNIT 4



UNIT 5



UNIT 6



CLIL	<ul style="list-style-type: none"> • Types of Travelers • Going Green • Finding Your Way in a Campsite 	<ul style="list-style-type: none"> • The Weather • News • Disasters 	<ul style="list-style-type: none"> • Digital Lives • Technology • Tech Gadgets
Goals	<p>You will learn how to</p> <ul style="list-style-type: none"> • give and ask for directions and information in a polite way. • ask people if they agree with you. • give emphasis to descriptions and comparisons. 	<p>You will learn how to</p> <ul style="list-style-type: none"> • tell and react to news. • describe natural disasters and extreme weather. • describe inventors, inventions, artists and artwork. 	<p>You will learn how to</p> <ul style="list-style-type: none"> • describe Internet habits and wishes. • give instructions on how to use technology. • give opinions about technology.
Grammar	<ul style="list-style-type: none"> • Tag Questions • Indirect Questions • Placing Emphasis with <i>much</i> and <i>very</i> 	<ul style="list-style-type: none"> • Passive Voice • Yes / No-questions and wh-questions in the Passive Voice • Past and Past Participle forms of verbs 	<ul style="list-style-type: none"> • Wishes • Phrasal Verbs
Skills and Strategies	<p>Vocabulary:</p> <ul style="list-style-type: none"> • using pictures to discover missing words in texts • inferring missing information by using visual and linguistic clues <p>Reading: checking the validity of opinions by looking for the reasons that support them</p> <p>Writing: identifying what information to include depending on the purpose and audience of a brochure</p>	<p>Vocabulary: Associating words to help remember new vocabulary</p> <p>Grammar: using by to mention the doer of the action when this extra information is important</p> <p>Reading:</p> <ul style="list-style-type: none"> • identifying connectors to understand the author's thesis and arguments • using the information provided and your background knowledge to infer and generalize about information which isn't clearly stated <p>Writing: following steps to help organize writing drafts</p>	<p>Vocabulary: creating a visual representation of prepositions to help remember their meaning</p> <p>Grammar: visualizing phrasal verbs</p> <p>Reading: paying attention to numbers, colors, size and labels to interpret a graph.</p> <p>Writing:</p> <ul style="list-style-type: none"> • making observations, interviewing people and conducting surveys to get the facts of an ongoing investigation • giving background information and explaining the purpose of the report in the introduction

Review

1. Unscramble the questions from an interview with Johnny Depp.

- you / were / you / what / a / like / were / teenager / when / ?
What were you like when you were a teenager?
- you / a / student / good / school / were / at / ?
Were you a good student at school?
- have / siblings / how / you / do / many / ?
How many siblings do you have?
- the / you / ever / enjoyable / who / have / played / been / has / character / most / ?
Who has been the most enjoyable character you have ever played?
- been / greatest / your / what / achievement / has / ?
What has been your greatest achievement?
- actor / you / did / how / become / an / ?
How did you become an actor?

2. Read the answers and underline the correct form of the verbs. Then, match the questions from exercise 1 with the correct answer.

<p>b</p> <p>I <u>wasn't</u> / am not / weren't (a) a good student. I dropped out of school when I <u>had</u> / is / was (b) 13 years old. I wanted to join a rock band.</p>	<p>c</p> <p>Well, I <u>have been</u> / has been / have be (g) nominated for 3 Oscar Awards and I <u>win</u> / won / wins (h) the Golden Globe once.</p>
<p>f</p> <p>When I <u>did live</u> / was living / was live (c) in Los Angeles, my ex-wife met Nicolas Cage. He introduced me to a Hollywood agent. I <u>begin</u> / did begin / began (d) with small roles as a film extra. Then I took acting classes in Los Angeles.</p>	<p>c</p> <p>I have two sisters and a brother. My older sister is a teacher. My younger sister <u>work</u> / working / works (i) with me. She's my personal assistant. My brother <u>has helped</u> / have helped / was helped (j) me in some movies.</p>
<p>d</p> <p>The most enjoyable character I <u>has</u> / have / am (e) ever played was Captain Jack Sparrow. I had fun while I <u>was working</u> / working / work (f) on the three movies.</p>	<p>a</p> <p>I was introverted. I didn't <u>have</u> / had / having (k) friends. I didn't like <u>go out</u> / going out / went out (l).</p>

3. Now it is your turn to ask Johnny Depp questions. Write two for each topic.

- Who do you admire?
- Famous people: _____
 - Hobbies: _____
 - Family: _____
 - Future goals: _____
- Answers may vary.*

4. Complete your profile.

I am... *Answers may vary.*

a. _____ d. _____

b. _____ e. _____

c. _____ f. _____

I like to... *Answers may vary.*

a. _____

b. _____

c. _____

I care about... *Answers may vary.*

a. _____

b. _____

c. _____

This year, I would like to... *Answers may vary.*

6 words to describe me

3 things I like to do in my free time

Some personal information about me

My future plans

The 3 most important things in my life

5. Complete the statements with the superlative form of the adjectives in parentheses. Then, complete the sentences with information about yourself.

- The most interesting movie I have ever seen is _____ . (interesting)
- My best friend's name is _____ . (good)
- The latest book I read was _____ . (late)
- The worst TV show I have ever seen is _____ . (bad)
- The most friendly person I know is _____ . (friendly)
- The biggest problem I see in my country is _____ . (big)
- The most spectacular place to visit in my country is _____ . (spectacular)
- The most important person in my city is _____ . (important)
- The most popular activity in my neighborhood is _____ . (popular)



Teens of Today!

1. Unscramble the letters and label the pictures.



og-teretogs

a. go-getters



nerdt - testers

b. trend-setters



echt-daehts

c. tech-heads



teranu lervos

d. nature-lovers

2. Use suffixes to complete the words below.

- a. tech-sawer
- b. adventurous
- c. eco-friendly
- d. stylish
- e. competitive

3. Fill in the blanks with the words in exercises 1 and 2 to complete the descriptions below.

- a. Nature lovers have "save-nature" initiatives; they always invite people to use eco-friendly products.
- b. Trendsetters create and popularize their ideas, so they can make things look stylish. They can be very artistic, thanks to their creativity.
- c. Tech-heads are experts or fans of technology. As years go by, people are becoming more and more tech-savvy.
- d. Go-getters know what they want in life, so they are really adventurous and have an appetite for risks. They are also very competitive.

4. Match the words in column A with the right suffix in column B. Then, choose the type of personality in column C.

A	B	C
a. ecolog	-er	e. tech-head
b. fashion design	-c	a. nature lover
c. manag	-or	c. go-getter
d. communicat	-ist	b. d
e. web special	a	d. trend-setter
	e	

5. Locate the verbs in the place that suits them best.

Teens of today...

a. enjoy searching the web.
going out.

b. like taking risks.
to meet new people.

c. are interested in getting to know about technology.
travelling the world.

Conclusion

Enjoy and interested in are always followed by gerunds.
Like can be followed by both gerunds and infinitives.

Word Bank

- like
- enjoy
- be interested in

6. Circle the word that completes each sentence correctly.

- a. Trendy people are interested in creating to create new styles and tendencies.
- b. Tom is a tech-savvy person, so he enjoys to surf surfing the web.
- c. You will be a go-getter if you are interested in to take taking risks.
- d. We like having to have friends who care about the environment.
- e. I enjoy to spend spending my free time hiking.

7. Put the words in order to make sentences.

- a. watching TV fashion shows / sister / My / enjoys
My sister enjoys watching TV fashion shows.
- b. taking / Our teacher / of nature / interested in / care / is
Our teacher is interested in taking care of nature.
- c. computer gadgets / like / I / buy / to
I like to buy computer gadgets.
- d. Mom / having / things / control / likes / under
Mom likes having things under control.
- e. adventurous / Nature lovers / sharing / experiences / enjoy
Nature lovers enjoy sharing adventurous experiences.

8. Describe your personality using the vocabulary studied.

I consider myself a(n) _____ (a) because I enjoy _____ (b).
I like _____ (Answers: my surf). (c) and I am interested in _____ (d) in the future.
I want to _____ (e).

Lesson 2

Great People Inspiring Teens!

1. Classify the verbs in the Word Bank.

Followed by gerunds or infinitives

start
begin
continue

Followed only by gerunds

enjoy
keep
finish

Followed only by infinitives

be going
want
need
plan
would like

Word Bank

- keep
- plan
- begin
- finish
- continue
- be going
- would like
- need
- start

2. Complete Lio's information using gerunds and infinitives.

I'm Lionel Andres Messi, but people called me Lio. "La Pulga." I'm an Argentinian soccer player. I started to play / playing (a. play) soccer when I was very little. At the age of 11, I needed to move (b. move) to Barcelona to treat a growth hormone deficiency I used to have.

I planned to train (c. train) every day and kept practicing (d. practice) soccer. I began to play / playing (e. play) with the FC BARCELONA and made my official debut on November 16th, 2003. I was only 16.

I really enjoy playing (f. play) soccer and helping (k. help) children. There's nothing more satisfying than seeing a happy and smiling child.



3. There is a mistake in each sentence. Underline the mistake, correct it and rewrite the sentences.

- Lio really enjoys teache-children. Lio really enjoys helping children.
- I wanted to being a biologist. I wanted to be a biologist.
- You will probably see a pro soccer player. You will probably be a pro soccer player.
- Lio Messi would like to win many titles. Lio Messi would like to win many titles.
- My sister wanted to give me her designs. My sister wanted to give me her designs.

Grammar and Vocabulary

4. Write sentences that express the indicated function. Use the words in parentheses.

(be/goalkeeper)
-(become/famous soccer player)

a. I'd like to be a great goalkeeper.

-(score/a goal)
-(win/the match)

c. I need to score a goal.

-(train/every day)
-(help/my team)

e. I'm going to train every day.

b. I'd like to become a famous soccer player.

d. I need to win the match.

f. I'm going to help my team.

Express desire

Express necessity

Express decision

Grammar Strategy
Identify the communicative function of grammar patterns.

5. Complete the questions and place them in the correct space. Use the Word Bank.

- What is your most important achievement?
- Who inspired you to become a martial arts practitioner?
- How did you get the leading role in the movie, *The Last Airbender*?
- What do you plan to do in the future?

Reporter: Welcome to the show. Today, Noah Ringer, film star and taekwondo black belt, is going to tell us about himself. c
Noah: Well, my taekwondo teacher advised me to send a DVD to Paramount pictures. It was a homemade video.

Reporter: b
Noah: My father inspired me to begin practicing taekwondo.
Reporter: d
Noah: Well, I achieved black belt category when I was 10 years old.
Reporter: f
Noah: I think I'll make a couple of movies and then I'm going to help other teens become great martial arts practitioners.

6. Answer these questions with personal information.

- What do you enjoy doing?
Answers may vary.
- Who inspires you?
Answers may vary.
- What is your biggest achievement?
Answers may vary.
- What do you plan to do in the future?
Answers may vary.

Word Bank
• did
• do
• inspired
• is



Lesson 3

The Creator and His Creation

1. Preview the text and answer these questions.

- a. What kind of text is this?
- a biography
 - a story
 - a profile
- b. What's the topic of the text?
- Mickey Mouse
 - Walt Disney
 - Disney Corporation

Reading Strategy

Go over the text and pictures quickly to get a general sense of their content.



2. Read and label each paragraph.

Use the Word Bank.

Word Bank

- The legend
- The artist
- The producer
- The achiever
- The innovator
- The entrepreneur

a. **The legend**
 Walt Disney is one of the most recognized icons of American popular culture for his influence and contribution to the development of the motion picture and the entertainment industry. His creations revolutionized movies and television, and inspired the theme park industry of today.

b. **The artist**
 He was born in Chicago, Illinois, on December 5th, 1901. As a child, Walt Disney lived on a farm in Missouri where he enjoyed doodling. He also made a lot of detailed drawings of animals and flowers. He took long distance cartoon classes and went to night school to study art. Back in Chicago, he studied art and photography at The Academy of Fine Arts. In his younger years, he worked at different jobs such as a cartoonist for a school newspaper and for small commercial art studios.

c. **The producer**
 At the beginning of 1920, Alice in Wonderland was Walt Disney's first production. It mixed a real actress interacting with animated characters. In 1932, he created his first animation company, Laugh-o-Gram. A few years later, the company went bankrupt but he did not give up. Instead, he decided to continue trying and went straight to the movie industry in Hollywood. Soon he set up a cartoon studio with his brother. They called it the Disney Brothers Studio.

d. **The achiever**
 In the early 30's, a big success came with the creation of his most famous character, Mickey Mouse. Although Walt Disney created and drew many more characters, it was Mickey Mouse that embodied the unique vision and essence of his creator. Walt Disney used his voice for this character. In 1932, he received his first special Academy Award for the creation of Mickey Mouse.

Reading



e. **The innovator**
 Following the success of animated cartoon shorts, the Disney studio expanded and incorporated new technology. It produced full-length films such as *Snow White*, *Pinocchio*, *Fantasy*, and *Bambi*. These were films that combined not only pioneering technological advancements, but also heartwarming stories that brought Walt worldwide recognition.

f. **The entrepreneur**
 In the following years, the studio also diversified into other media. Walt Disney created his own music division called, Disney Records, and consolidated his companies in the film industry. He did not stop there. He kept envisioning and developing new kinds of live entertainment: Theme Parks. In 1955, Disneyland opened. It was based on successful Disney characters and films. Later came Disney World, in Orlando Florida.
 Walt Disney died on December 15th, 1966, but he left a heritage that keeps growing and evolving into new kinds of media and entertainment.

3. Go back to the text and identify the words in bold that match the following definitions.

1. **pioneering**
2. **envisioning**
3. **embodied**
4. **doodling**
5. **set up**

4. Answer the following questions based on the text.

- a. Where and when was Walt Disney born?
He was born in Chicago, Illinois on December 5th.
- b. What happened to his first animation company?
The company went bankrupt.
- c. What brought him fame and recognition?
The pioneering technological advancements in his movies and also heartwarming stories.
- d. Why was he an entrepreneur?
Answers may vary.
- e. What do you think of Walt Disney's creations?
Answers may vary.

Writing

1. Match the expressions to their meaning.

- | | | |
|----------------|---|-----------------------------------|
| a. As a child | d | 1. At an unspecified later time |
| b. Once | c | 2. Before a certain point in time |
| c. By the time | b | 3. On one particular occasion |
| d. Eventually | a | 4. When I was a child |

2. Read and complete this excerpt from Walt Disney's autobiography. Use the timeline and the Word Bank.

As a child (a), I lived on a farm in Missouri. I was interested in all kinds of animals. I used to sit under a big plum tree near my house just to watch the squirrels and other wild animals and to sketch them. (b) In 1910, my family decided to go to the city so we went to Kansas City. (c) In those days, I did not go to school. Instead, I took long distance art classes. (d) When I was 16, we went back to Chicago and I wanted to join the army, but I got rejected for being too young. Then, I decided to join the Red Cross and traveled to France where I drove an ambulance. (e) I had nothing to do, so I sat inside the ambulance and I covered it with all my drawings. (f) I was 19, I had decided to start my career as an advertising cartoonist. I began to experiment with different cartoons and stories. (g) I opened my own animation studio.

Word Bank

- By the time
- At-home-days
- Eventually
- When I was
- In 1910
- As a child
- Once

Writing Strategy

Use time expressions to sequence the organizational pattern of events.



Real Communication

LESSON 4 I Have the Knack!

1. Solve the crossword puzzle. Use the Word Bank.

Down
a. to have different ideas
d. to post something on Facebook

Across
b. to be energetic
c. to have talent
e. to do something for excitement

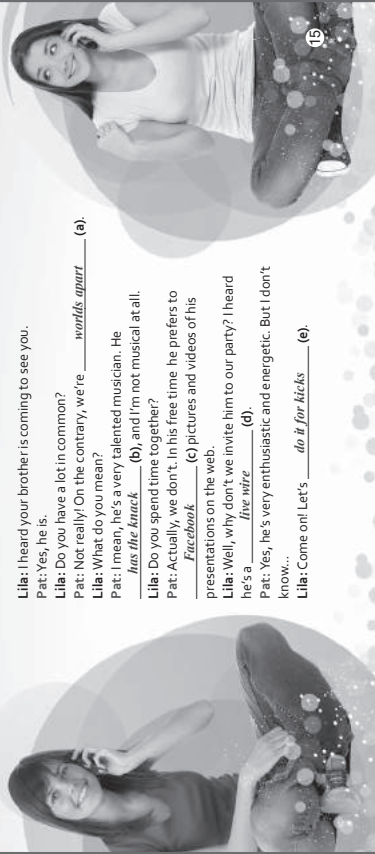
Word Bank
• worlds apart
• live wire
• do it for kicks
• have the knack
• Facebook

2. Complete the sentences using some of the idiomatic expressions.

- From Monday to Friday, Susan gets up at 5:30 AM, exercises for an hour, goes to school, works at a music store, does homework and watches TV. She is a live wire.
- Bob and Jack are worlds apart. Bob likes to play video games, surf the Internet and read a lot. On the contrary, Jack enjoys playing basketball in the park, hanging out with his friends, and going to the movies.
- Paul is good at math. He does difficult calculations really fast. He solves complex trigonometry problems easily. In physics, he remembers lots of the principles and equations. He has the knack for numbers.

3. Use the idioms above to complete the conversation.

Lila: I heard your brother is coming to see you.
Pat: Yes, he is.
Lila: Do you have a lot in common?
Pat: Not really! On the contrary, we're worlds apart.
Lila: What do you mean?
Pat: I mean, he's a very talented musician. He has the knack, and I'm not musical at all.
Lila: Do you spend time together?
Pat: Actually, we don't. In his free time he prefers to Facebook (c) pictures and videos of his presentations on the web.
Lila: Well, why don't we invite him to our party? Heard he's a live wire.
Pat: Yes, he's very enthusiastic and energetic. But I don't know...
Lila: Come on! Let's do it for kicks.



3. Write a short autobiography. Use the expressions above to organize your ideas chronologically.

_____ (place / date of birth)

_____ (significant people/moments/places in childhood)

_____ (significant people/moments in elementary school)

Answers may vary.

What Have You Done Lately?

1. Match the verbs with their complements.

- a. travel c 1. in a contest
- b. take up d 2. class
- c. participate b 3. a sport or hobby
- d. attend a 4. abroad

Vocabulary Strategy
Associate verbs with their possible complement to remember new words.

2. Read the clues and complete the crossword puzzle. Use the verbs above.

Clues

- Down**
- a. to go to an event.
- Across**
- b. to take part in an event.
 - c. to go on a trip out of the country.
 - d. to start practicing a sport or hobby.



3. Complete the sentences with the Simple Past or the Present Perfect form of the verbs from the exercises above. Then, match each sentence with its explanation.

- a. Jenny is now 15 years old. When she was 5, she took up ballet. Since then, she's dedicated a lot of her free time to her passion, dancing.
- b. She participated in several dance competitions.
- c. She has traveled abroad to represent her city in important contests three times.
- d. She's been busy with trips and presentations, so she (not) hasn't attended class lately.
- d She's not attending class. She's been absent for several days.
- a It's been ten years since she started to practice ballet.
- c She has been in different countries three times.
- b It's not the first time she's participating in a dance competition.



4. Complete the conversation between Ann and Bob with the correct form of the Present Perfect tense.

Ann: Where have you been (be) lately?
I have called (a. call) you many times and you haven't answered (not answer).

Bob: I lost my cell phone. Didn't you know? I have been (b. be) without my phone since last week.

Ann: Oh, gosh! That's terrible.

Bob: Well, actually, it hasn't been (c. not be) so bad. It's good to take a break.

Ann: He's in San Francisco? That's awesome!
Bob: Yeah!



5. Look at Matt's agenda. Complete the questions and answer them. Use *since* and *for*.

Activity	Jan.	Feb.	Mar.	Apr.	May.
E.g. play tennis	✓	✓	✓	✓	✓
a. be abroad		✓	✓	✓	✓
b. attend a music workshop				✓	✓
c. study Italian	✓	✓	✓	✓	✓

Grammar Strategy
Use time lines to help understand the difference in verb tenses.

E.g. How long has he played tennis?
He has played tennis since January or He has played tennis for five months.

- a. How long has he been abroad ?
He has been abroad since February
or He has been abroad for four months
- b. How long has he attended a music workshop ?
He has attended a music workshop since March
or He has attended a music workshop for three months
- c. How long has he studied Italian ?
He has studied Italian since January
or He has studied Italian for five months



6. Here are some questions you need to answer to become a member of a high school cultural festival. Unscramble the questions. Then, answer them based on your experience.

- a. in / have / been / long / school / you / How / high?
How long have you been in high school?
(Answers may vary.)
- b. festival / before / participated / you / in / Have / cultural / a?
Have you participated in a cultural festival before?
(Answers may vary.)

LESSON 2

Cultural Literacy for Everyone!

1. Classify the expressions in the Word Bank according to the two categories.

a. Definite time expressions to talk about finished actions:
Last December, four months ago, since February, when I began school, last Christmas

b. Indefinite time expressions to talk about unfinished or repeated actions:
recently, lately, before

2. Kim is on a school exchange. Complete her e-mail with the Simple Past or Present Perfect form of the verbs in parentheses.

Hello, Jay! How are you? It's been (be) a wonderful year abroad. I arrived (a. arrive) in Quebec last December. Canada is a wonderful country. Four months ago, I went (b. go) to Niagara Falls. It was amazing. I have learned a lot too! I have attended (c. attend) French class since February when I began (d. begin) school, and now I'm very fluent. I also took up (e. take up) basketball last January. Now I'm in the school team. We have won (f. win) 5 matches since the championship started. Lately, it has been (g. be) wonderful. I have traveled with the team to many cities here in Canada. What about you? I haven't traveled (h. not hear) from you recently. What did you do (i. do) last Christmas? Love, Kim.

Word Bank

- recently
- when I began school
- last December
- since February
- four months ago
- last Christmas
- lately
- before

3. Ben is a movie club director. Identify the question he asks Sue. Use the Questions Box.

Ben: So you want to participate in the movie club?
Sue: Yeah, I've always loved movies.

Ben: What movies have you seen recently ?
Sue: I saw "The Red Rose" last Friday. It's wonderful.

Ben: Really? What's it about ? (a)
Sue: It's about a musician's life.

Ben: I think that movie is based on a book.
Sue: Yeah, I've always loved movies.

Ben: Have you read it ? (b)
Sue: Well, not really! But I've seen the movie many times.

Ben: Wow! How many times have you seen it ? (c)
Sue: I've seen it three times.

Ben: Well, you must love it.

4. Ben asks you these questions to make you part of his club.

a. What book have you read recently? _____

b. What was it about? _____

c. Have you seen a good movie lately? _____

d. What's it about? _____

5. Read the Cultural Test. Then, label each answer with the question letter.

Adam

a. Yes, two months ago I took up origami, but I've lost interest.
c

b. I've eaten food from other countries once or twice.
d

c. I participated in a theater play a long time ago.
b

d. I've been once. I went to an art exhibit when I was a child.
a

Jonathan

a. Not really! I only like soccer.
c

b. No, I don't like to participate in those activities.
b

c. I've never been to a place like that.
a

d. I've always eaten local food.
d

Claire

a. I'm taking karate. It's been a great experience.
c

b. I've taken part in some events. Last month I participated in a dance contest.
b

c. I love going to museums whenever time I can.
a

d. I've eaten a lot of different types of food.
d

6. Circle the correct form of the verbs to give these teens some suggestions.

Adam:
You need to open up / opening up (a) to new possibilities. Learn to appreciate / appreciating (b) culture and knowledge. Start going / to go (c) museums and concerts. Consider to read / (reading) (d) more. It will help you open up your mind.

Claire:
Congrats! You enjoy experiencing / to experience (a) culture. You're not afraid of the unknown. You dare (to be) / being (f) a global citizen. You want (to learn) / learning (g) new things! We suggest (sharing) / to share (h) your experiences with others.

Adam:
You've had some good experiences. Dare to experience / (to experience) (i) new things. Don't avoid (going out) / to go out. (j) You'll learn great things. Be sure (to discover) / discovering (k) new ways to learn.

7. Read the comments some teens say in their study group, and give them some suggestions.

Person 1: You need _____
I'm traveling abroad. I'd like some advice! I'm a little nervous.

Person 2: Learn _____
When I meet new people I feel shy because I don't know what to say.

Person 3: Be sure _____
My teacher says I should read more, but books are boring.



LESSON 3

Reading to Choose!

1. Scan the two texts and choose a heading for each review.

Headings Box

- Movie Review
- Book Review
- Website Review
- Video Game Review

Reading Strategy

To find the topic, pass your eyes quickly over the text and identify key words.

2. Read the reviews and underline the key idea.

A. Website Review

1. Are you tired of trying to find the right book for you? Just like when you buy new clothes, and you try them on, wouldn't it be **convenient** to make sure you like a book before buying it? You can do this on *ReadingForFun.com*. You'll enjoy using this practical and **innovative** website with plenty of services. Unlike other online bookstores, you can browse the first pages of a book in the website's book list.
2. Book lovers will get familiar with literature by reading book reviews written by experts. In addition, you can find a large number of e-books in diverse formats. For members, there is a big discount on all books. I think this website is very **useful** because it offers the possibility to preview and get familiar with a book before buying it. I highly recommend it!

Stop and think. Which of the sentences below best expresses the key idea?

- a. The author thinks it's better to read reviews and not the complete books.
- b. The author thinks it's better to know something about a book and its author before buying it.
- c. The author thinks it's better to read a book online.

B. Movie Review

1. In my opinion, *Wall-E* is an **inspiring** animated production that **captivates** children, as well as adults, through a wonderful story told in an **unusual** way. It's the story of two robots that keep humans' hope of returning to their homeland alive. Unlike other Pixar productions, it has long silent scenes and cultural references that might not be **suitable** for some kids. Still, the story manages to touch most viewers as it is very clever, and fun. In addition, it brings up a very important ecological message. I strongly recommend it!

Stop and think. Which of the sentences below best expresses the key idea?

- a. The author thinks this movie has an interesting message for very young children.
- b. The author thinks this movie is unusual and captivating.
- c. The author thinks this movie is inspiring because it contains a beautiful ecological message.

3. There are five features that characterize a review. Identify the lines where you find them.

Characteristics	Website	Review	Movie
a. Differences with other products	Lines <u>4, 5</u>	Lines <u>3, 4, 5</u>	Lines <u>3, 4, 5</u>
b. An opinion about the product	Lines <u>2, 3</u>	Lines <u>1, 2</u>	Lines <u>1, 2</u>
c. Rephrasing opinion	Lines <u>8, 9, 10</u>	Lines <u>7</u>	Lines <u>7</u>
d. Description of the product's characteristics	Lines <u>6, 7</u>	Lines <u>5, 6</u>	Lines <u>5, 6</u>
e. Introducing the topic	Lines <u>1, 2</u>	Lines <u>2, 5</u>	Lines <u>2, 5</u>

4. Go back to the reviews and match the word with the definition.

- a. a better, different or new way of doing things e 1. captivate
- b. better, helpful a 2. innovative
- c. helpful and practical c 3. useful
- d. a feeling of excitement about doing something d 4. inspiring
- e. to attract and be interesting b 5. convenient
- f. the right qualities for a particular purpose g 6. unusual
- g. strange and exceptional f 7. suitable

Vocabulary Strategy

Identifying similar words in English and Spanish help you to get their meaning.

5. Restate the following opinions using the synonyms or definitions from exercise 4.

Eg. You'll enjoy using this innovative website with plenty of useful services. The website offers a lot of different, new and practical services you'll love.

a. Wouldn't it be convenient to make sure you like a book before buying it?

Wouldn't it be better and helpful to make sure you like a book before buying it?

b. *Wall-E* might not be suitable for some kids.

Wall-E doesn't have the right qualities for some kids.

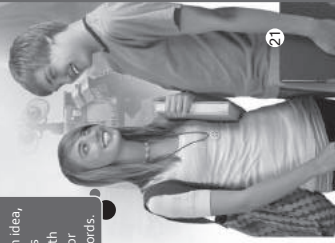
c. I highly recommend this movie because it's inspiring and very clever.

I highly recommend this movie because it causes a feeling of excitement and it's very clever.

Vocabulary Strategy

When you rephrase an idea, you express the idea with synonyms or different words.

WALL·E



Mysteries

1. Write the adverbs for the corresponding adjective in the chart below.

Adjective	Adverb
• lucky	<i>luckily</i>
• surprising	<i>surprisingly</i>
a. mysterious	<i>mysteriously</i>
b. angry	<i>angrily</i>
c. quick	<i>quickly</i>
d. suspicious	<i>suspiciously</i>

Vocabulary Strategy

- Make adverbs from adjectives
- add "ly" at the end of an adjective.
- If the adjective finishes in "y", replace it with an "i" and add "ly".

2. Read the comic. Then, look at Raj's face and write the correct adverb. Use the words above.

The Impostor

It all happened one night when Raj arrived home late. *Mysteriously* (a), someone had eaten his dimer.



Quickly (c), he ran to ask his mother about these unusual things. What she told him was very, very strange.



The next day, when he arrived at school, his class had already finished. *Surprisingly* (e), someone had already taken an exam for him. It wasn't him.



Angrily (b), he went upstairs and noticed that someone had been in his room.



Suspiciously (d), he went back to his bedroom and began to look for the person who had done all those things. He thought that it must have been an impostor.



Raj felt really scared. *Luckily* (f), his best friend, Carl, knew exactly what was happening.



To be continued

3. Look at Raj's bedroom. Complete the sentences using the Past Perfect.

By the time Raj went to his bedroom, someone had signed into his e-mail account. Someone had checked (a. check) his chemistry files. Someone had played (b. play) his guitar. Someone had called (c. call) his friends. Someone had left (d. leave) the room through the window. Luckily, that person hadn't worn (e. not / wear) his pajamas.

4. The comic continues... Complete it with the Simple Past or Past Perfect tense.

Raj showed (show) his friend Carl what had happened (happen) in his bedroom. Carl was worried about him, so he explained (a. explain) to Raj that some days ago, at the chemistry lab, he had fallen (b. fall) down and had hit (c. hit) his head badly. Raj immediately remembered the incident, but he also remembered (d. remember) that something strange had happened (e. happen) before to him. A strange guy had followed (f. follow) him. Raj realized (g. realized) he hadn't fallen (h. not fall), down as he remembered someone had hit (i. hit) him from behind. Suddenly, everything was clear to Raj. Before the incident happened (j. happen), he had created (k. create) a formula to become invisible. Unfortunately, someone was trying to steal it. Raj ran to his computer and searched for his files. There was no record of his experiment. Mysteriously, all his files were gone. The impostor had already taken (l. take) them.



Grammar Strategy

The Past Perfect shows the action in past that happened first.

5. Complete the narration. Use the Word Bank.

Ash: Hey Beth! Listen to this story my chemistry teacher told me.

Beth: *I'm all ears* (a).

Ash: Once, a student was working on a formula at the chemistry lab. After he had completed it, strange things happened to him.

Beth: *Sounds creepy!* (b) What happened?

Ash: Well, he began to forget the things he had done. Instead he thought there was an impostor doing all his things.

Beth: Really? What happened after that?

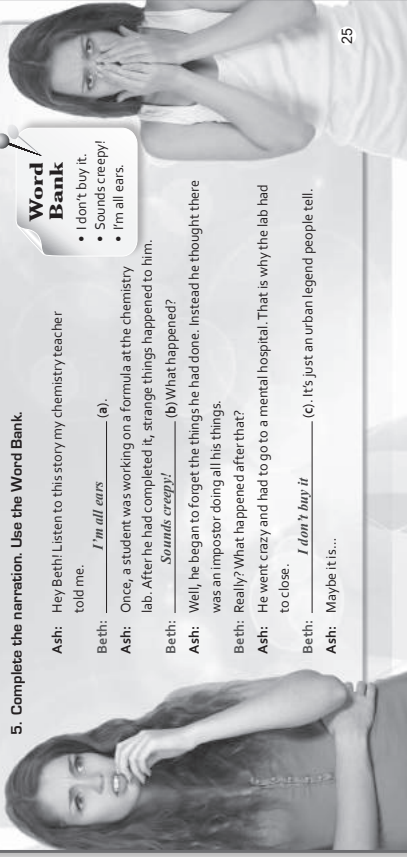
Ash: He went crazy and had to go to a mental hospital. That is why the lab had to close.

Beth: *I don't buy it* (c). It's just an urban legend people tell.

Ash: Maybe it is...

Word Bank

- I don't buy it.
- Sounds creepy!
- I'm all ears.



Mysteries

1. Write the adverbs for the corresponding adjective in the chart below.

Adjective	Adverb
• lucky	<i>luckily</i>
• surprising	<i>surprisingly</i>
a. mysterious	<i>mysteriously</i>
b. angry	<i>angrily</i>
c. quick	<i>quickly</i>
d. suspicious	<i>suspiciously</i>

Vocabulary Strategy

- Make adverbs from adjectives
- add "ly" at the end of an adjective.
- If the adjective finishes in "y", replace it with an "i" and add "ly".

2. Read the comic. Then, look at Raj's face and write the correct adverb. Use the words above.

The Impostor

It all happened one night when Raj arrived home late. *Mysteriously* (a), someone had eaten his dimer.



Quickly (c), he ran to ask his mother about these unusual things. What she told him was very, very strange.



The next day, when he arrived at school, his class had already finished. *Surprisingly* (e), someone had already taken an exam for him. It wasn't him.



Angrily (b), he went upstairs and noticed that someone had been in his room.



Suspiciously (d), he went back to his bedroom and began to look for the person who had done all those things. He thought that it must have been an impostor.



Raj felt really scared. *Luckily* (f), his best friend, Carl, knew exactly what was happening.



To be continued

Lesson 2
Fantasy

1. Find these words in the word puzzle.

Word Bank
castle knight
dragon miller
elf prince-
fairy princess
giant sausage
gnome sausage
gold straw
woodcutter

The Prince and his Quest

Once upon a time, there was a prince who lived in a big, old castle.
 (a) One night, the prince felt really sad, so he thought: "If I had a princess, I'd be a happy prince."
 The next day, he decided to start a romantic quest. On the road, he found three different men, and a woodcutter (b), with his ax in his hand, a knights (c) in a shining armor, and a millar (d) by his mill. The prince asked each one about a place to find a princess but he always got the same reply from them: "If I knew that, I'd tell you. But I don't so I won't."
 One morning, the prince saw a gnome (e) counting all his golden coins. He told the prince, "If I told you where she lives, what would you give me?"
 The prince offered him something he can turn into gold: "If you tell me, I'll give you a some straw (f). The gnome did not like the offer so he left hurriedly. The prince continued walking. In the afternoon, he came to a beautiful tree and he said to himself, "If I found a beautiful fair (g) it would surely tell me where to find the princess."
 Instead, an elf (h) with pointed ears appeared and told him about a girl who was a prisoner in the cave of a giant (i) as tall as a mountain. Quickly, the prince went to the cave. On his way, he found a terrible winged creature. It was a dragon (j). The prince gave it a delicious sausage (k), and they became friends. The dragon was taller than the giant. With its size and the prince's abilities, they rescued the princess. The prince and the princess met and went back to the castle to live happily ever after with their big pet!

Grammar and Vocabulary

3. Based on the story, match the condition with its result.

a. If the prince had a princess, _____
 b. If the dragon didn't like the sausage, _____
 c. If the prince gave money to the gnome, _____
 d. If the woodcutter knew where to find the princess, _____
 e. If the giant weren't so tall, _____

1. he'd tell the prince about it.
 2. it'd be easy to rescue the princess.
 3. he wouldn't be so sad.
 4. he'd help him find the princess.
 5. he wouldn't be friendly.

4. Unscramble the words to write conditionals about famous fairy tale stories.

a. elves / I were / we / tiny / live / in / we'd / tree / a
 If we were elves, we'd live in a tiny tree.
 b. dragon / if / my / brother / had / as / a / mom / wouldn't / like / my / pet / it
 If my brother had a dragon as a pet, my mom wouldn't like it.
 c. if / were / a / knight / he'd / have / to / defend / the / king / his
 If the king were a knight, he'd have to defend his kingdom.
 d. if / fairy / a / in / I'd / my / ask / saw / her / garden / to / me / a / wish / giant
 If I saw a fairy in my garden, I'd ask her to grant me a wish.
 e. had / if / I / turn / powers / I'd / magical / straw / gold / into
 If I had magical powers, I'd turn straw into gold.

5. Look at the pictures and complete the conditionals with your ideas.

If I were (be) a prince or a princess, I would live (live) in a castle. If I lived (live) in a castle, I'd have (have) a big yard. If I had (have) a big yard, I'd plant (plant) a magic tree. If I planted (plant) a magic tree, I'd climb (climb) a magic tree to the sky. If I climbed to the sky, I'd see (see) a city.
 Answers may vary.

If _____
 Answers may vary.

If my pet _____ were _____ (b. be) a dragon, we _____ 'd fly _____ (c. fly) to school. If we _____ flew _____ (d. fly) to school, we _____ 'd have _____ (e. have) a lot of friends. If we _____ had _____ (f. have) a lot of friends, we _____
 Answers may vary.



LESSON 3

Stories of all Kinds

Reading Strategy

A myth explains the creation of a natural phenomenon.

1. Preview the text and match the gods to their powers. Check after reading.

- a. Demeter b 1. the god of love
- b. Eros c 2. the god of the underworld, where the dead live
- c. Hades d 3. the messenger of the gods
- d. Hermes e 4. the king of the gods and god of the sky
- e. Zeus a 5. the goddess of harvest and fertility

2. Read the myth.

The Rescue of Persephone

Long ago, in the mountainous island of Sicily, there lived a goddess called Demeter, the goddess of harvest and fertility. She allowed people to collect fruits, vegetables, and animals to eat. She and her beautiful daughter, Persephone, lived happily, but one day this changed.

It all started when Hades, the god of the underworld, wandered into Persephone's garden. All of a sudden, he was shot by an arrow sent by Eros, the god of love, who made him fall in love with Persephone. Sometime later, when this girl was picking some flowers, she magically vanished from the earth. Zeus, the king of gods, witnessed everything.

Demeter looked for her daughter angrily and worriedly, but she could not find her. She felt so sad that she stopped blessing the earth. Plants stopped growing, seeds didn't sprout, so animals died.

Soon, Zeus realized the terrible consequences of these happenings. So, he told Demeter that Hades had kidnapped Persephone and had taken her as a prisoner in his realm. Zeus asked Hermes, the messenger of the gods, to look for Persephone in the underworld. But, Zeus warned Demeter, "I can only bring her back if she has not eaten any food from the underworld."

Meanwhile, Persephone was tempted to eat some fruits, but she knew she couldn't, "if I eat them, I will never get out of this place." She thought. Unfortunately, the underworld gardener tricked her, "It won't do you any harm to smell their fragrance." She thought. Persephone took the fruits. They reminded her of the outside world, so she ate them thoughtlessly. Sadly, by the time Hermes arrived, Persephone had already eaten the fruits. "She cannot leave, she just ate some fruits, now she's my wife," said Hades to Hermes.

When Demeter found out about her daughter's fate, she begged Zeus to charge her terrible destiny. "If you don't help her, I won't fertilize the soil anymore and all people will die." Zeus, almighty, decided that Persephone could stay with her mother for two-thirds of the year. She had to stay with her husband in the underworld for the other third.

In the end, Demeter accepted the conditions. Every time Persephone came out of the underworld, the warm touch of Demeter was felt all over the earth for eight months. Seeds grew and blossomed. Once Persephone had to go back to the underworld to stay with her husband, for the next 4 months, Demeter's sadness made the earth sterile. This happened year after year.

3. Read again. Identify the characters, the settings, the conflict and the resolution of the myth.

- a. Characters
Persephone, Demeter, Hades, Zeus, Hermes, Eros and the underworld gardener.
- b. Settings
The island of Sicily, Persephone's garden, and the underworld realm.
- c. Conflict
Persephone vanishes from the earth. Demeter stops blessing the earth. Zeus sends Hermes to look for Persephone. The underworld gardener tricks Persephone to eat some fruits. Hermes arrives to the underworld but can not take Persephone back. Hades says Persephone was his wife.
- d. Resolution
Zeus decides Persephone can stay with her mother for two-thirds of the year and with Hades the other third.

4. Go back to the reading and match the words with the definitions. Use context clues.

- a. bless e 1. a kingdom
- b. fate k 2. part of a plant that produces a new one
- c. harvest d 3. to take and keep someone illegally
- d. kidnap b 4. destiny
- e. realm f 5. to disappear
- f. vanish c 6. process of collecting food crops
- g. seed a 7. to provide something good or desirable
- h. sprout h 8. to grow

5. Answer these questions.

- a. Why couldn't Demeter find Persephone when she went around the world looking for her?
Because she was underground.
- b. What would the consequences be if plants stopped growing and seeds didn't sprout?
There would be no food, so humans would die.
- c. What natural phenomenon does this myth explain? Why?
It tries to explain the reason why there are seasons.

Writing

1. Write your own story. Outline the following aspects.

Main characters

Answers may vary.

Conflict

Answers may vary.

Secondary characters

Answers may vary.

Resolution

Answers may vary.

2. Go back to the story "The Rescue of Persephone" and find expressions to complete the chart.

	Expressions	
to begin a story	to introduce the main events	to indicate the ending
Once upon a time	Suddenly	Finally
Initially, <u>One day</u>	Unfortunately <u>All of a sudden</u>	Eventually
<u>Long ago</u>	<u>Sometime later</u>	<u>In the end</u>
<u>It all started</u>	<u>Soon</u>	
	<u>Meanwhile</u>	
	<u>When</u>	

Writing Strategy

Outline the story and its principal elements. Use expressions to signal the transition of the events.

3. Write your story. Use the expressions from the exercise above.

Answers may vary.

Real Communication

Lesson 4

He Gives Me the Creeps

1. Label the pictures with the colloquial expressions in the Word Bank.



Word Bank

- a. To draw a blank
- b. To give someone the creeps
- c. To have something on the tip of the tongue
- d. To be between a rock and a hard place

2. Use the colloquial expressions to rewrite the sentence.

- a. I had a dilemma. I didn't know what decision to make. I was between a rock and a hard place. I didn't know what decision to make.
- b. He had no idea. Nothing came to his mind. He drew blank. Nothing came to his mind.
- c. I was horrified when I saw the spider. I just ran. The spider gave me the creeps. I just ran.
- d. I hate it when I can't remember a word I know. I hate it when I have something on the tip of my tongue.

3. Complete the conversations with some colloquial expressions.

Anne: Have you heard of the story of Odysseus?
 Bob: Yeah, he killed... Umm what was the monster called?
 Anne: He killed a couple of monsters, which one?
 Bob: It was a six-headed sea monster. What's it called? I know it. I have it on the tip of my tongue. (a.)
 Anne: Medusa?
 Bob: No... It was Scylla. That monster gives me the creeps! (b.) It's really scary.
 Anne: Yeah, anyway, last week I had a quiz on Greek myths.
 Bob: How did it go?
 Anne: It was terrible. The quiz was about The Odyssey. I hadn't read the book.
 Bob: I know the story. Odysseus returns home after the Troy war, but it takes him a long time to get home. Most of the time, he is between a rock and a hard place. (c.) He had to face monsters and dangers.
 Anne: Why didn't talk to you before the quiz?



What Kind of Traveler Are You?

1. Look at the pictures to complete the sentences. Use the Word Bank. Then, choose which option (A, B or C) best describes you.

Are you a green traveler?

Word Bank

- bicycle trips
- bus
- bus tours
- cabin
- canoe
- car
- cruise
- foot
- hiking
- hotel
- kayaking
- plane
- sightseeing
- tent

A You prefer to stay in a luxurious hotel (a) and travel by plane (b). It's quick and comfortable. You enjoy going on a cruise (c) to do relaxing activities like sun bathing.

B You prefer to stay in a peaceful cabin (d) and to travel by bus (e) or by car (f). You love to enjoy the landscape. You enjoy going on a bus tour (g) and going sightseeing (h) around the woods, towns and cities.

C You prefer to stay in a tent (i) and to travel by canoe (j) or on foot (k). You enjoy going on bicycle trips (l) and practicing activities like hiking (m) and kayaking (n).



2. Complete with *much* or *very*. Then, find out what kind of traveler you are depending on the option you chose above.

If your answer is A, you prefer to feel more comfortable than ecological.

Remember that if you make much smarter choices, it will benefit you and also the environment, the people and destination you visit. You might need to be very careful when searching or planning your activities to become much (a) greener.

If your answer is B, you're much (b) more conscious and eco-friendly. You're very (c) practical and responsible. Remember to choose places, travel agencies, and tours that also show responsible attitudes towards the environment and the local culture.

If your answer is C, congratulations! You're a very (d) green traveler. You're helping the environment to be much (e) cleaner and healthier. Pass on your tips!

3. Write sentences to defend a greener position. Use the clues.

- E.g. Water skiing is very exciting.
Well, kayaking is much eco-friendlier.
- a. Planes are very convenient.
Well, bicycles are much ecological than cars.
- b. Hotels are very comfortable.
Well, when camping you are much closer to nature.
- c. Crocodile leather hats are very exotic.
Well, crafts made with other materials are much greener.

4. Underline the correct tag question. Then, match it with an answer.

- a. You love traveling by plane, don't you? / aren't you? C 1. Yes, they do. They're on sale.
 D 2. Actually, I bought them in Japan.
- b. The landscape is lovely, don't you? / isn't it? A 3. Yes, I do. It's comfortable.
- c. Train tickets cost less than plane tickets, doesn't it? / don't they? B 4. No, she hasn't.
- d. You bought these crafts in Mexico, don't they? / didn't you? D 5. Yes, it is. I love it.
- e. She's been kayaking before, hasn't she? / doesn't it? C

5. Read and complete with a tag question.

Mr. Coe: Hello class, I have good news! We're going out of town. It will be fun, won't it (a)?

Lynn: Oh no! We're sleeping in a hotel, aren't we (b)?

Mr. Coe: No, we're not. We're going green!
Tom: We don't have to wear green clothes, do we (c)?

Mr. Coe: Actually, to be green is helping to protect the environment. We're going camping near Lake Season to appreciate nature.

Meg: We went there last year, didn't we (d)?

Mr. Coe: No, we didn't. We went to Lake Superior. By the way, you love water sports, don't you (e)?

Meg: Of course!



6. You're going camping. Look at these signs and ask about the rules. Use tag questions.

E.g. We can go kayaking, can't we?

- a. *We can't walk the dog.* Can we?
 b. *We can hike.* Can't we?
 c. *We can swim.* Can't we?
 d. *We can't make fires.* Can we?
 e. *We can't go on bicycle trips.* Can we?



Lesson 2
You Can't Miss It!

Grammar and Vocabulary

1. Look at the campsite's map. Use the clues to complete the missing places.

Clues

- The cafeteria is **between** the bike rental office and the information office.
- The cabins are in **front** of the tree house, the information office, and the bike rental.
- The showers are **between** the restrooms and the vending machine in the camp site.
- The playground is in **front** of the restrooms.
- The tree house is **behind** the information office.

Map Legend

a. _____	f. _____
b. _____	g. _____
c. _____	h. _____
d. _____	i. _____
e. _____	j. _____

Vocabulary Strategy
Infer missing information using the visual and linguistic clues

2. Look at the map and follow the directions. Find the right place.

At the entrance
Bill: Excuse me, ma'am, could you tell me where the _____ waterfall (a) is?
Guide: Sure! Just go straight ahead, and take the road on the left. Keep walking and go past the cafeteria and the bike rental office. Then cross the intersection and you'll see three roads. Take the road in the middle. Go along the trail until you get there. You can't miss it!

At the vending machine
Ann: Excuse me, Can you tell me where the _____ tree house (b) is?
Sam: I think it's on the other side of the campsite. Just walk across the campsite and go south along the bike path, walk down until you get to the cafeteria, then turn left. It's just behind the information office.
Ann: Along the bike path until the cafeteria, and left at the corner. Thanks!

Lesson 2
You Can't Miss It!

Grammar and Vocabulary

3. You're at the cafeteria. Give directions to get to the playground. Use the map and the Word Bank.

Word Bank

- walk across the campsite
- go straight ahead
- it's in front of the restrooms.
- take the road on your left.

Todd: Could you tell me where the playground is?
You: _____ (a) and _____ (b)
Then, _____ (c)
_____ (d) You can't miss it!

Word Bank

- where
- what time
- if (x3)
- why

4. Complete the request and match it with an answer. Use the Word Bank

a. Do you know why swimming is forbidden?
b. Do you know if there is a pool in the camp ground?
c. Could you tell me where I can get something to eat?
d. Could you tell me if the river is near?
e. Do you have any idea what time the information office opens?
f. Can you tell me if I can rent bikes here?

1. No, there isn't.
2. Sure you can. The bike rental is next to the cafeteria.
3. Actually, it's kind of far. You need to walk for about 45 minutes.
4. I think it's because there are some dangerous animals in the river.
5. It opens at 7:30.
6. There is a vending machine is next to the showers.

5. You're camping and you need some information about the campsite. Ask polite questions about these things.

a. The money you need to spend to stay in a cabin.
Could you tell me how much money I need to spend to stay in a cabin for a night?

b. The time the bike rental office opens.
Could you tell me what time the bike rental office opens?

c. A place where you can get a bottle of water.
Could you tell me where I can get a bottle of water?

d. Dangerous animals around.
Could you tell me if there are any dangerous animals?

e. Other: _____

Answers may vary.

Hyde Park Cycling Route

Our tour starts at the greenest and most relaxing place in the middle of London: Hyde Park. It has a wide **range** of amenities like restaurants, cafes, as well as sporting facilities like tennis courts, boat rides, children's playgrounds and different monuments. There are various cycling possibilities within the park, but we recommend going **around** (a) the Serpentine Lake and visiting a very important monument along the route: Diana's Fountain, a memorial built to pay tribute to the late Princess Diana of Wales. Hyde Park is also **well known** for its vibrant sporting and cultural activities like concerts, festivals, horse riding, and exhibitions. Don't worry about your bike if you want to take part in these activities. There are docking stations to keep your bike safe.

River Thames Route

This route includes a visit to Buckingham palace. Then, it goes **across** (b) the River Thames and **along** (c) its banks. It will take you past **must-see** places like Big Ben, the House of Parliament, the London Eye, The Tate Modern, St. Paul's Cathedral and the famous, **iconic** Tower Bridge. Enjoy its impressive construction and **witness** years of history that have made this bridge one of the most visited tourist attractions. To get there, cycle **eastward** (d) along the north bank for a great view of the river.

Olympic Venues Route

London has been an Olympic city on three occasions: in 1908, 1948, and 2012. Visit the Olympic venues and admire the legacy of these world events without tour. After the Tower Bridge, the tour makes its way **through** (e) the Olympic Park to the Olympic Stadium where the opening and closing ceremony of the 2012 Olympics took place. Then it goes **around** (f) the Olympic Park where you can see other interesting Olympic venues, such as the Basketball Arena and the incredible Velopark Aquatics Center where some of the most important competitions took place.

4. Match the words in bold with their definition.

- | | |
|---------------|---|
| a. must-see | <input checked="" type="checkbox"/> 1. popular |
| b. iconic | <input checked="" type="checkbox"/> 2. a highly recommended attraction or place |
| c. path | <input checked="" type="checkbox"/> 3. land along the side of a river or a lake |
| d. bank | <input checked="" type="checkbox"/> 4. to be present and see when something happens |
| e. venues | <input checked="" type="checkbox"/> 5. a location for an organized event |
| f. witness | <input checked="" type="checkbox"/> 6. variety |
| g. range | <input checked="" type="checkbox"/> 7. a place or a person that represent an important idea |
| h. well-known | <input checked="" type="checkbox"/> 8. a small road |

Reading Strategy

To check the validity of opinions, look for the reasons that support them.

5. Answer the questions according to the text.

- Why is cycling a popular activity in London?
Because it is a solution to getting around a city with a big population.
- Why is Hyde Park a well-known place?
Because it has a wide range of amenities, sporting facilities and different monuments. It also has vibrant sporting and cultural activities.
- Why is London a city attractive for tourists?
Because it has a mix of interesting old, modern and contemporary landmarks.

LESSON 3 A City Like No Other

1. How much do you know about London? Circle the right option.



Word Bank

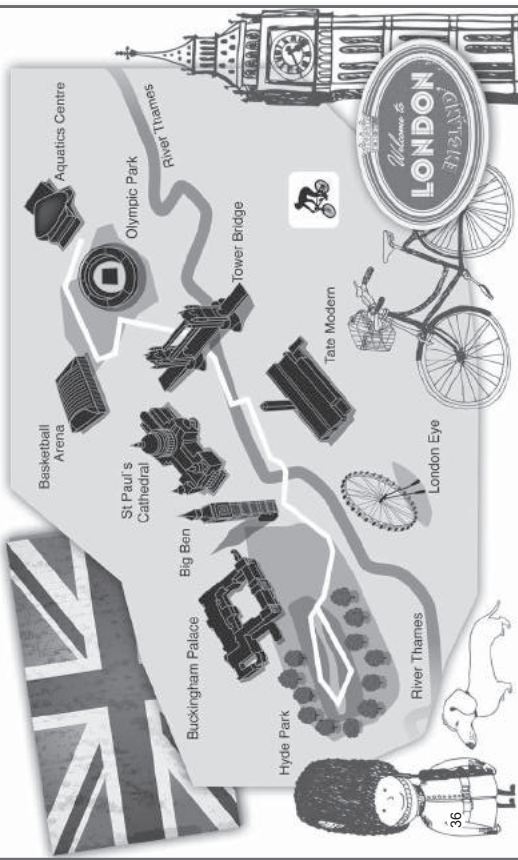
- around
- along
- through
- across
- eastward

- London is a small / medium / **big** city.
- London has a river that runs **through** the city / **around** the city / in the north of city.
- The last time London hosted the Olympics was in **2012** / 2010 / 2011.
- London doesn't have / has **good cycling facilities**.

2. Read. Analyze the map, and use the Word Bank to complete the text.

Cycling Around London

When you live or visit a city like London, getting **around** can be a bit complicated because it has the biggest population in the UK and Europe (more than 7 million inhabitants) and the number of tourists who visit every year (almost 10 million visitors a year) is extremely high. That is why cycling has become the preferred means of transportation for a lot of Londoners as well as tourists. Join the bike revolution and discover this magnificent city, full of history and modernity, in as green a way as possible. Our tour includes a visit to famous landmarks, and some of the most recognized Olympic venues. Pedal your way **along** bicycle paths, cycle canals and roadsides, and enjoy all the cycling facilities London has to offer. There's something exciting for everyone. Why not checking it?



Writing

- Design a brochure about a place you choose. Then, select your purpose for making it. Next, complete the outline using specific information.

Places

- a school or university
- a city or town
- a store

Purpose

- to choose a place to study
- to select a tour
- to get information about an iconic place
- to promote a product

Writing Strategy

The information you include in a brochure depends on its purpose and audience.

- Investigate the necessary information to complete this outline according to the place you choose.

Characteristics of the place

Historical or interesting information

Other important information

- Follow these steps to organize your brochure.

- Write an introduction that attracts attention to the place.
- Include background information about the city or place you choose.
- Describe your opinion about the place, its facilities, and its advantages. Remember to support your opinions with good reasons.

- Welcome to

(name of the place)

Answers may vary.

-

-



Real Communication

Lesson 4

Shake a Leg

- Read the story, look at the pictures and complete the dialogs. Use the Word Bank.

One day, I almost missed the school bus back home. I had to hurry.



Shake a leg! _____ (a)

When I got on the bus, I realized that a friend was driving. We started our journey.

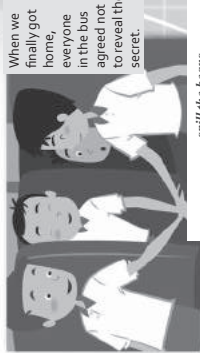


Let's _____ hit the road! _____ (b)

But we didn't go home. We went all around the city, sightseeing. We were all very excited.



Let's go out and about _____ (c)



When we finally got home, everyone in the bus agreed not to reveal the secret.

We won't _____ spill the beans _____ (d)

Word Bank

- spill the beans
- hit the road
- shake a leg
- go out and about

- Complete the crossword puzzle with the right colloquial expressions.

Cues

Down

- when someone is late for something you say...
- when you start a trip, you say...

Across

- when you reveal a secret, you...
- When you go out to public places to meet people, you...

a.

s	h	h	a	k	e	a
---	---	---	---	---	---	---

b.

h	i	t	h	e	b	e	a	n	s
---	---	---	---	---	---	---	---	---	---

c.

s	p	i	t	h	e	b	e	a	n	s
---	---	---	---	---	---	---	---	---	---	---

d.

g	o	o	u	t	a	n	d	a	b	o	u	t
---	---	---	---	---	---	---	---	---	---	---	---	---

- When was the last time you hit the road? Where did you go? _____

Answers may vary.

- Answer the questions with personal information.
 - Do you remember the last time you spilled the beans? What happened? _____

Answers may vary.

Lesson 2

Disasters and Consequences!

1. Label the pictures.

a. hurricane

b. tornado

c. earthquake

d. tsunami

Word Bank

- hurricane
- tornado
- tsunami
- earthquake

2. Identify synonyms to complete this puzzle. Use the words in bold as clues.

Vocabulary Strategy
Associations help you remember new words.

Clues

Down

- When a town is hit by a tsunami, buildings are **destroyed** by the waves.
- When a house is destroyed, it needs to be **fixed**.

Across

- When someone is **hurt** in a disaster, he or she needs medical assistance.
- When people are evacuated, they're **guided** to a safe place.
- When people are trapped after an earthquake, they must be **saved**.

3. Match column A with column B to complete the questions. Then, find the answer in column C.

A	B	C
a. Were people <u>d</u> damaged by the earthquake?	<u>1</u> . No it wasn't. Everyone was surprised.	
b. Will the coastal area <u>a</u> be injured by the disaster?	<u>2</u> . Yes, they have. Check before you hit the road.	
c. Was the hurricane <u>b</u> hit by huge waves?	<u>3</u> . Yes, some people were hurt.	
d. Have the main roads <u>c</u> expected?	<u>4</u> . Yes it will. Go to a shelter.	

4. Journalists are interviewing experts. Write the questions. Use the answers as clues.

Journalist: Thanks for being with us today. We'd like to ask you a few questions about some natural disasters. The first question is about earthquakes. Can earthquakes be predicted? (a)

Mr. Gomez: No, they cannot be predicted. The only thing we can do is measure them when they happen.

Journalist: How are they measured? (b)

Mr. Gomez: They're measured with a device called, seismograph.

Journalist: What about tornados? How are tornados produced? (c)

Mr. Gomez: Well, this phenomenon is not fully understood yet, but they are produced when two masses of air with different temperatures and conditions create atmospheric instability.

5. Choose the correct option from the box to complete the questions.

a. Journalist: How is a tornado's strength determined?
Mr. Gomez: Its strength is determined by the damage it causes.

b. Journalist: How can we be prepared for a disaster?
Mr. Gomez: It's important to create a plan and prepare an emergency kit.

c. Journalist: Was the Japanese tsunami caused by the earthquake in 2010?
Mr. Gomez: Yes, it was. An earthquake caused the tsunami.

d. Journalist: When are the people in the affected area helped and rescued?
Mr. Gomez: As soon as the storms stops, a group of local volunteers are sent to the area.

- a. 1. be
2. is
3. were
- b. 1. can - be
2. is - be
3. can - is
- c. 1. Was
2. Be
3. Will
- d. 1. were
2. are
3. will

6. You're being interviewed. Answer the questions according to your personal experiences.

a. Have you ever been injured in a disaster? If not, do you know someone who has?

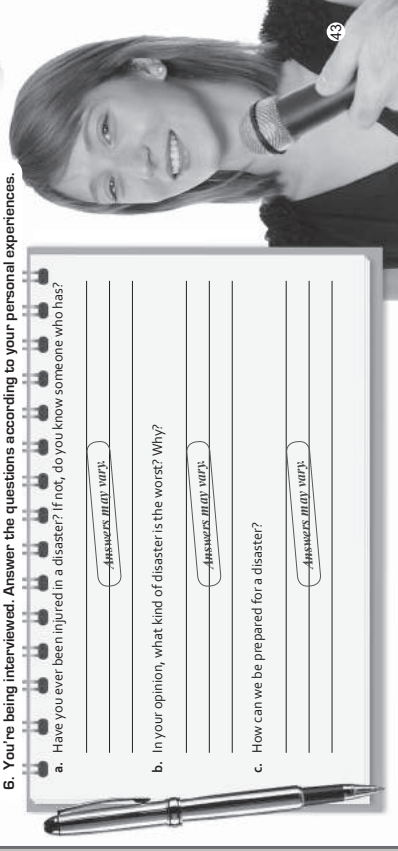
_____ Answers here vary.

b. In your opinion, what kind of disaster is the worst? Why?

_____ Answers here vary.

c. How can we be prepared for a disaster?

_____ Answers here vary.



LESSON 3
School News

1. Rank the following students' problems from 1 to 6, with 1 being the most critical and 6 the least critical.

School absenteeism Name calling Disrespect for teachers
 Lack of parental care Bullying Student apathy

Answers may vary.

2. Read and complete with the correct expression. Use the Word Bank.

Reading Strategy
Identify connectors to understand the author's thesis and arguments.

Word Bank

- instead
- according to
- on the other hand
- although
- on one hand

Saint Joseph School joins the anti-bullying campaign!

Saint Joseph school has joined the anti-bullying campaign that aims to eradicate bullying from schools across the nation. "The central idea of the campaign is to help students find ways to resolve conflict in healthy ways," said Miriam Tellez, an educational specialist who is behind the campaign.

According to Mrs. Tellez, when attacking this problem, we have to pay attention to all the people involved. The consequences of this aggressive behavior affect both the victims and the aggressors.

On one hand (a), the victims suffer from social isolation, suicidal tendencies, school absenteeism, poor school performance, depression, anxiety and lack of self-esteem. On the other hand (b), the aggressors are very likely to behave in a hostile way in most situations in their lives. Consequently, the whole community is affected in the long run.

The evidence suggests that an alarming number of school shootings, suicides and teen crimes are caused by the despair and feelings of isolation that bullying produces.

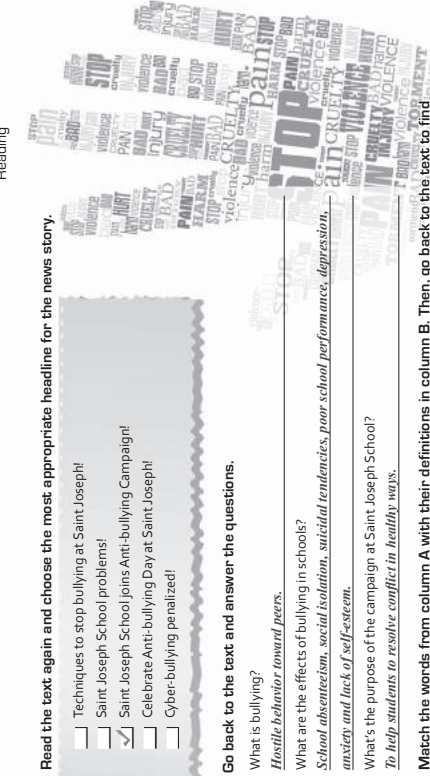
Although (c) bullying is not a new problem, it has definitely turned into a big issue. A recent national survey of schools showed that almost 35% of students are bullied or have been bullied.



Reading

3. Read the text again and choose the most appropriate headline for the news story.

- Techniques to stop bullying at Saint Joseph!
- Saint Joseph School problems!
- Saint Joseph School joins Anti-bullying Campaign!
- Celebrate Anti-bullying Day at Saint Joseph!
- Cyber-bullying penalized!



4. Go back to the text and answer the questions.

a. What is bullying?
Hostile behavior toward peers.

b. What are the effects of bullying in schools?
School absenteeism, social isolation, suicidal tendencies, poor school performance, depression, anxiety and lack of self-esteem.

c. What's the purpose of the campaign at Saint Joseph School?
To help students to resolve conflict in healthy ways.

5. Match the words from column A with their definitions in column B. Then, go back to the text to find the noun form of the words and write them in column C. Use the clues from the context.

A	B	C
a. to be absent	e. 1. to separate oneself from others	e. 1. _____
b. to victimize	c. 2. to act in a certain way	c. 2. _____
c. to behave	d. 3. to lose control of one's emotions	d. 3. _____
d. to despair	a. 4. to not to be present	a. 4. _____
e. to isolate	b. 5. to discriminate against	b. 5. _____

6. Make an inference from what is stated in the text.

Reading Strategy When inferring, use the information provided and your background knowledge to generalize about information which isn't clearly stated.

Statement	Inference
a. Saint Joseph school has joined the anti-bullying campaign that aims to eradicate bullying from schools across the nation.	<i>Bullying is present in most schools across the nation.</i>
b. We're glad to see that, now, bullying is not seen as a personal problem.	<i>Bullying was considered a personal problem before.</i>
c. The central idea of the campaign is to help students to resolve conflict in healthy ways.	<i>Students resolve conflicts in ways that are not healthy.</i>

1. Number the steps to write a newspaper article.

- 2. Gather the facts. Identify who, what, why, how, where, and when.
- 1. Identify a situation to write about.
- 3. Write the article and add helpful details like testimonies or experts' views.
- 4. Write the headline.

2. Read the events and organize them to write your story.

- a. Lila Maricle was taken to the hospital in an ambulance.
- b. The snake was fake. Someone put the snake on the desk.
- c. The central hospital has revealed that she was in shock when she arrived, but now she's recovering in her house.
- d. Ms. Maricle found a snake on her desk.
- e. There was an emergency at Lincoln High School in the afternoon.
- f. "She got so scared that she couldn't breathe," said Maige Smith, a student from her class.
- g. "We will investigate who is responsible for this prank," said Ray Gomez, the principal of Lincoln High School.

Answers may vary.

2. Use the information (sentences a-g) to write your newspaper article. Follow the four steps.

- a. Identify the situation.
 - A teacher is in shock.
 - A snake was on a teacher's desk.
 - A snake prank caused an emergency.
- b. Complete the chart to identify the important facts and the elements.

Wh-Question	Information
1. Who	a teacher
2. What	a snake prank / emergency
3. Where	Lincoln High School.
4. When	yesterday in the afternoon
5. How	a student put a fake snake on her desk.

- c. Write your story. Use your own words.
- d. Choose a headline for the story!

Snake Prank!
Prank Turned Into Emergency!
Snake on the Loose!

46

Lesson 4

Pull the Plug

1. Match the idioms with their definitions.

- a. to pull someone's leg 1. to be a fugitive
- b. to face the music 2. to fool people
- c. to be at large 3. to accept responsibility for one's actions
- d. to tie the knot 4. to get married

Vocabulary Strategy

Great headlines are short and meaningful. Use only content words like nouns, verbs, adjectives and adverbs.

2. Read this dialog and match each news Ann and Ted talk about to their headlines. Then, complete the headlines with an idiom.

- a. Ted: What are you doing?
Ann: I'm reading the news. Did you know there was a robbery at the museum?
Ted: Yeah, the criminals escaped and the police are chasing them.
- b. Ann: There's another story about an Indian princess and prince who are just 12 years old, but they will get married soon.
Ted: Yeah, that's normal in their culture.
- c. Ted: Did you know that the principal discovered who brought the fake snake to school.
Ann: Poor thing, he or she will have to pay.
- d. Ted: Talking about pranks and school, did you know that the school newspaper fooled us when they published the story about a ghost in the restaurant's kitchen?
Ann: Yeah, they just did it to keep students away from the kitchen, it was not true.

c

Lincoln High School Student to _____ face the music for Snake Prank!

a

Museum Thieves _____ at large!

b

Royal Youngsters' will _____ tie the knot!

d

School Newspaper _____ pulled students' legs with ghost story!

47

I Wish I Had One

1. Read the definitions and match the words from the word clouds to make the compound noun that best fits each of them.

- a. instant message A message that is sent in real time over the internet.
- b. smartphone A phone characterized by the latest technology.
- c. digital camera A camera that takes digital images.
- d. text message A short written message sent via mobile devices.
- e. video call A call that uses video images.
- f. social network A group of people sharing information on the web.
- g. e-mail A mail sent electronically.
- h. music player A device for playing music.

2. Look at the smartphone icons. Complete the instructions with words from the Word Bank.

a. Tap it to make a phone call.

e. Touch it to browse the web.

b. Tap it to take a picture.

f. Tap it to record a video.

c. Select it to send a text message.

g. Touch it to listen to music.

d. Touch it to make a video call.

h. Tap it to send e-mails.

Word Bank

- take
- send (2x)
- record
- make (2x)
- listen

3. Complete the description. Choose some of the compound nouns and verbs from exercise 1 and 2.

The new Sun XY cell phone incorporates a digital camera (a) that analyzes human emotions to take (b) the best pictures. With the new SunXY, you can make HD video calls (c), browse (d) the web easily and get immediate access to your social networks (e) like Facebook and Twitter. Sun XY allows you to receive and send e-mails (f) from different accounts. Text your friends faster than ever with an abbreviated keyboard and improved autocorrect function. Don't you wish you could have one now?

Word Bank

- be
- last
- have
- can

4. Read this TV show about new gadgets. Complete the dialog with the correct form of the verbs to express wishes. Use the Word Bank.

Jeff: Welcome to our technology show. Rose is here to talk about the latest innovative gadgets.

Rose: There are definitely cool things going on! For example, don't you wish you could operate the TV set without the remote control?

Jeff: Yeah, I usually spend a lot of time looking for it. I wish remote controls were easier to find.

Rose: Well, now a new brand of high-end TV sets incorporates voice recognition, so you just tell your TV the channel you want!

Jeff: Wow, pretty cool!

Rose: And, don't you wish your cell phone battery lasted longer?

Rose: Smartphone batteries consume a lot of energy. Check out this power bag!

Jeff: Wait a sec! A power bag?

Rose: Yeah, you can use it to carry your cell phone and any other electronic items and it will charge their batteries for you.

Jeff: Wow, I wish I had one of those.



5. Read the conversation again. Write T (true) or F (false). Write a wish for each statement.

- E.g. F Jeff doesn't have any problems with remote controls.
He wishes he didn't spend so much time looking for the remote control.
- a. F Jeff's cell phone battery lasts for a long time.
He wishes it lasted longer.
- b. T Jeff doesn't have a power bag.
He wishes he had a power bag.

Grammar Strategy

Use the Simple Past form after the verb *to wish*.

6. Angela is trying to convince her father to buy a tablet. Analyze her problems and write her wishes. Then, write yours.

Dad, look at this tablet. It has voice recognition! I'm tired of typing my homework. It takes so much time. It also lets us download all our textbooks so that we don't have to carry them to school. They're so heavy!

I just saw a gadget I want to have it because...
Angela's tiny wish.

Angela's wishes

a. She wishes she didn't have to type her homework.

b. She wishes she didn't have to carry her textbooks to school.

Your wishes

I wish I _____
 I wish I _____
 I wish I _____
Angela's tiny wish.

LESSON 2

Tech Users and Common Habits

1. Read the definition and match with the correct phrasal verb.

- a. To get dressed with clothes or accessories.
- b. To remove clothes or accessories from one's body.
- c. To not go to bed.
- d. To connect a device to an electricity supply.
- e. To stop a device or machine from working.
- f. To make a connection between components of a system.
- g. To enter a computer program or internet account that requires a password.
- h. To decrease the volume.

- | | | |
|---|----|--------------|
| a | 1. | to sign in |
| b | 2. | to stay up |
| c | 3. | to turn down |
| d | 4. | to plug in |
| e | 5. | to turn off |
| f | 6. | to put on |
| g | 7. | to hook up |
| h | 8. | to take off |

2. Be a smart tech user! Complete the recommendation with the correct preposition. Use the Word Bank.

Word Bank

- off
- down
- out (2x)
- up
- in (2x)

Vocabulary Strategy

Create a visual representation of the prepositions to help you remember their meaning.



Turn off (a) the computer when you're not using it.



Plug in (b) your cell phone charger.



Take out (c) the earplugs or turn the volume down (d) when you're crossing a busy street. It's dangerous.



Go to bed early. Don't stay up (g) all night.



Never follow a link to sign in (e) to your accounts. Type the URL directly into your browser's address bar.



Sign out (f) of your accounts properly.

3. Complete the sentences below. Use the Word Bank. Then, underline all the phrasal verbs.

- a. I love to put my headphones on and listen to my favorite tracks.
- b. I'm always connected to my friends. As soon as I get up, I turn my computer on and sign in to check my e-mail and my social network messages. I also use my cell phone to text my friends. I sign out at night just before I go to bed.
- c. Could you help me hook the printer up to the computer? I can't do it. It's so difficult. I hate computers.
- d. I'll stay up late until I finish downloading this new software. I'm sorry, I won't be able to turn the lights off until I finish.

Word Bank

- printer
- lights
- headphones
- computer

4. Classify the verbs you underlined in the exercise above into separable and inseparable.

Separable	Inseparable
a. <u>put on</u>	d. <u>get up</u>
b. <u>hook up</u>	e. <u>sign in</u>
c. <u>turn off</u>	f. <u>sign out</u>
	g. <u>stay up</u>

5. Write the answers using an object pronoun *it* or *them*.

Turn down the volume. I'm trying to read.

Who plugged in the cell charger?

I need to hook up the speakers to the computer.

Put on your headphones. It's your favorite song on the radio!

a. I'll turn it down in a minute.

b. I didn't plug it in.

c. Let me help you hook them up.

d. I can't put them on. I can't find them.

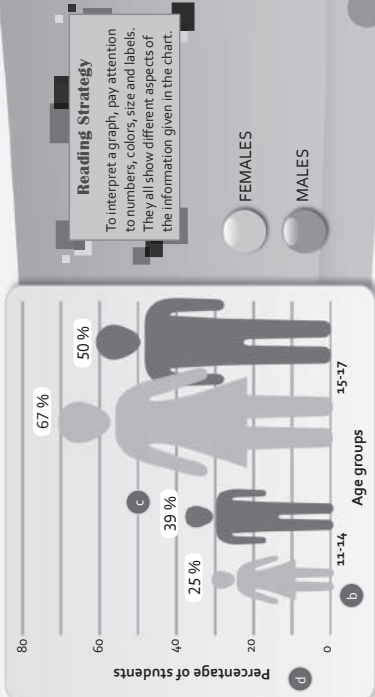
Be a Smart Tech-User!

1. Look at the graph. Match the parts (a-d) to the correct explanation.

- a. title 1. They display the data.
- b. scale 2. They give information about the data displayed by the bars.
- c. bars 3. It shows the units of measurement of the data.
- d. labels 4. It describes what the graph is about.

2. Identify the elements from the exercise above in the graph. Some of them are used twice.

a. Percentage of Colorado School students concerned about their digital footprint according to age and gender



Reading Strategy

To interpret a graph, pay attention to numbers, colors, size and labels. They all show different aspects of the information given in the chart.

3. While you read, complete the results of the report according to the data shown in the graph.

Your Digital Footprint Matters!

- I. **Introduction**
The term 'digital footprint' refers to all tech activities that leave a digital record of who you are, what you look like, what you think, where you live, who your friends are and what you like and do not like. This includes posting photos, uploading videos, commenting on another person's status, blogging, chatting, downloading and anything that you put up or upload onto the net which creates a digital record or gives away aspects of your personality. Unlike a paper that can be destroyed, your digital information is permanent.
- II. **Methodology**
The principal objective of this report is to find out the number of students at Colorado School that care about their digital footprint. For this purpose, 400 students between 11 and 17 years old were surveyed. These participants identified themselves as constant internet users. Two groups were made, age and gender, in order to find the most vulnerable population.

III. Results

The survey results have shown that, regarding age, there is a clear difference in students' awareness of their digital footprint. Older students care more about their online profile than the younger ones.

Analyzing the results by gender, females between 11 and 14 (a) years old are the most vulnerable group as only 25% (b) of the females surveyed admitted they were concerned about their online behavior.

However, 67% (c) of older females between 15 and 17 (d) years old admitted they were worried about their online safety and reputation. This suggests that females go through a process where they become more cautious about their online actions.

By contrast, 39% (e) of the younger males, between 11 and 14, seem to be more concerned and knowledgeable about the topic, but as they grow up and become older, they tend to be less concerned than females. Only 50% (f) of the older males said they cared about digital footprint.

IV. Conclusions

Comparing the percentages of older females and males with those of the younger ones, the results show a very low level of awareness in young people. It's necessary to help younger students understand the importance of a positive and responsible digital footprint from the moment they start using the internet. Young people have limited experience to figure out the consequences of their actions or to understand the outcomes of activities that seem to be "just for fun."

V. Advice

It is advisable that parents, teachers and older siblings should be involved in guiding young students in their use of new technologies. As an internet user, you should learn to use privacy tools that help you protect your personal information. It is important to know that no one is anonymous when using the Internet. Anyone using a computer can be identified. Remember that the safe and responsible use of the internet depends on all of us.

4. Match the phrasal verb to its definition.

- | | | |
|------------------|---|---------------------------------|
| a. to give away | b | 1. to post on any digital space |
| b. to put up | c | 2. to become older |
| c. to grow up | d | 3. to understand |
| d. to figure out | a | 4. to make a present of |
| e. to find out | e | 5. to discover |

5. Go back to the text and answer these questions.

- a. What is the main purpose of the report?
To find out the levels of digital footprint awareness.
- b. What is a digital footprint?
The record left as a result of all the online activities a person does.
- c. How is a digital footprint formed?
With the things you say, post, record, or the things that other people comment on in response.
Answers may vary.
- d. Based on the study, why do you think it is important to have a positive digital footprint?
Answers may vary.

6. Go back to the text and find the expression used to convey the structured information from the report.

- a. introducing the purpose: The principal objective of this report is
- b. introducing results: The survey results have shown that
- c. to interpret the results: Analyzing the results
- d. To compare results: By contrast
- e. To introduce advice to: is advisable

Writing

Writing Strategy

A report presents the result of an investigation about a problem or situation. To get facts, researchers make observations, interview people and conduct surveys. Give background information and explain the purpose of the report in the introduction.

1. Match the issue with a question to conduct a survey. Then, choose one to write a report.
 - a. Calls or text messages
 - b. Dangerous tech activities
2. Choose an issue (a or b) from exercise 1 and ask 5 classmates the corresponding question. Tally the answers in the chart below.

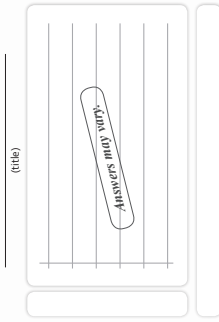
Name	Issue A		Issue B	
	Age	Gender	Text message	Call

3. Write an introduction to a report on one of the issues above.

4. Complete the sentences to explain how you collected the data.

I surveyed (a) friends. (b) were females and (c) males. Their ages are between (c) and (d) years old.

5. Make a graph for the results. Give a title to the graph and label the sides.



6. Summarize the findings.

7. Based on the findings provide recommendations.

Real Communication

LESSON 4
Pull the Plug!



1. Match the phrases with the pictures. Then, complete the sentences with the correct colloquial expression. Use the Word Bank.

Word Bank

- to pull the plug
- 24/7
- to cost an arm and a leg
- to shape up or ship out

- a. The drugstore in my neighborhood is open _____ 24/7.
- b. I'm not happy with my job, I need _____ to pull the plug.
- c. Wow, this device is expensive. _____ it cost an arm and a leg.
- d. We haven't finish the project yet, you should _____ shape up or ship out.

2. Read the definitions and check the correct idiom.

- a. When services are available all the time, they are open...
 7/7 7/24 24/7
- b. When someone needs to stop doing an activity that's been going on for a long time, you say...
 pull the plug put the plug plug the pull.
- c. When someone that is part of a group, an activity or a class is not behaving, you say...
 shape up or shape out shape up or ship out ship up or ship out.
- d. When something is very expensive, you say...
 it costs an eye. it costs an arm and a leg it costs a leg and an eye.

Vocabulary Strategy

Remember to conjugate verbs according to the context of the phrase.

3. Complete the conversations with the correct colloquial expression.

Ann: Hey Guys, what's up?
 Greg and Sam: SHHH!
 Ted: Check out this new video game I bought.
 Ann: Wow! I bet it _____ (a)

Ted: Yeah. But I worked extra hours to pay for it.
 Greg: Hey, I'm playing. Let me focus on the game.
 _____ (b)

Two hours later
 Ann: Boring!

Ann: I can't believe it. You're still playing. Don't you think it's time _____ (c) Come on let's go out and do something exciting.
 Greg and Sam: Uhhh like what?
 Ann: Let's go out for a bike ride.
 Ted: Yeah, let's ride to the tech shop, I want to buy a new game.
 Ann: It's already closed!
 Sam: No! They are open _____ (d)
 Greg and Ted: Yeah let's go!
 Ann: Boring!

Test Training Sections – Rubrics and Grading

English A2.2

In *English A2.2*, three Test Training sections have been prepared to promote continuous evaluation and to have a more accurate picture of students' progress throughout the book. The format of the tests resembles the one used in diverse international examinations. This decision is based on different reasons. First, it has been widely recognized that international tests measure the levels of the CEF performance descriptors appropriately; second, by providing an international examination format and linking it to the CEF standards, both teachers and students will have a consistent point of reference concerning foreign language achievement; finally, by using this format students will have the opportunity to become familiar with and develop the strategies needed to take an international exam for evaluating foreign or second language proficiency.

These tests can serve two purposes: a) as an opportunity for teachers to work on ongoing assessment practices; b) as summative or cumulative evaluations to get a sense of the CEF standards consolidated through the program and what areas need further practice.

The editors

For grading the speaking and writing tasks, the following rubrics should be used. Each rubric corresponds to a different aspect of the tasks and to a score that has been specified on top of each column. The sum of the corresponding scores per rubric, including all aspects, should yield the final score.

Test Training A (Units 1 and 2) - Rubrics

Qualitative Aspects of Spoken Language: Interaction (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Range	Has an insufficient repertoire of words and simple phrases to talk about imaginary experiences. His / Her low vocabulary range impedes communication.	Has a limited repertoire words and simple phrases expressions and simple phrases to talk about imaginary experiences. Most of the time confuses the meaning of words or expressions, making the message unclear.	Has an average repertoire of words and simple phrases to talk about imaginary experiences. Confuses or lacks some of the vocabulary at times, but this does not affect communication.	Has a good and functional repertoire of words and simple phrases to talk about imaginary experiences. His / Her vocabulary control facilitates communication.
Accuracy	Shows very limited control of grammatical structures and patterns to talk about imaginary experiences (mainly the Present Perfect tense + <i>for</i> and <i>since</i> / Simple Past tense). Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, grammatical structures and patterns to talk about imaginary experiences (mainly the Present Perfect tense + <i>for</i> and <i>since</i> / Simple Past tense). Confuses these structures and patterns systematically, which usually causes communication breakdowns.	Uses a basic repertoire of grammatical structures and patterns to talk about imaginary experiences (mainly the Present Perfect tense + <i>for</i> and <i>since</i> / Simple Past tense). Some confusion may be present, but this does not affect communication.	Uses structures and patterns to talk about imaginary experiences (mainly the Present Perfect tense + <i>for</i> and <i>since</i> / Simple Past tense). The appropriate use of these structures and patterns facilitates communication.

<p>Fluency</p>	<p>Speech is hesitant because he / she can only manage very short, isolated, mainly pre-packaged utterances with a lot of pausing to search for expressions to articulate less familiar words.</p>	<p>Can make himself / herself understood through very short utterances, even though pauses, false starts and reformulation are very evident. Hesitant speech is recurrent.</p>	<p>Has enough language to keep going comprehensively, even though pauses for grammatical and lexical planning. Repair is evident, especially in longer stretches of production.</p>	<p>Has an outstanding language command to keep going comprehensively even though pauses for grammatical and lexical planning.</p>
<p>Interaction</p>	<p>Fails to initiate, maintain and close the discussion. In spite of repetition of the message delivered by the other speaker, interaction is not successful.</p>	<p>Can, with a lot of effort, respond to simple statements. However, cannot maintain the discussion. Very rarely understands enough to keep the conversation going, so his / her participation seems out of place almost all of the time.</p>	<p>Can, with some hesitation, initiate, maintain and close the discussion. Responses are adequate in the ongoing conversation most of the time.</p>	<p>Can successfully initiate, maintain and close the discussion. Is able to provide extra details spontaneously in the ongoing conversation.</p>
<p>Coherence</p>	<p>Presents the required information (based on a suggested plan) in a very inconsistent way. Finds it very difficult to organize his / her ideas. Basic connectors such as <i>and, but, so, because</i> or <i>also</i> are not used or used inappropriately. The message is too short and confusing. Task input is not covered. Meaning is not conveyed.</p>	<p>Presents the required information (based on a suggested plan) with inconsistencies. Sometimes, neither words nor expressions are properly arranged. The use of connectors such as <i>and, but, so, because</i> or <i>also</i> is inappropriate. Task input is inadequately covered or omitted. Meaning is usually lost.</p>	<p>Presents the required information (based on a suggested plan) in a consistent way. Ideas are organized although sometimes confuses the use of <i>and, but, so, because</i> or <i>also</i> to connect them. There are a few organization mistakes present, but the message is conveyed. Task input is used.</p>	<p>Presents the required information (based on a suggested plan) in a very consistent way. Is able to organize his / her ideas and link them with basic connectors such as <i>and, but, so, because</i> or <i>also</i> successfully. The message is clear and concrete and task input is fully used.</p>

Test Training A (Units 1 and 2) - Rubrics

Qualitative Aspects of Writing (10 points)

Grading Scale	0.5	1.5	0.5	2.0
Content	The topic and the task are not developed. It lacks the intended message or it is not related to it. Does not provide enough arguments to support his / her ideas on the cause he / she would like to join.	The topic and the task are not completely developed. It lacks the intended message or it is poorly related to it. Does not provide enough arguments to support his / her ideas on the cause he / she would like to join.	The topic and the task are developed, but it lacks part of the intended message or it is not completely related to it. Provides arguments to support his / her ideas on the cause he / she would like to join, but misses some relevant details.	The topic and the task are well developed. It achieves the intended message. Provides strong arguments to support his / her ideas on the cause he / she would like to join.
Grammatical accuracy	Inappropriate use of structures (tenses) and verb patterns (gerunds and infinitives) to express his / her ideas on how to support the cause he / she is intended to join. Little demonstration or no understanding of their use.	Attempts to use structures (tenses) and verb patterns (gerunds and infinitives) to express his / her ideas on how to support the cause he / she is intended to join. Many mistakes are present, which makes the message confusing at times.	Appropriate use of structures (tenses) and verb patterns (gerunds and infinitives) to express his / her ideas on how to support the cause he / she is intended to join. A few mistakes may be present, but this does not impede conveying a clear message.	Structures (tenses) and verb patterns (gerunds and infinitives) to express his / her ideas on how to support the cause he / she is intended to join are used consistently. The message is very clear.

<p>Vocabulary range</p>	<p>The range of vocabulary to talk about future plans and interests is poor. Permanent use of inappropriate words related to environmental problems impedes communication.</p>	<p>Limited range of vocabulary to talk about future plans and interests. Lexical limitations may distort communication.</p>	<p>Shows control and an average range of vocabulary to talk about future plans and interests. Some circumlocutions might be present but they do not greatly impede communication.</p>	<p>Shows sufficient range and accurate control of vocabulary to talk about future plans and interests. Has incorporated a good range of words related to environmental issues.</p>
<p>Organization and cohesion</p>	<p>Does not provide a main statement, arguments or a conclusion. Incorrect use of connectors of cause and effect (<i>so, because, because of, due to, as a result</i>) obscures the message. There is no logical connection between ideas.</p>	<p>Does not include one or two of these: a main statement, arguments and a conclusion. Incorrect use of connectors of cause and effect (<i>so, because, because of, due to, as a result</i>) causes transitional problems among ideas.</p>	<p>Writes a text following the suggested indications. Good use of connectors of cause and effect (<i>so, because, because of, due to, as a result</i>) establishes transition among ideas. However, cohesion and coherence can be improved.</p>	<p>Excellent completion of the suggested indications to write the text required. Properly handles connectors of cause and effect (<i>so, because, because of, due to, as a result</i>). The message is clear and easily understandable.</p>
<p>Appropriateness of register and format</p>	<p>The text's register (formal) and format (mainly journalistic) are inappropriate or inconsistent for a cause-effect relation text.</p>	<p>The text's register (formal) and format (mainly journalistic) are inappropriate throughout most of the text. Formal treatment of language is still poor.</p>	<p>The text has a formal register and well-structured sentences, which are usually appropriate for writing a cause-effect relation text. Generally, uses a formal tone and a journalistic style.</p>	<p>The text has a formal register and well-structured sentences which are consistently appropriate for a cause-effect relation text.</p>

Test Training A (Units 1 and 2) – How to Grade

Section	CEF Standard	Performance	Descriptor
Listening (5 points)	Can comprehend key information from clear, standard and short conversations in order to draw conclusions from them.	Excellent (5)	Is able to comprehend key information from a clear, standard and short conversation and makes conclusions from what he / she hears.
		Good (3-4)	Comprehends part of the key information from a clear, standard and short conversation, but finds it difficult to draw conclusions.
		Needs practice (0-2)	Fails to comprehend key information from a clear, standard and short conversation, therefore cannot draw any conclusions.
Reading (10 points)	Can find and understand relevant information in texts of average length and can follow the sequence of events.	Excellent (10)	Finds and understands relevant information in a biographical text of average length and follows the sequence of events successfully.
		Good (6-9)	Finds and understands part of the relevant information in a biographical text of average length even though sometimes finds it hard to follow the sequence of events successfully.
		Needs practice (0-5)	Fails to find and understand relevant information in biographical texts of average length. Is not able to follow the sequence of events.
Writing (10 points)	Can write texts on a range of familiar subjects within his / her field of interest by linking a series of diverse elements into a linear sequence.	Excellent (10)	Accurately writes a coherent short text including a general statement and cause-effect relations to support facts, reflections and conclusions.
		Good (6-9)	Writes a short text including a general statement and cause-effect relations to support facts, reflections and conclusions. However, still has language problems in terms of grammar, vocabulary, and spelling.
		Needs practice (0-5)	Fails to write a coherent short text including a general statement and cause-effect relations to support facts, reflections and conclusions.
Speaking (10 points)	Can report situations with sufficient ease and is able to understand the main points expressed by the other speaker, interacting spontaneously with him / her.	Excellent (10)	Is able to hold a discussion about an imaginary environmental cause. Is able to ask and answer questions in order to interact appropriately.
		Good (6-9)	Although holds a discussion about an imaginary environmental cause, some occasional language mistakes do not allow him / her to complete the task appropriately.
		Needs practice (0-5)	Fails to hold a conversation about an imaginary environmental cause. Grammar problems cause misunderstandings and a lack of interaction. Very limited fluency because of hesitant speech and a lack of appropriate structures.

Test Training B (Units 3 and 4) - Rubrics

Qualitative Aspects of Spoken Language: Interaction (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Range	Has an insufficient command of words and simple phrases to hold a discussion about a tour around a city.	Has a limited command of words and simple phrases to hold a discussion about a tour around a city. Confuses or lacks the appropriate words most of the time so the message is obscured.	Has an average repertoire of words and simple phrases to hold a discussion about a tour around a city. Although confuses or lacks some of the vocabulary, this does not affect communication.	Has a good and functional repertoire of words and simple phrases to hold a discussion about a tour around a city. His / Her vocabulary control facilitates communication.
Accuracy	Shows insufficient control of simple grammatical structures (mainly indirect questions / the first conditional) and patterns to hold a discussion about a tour around a city. Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, simple grammatical (mainly indirect questions / the first conditional) and patterns to hold a discussion about a tour around a city. Confuses these structures and patterns systematically, which causes communication breakdowns.	Uses a basic repertoire of simple grammatical structures (mainly indirect questions / the first conditional) and patterns to hold a discussion about a tour around a city. Some confusion may be present, but this does not impede communication.	Uses simple grammatical structures (mainly indirect questions / the first conditional) and patterns to hold a discussion about a tour around a city. The appropriate use of these structures and patterns facilitates communication.
Fluency	Manages only short, mainly pre-packaged utterances to make arrangements and decisions at the moment of speaking. Pauses are too long and hinder the flow of the conversation. No repair is present and false starts are continuous, impeding communication.	Shows difficulty to utterances to make arrangements and decisions at the moment of speaking. Repeated false starts, long pauses and too much hesitation are present and make the conversation difficult to follow. No communication repair is present.	Is able to make arrangements and decisions at the moment of speaking. False starts, short pauses to search for expressions, and communication repair are present, but do not affect the flow of his / her conversation.	Has an outstanding language command to keep going comprehensively, even though pauses for grammatical and lexical planning.

Interaction	Fails to initiate, maintain and close the discussion. In spite of repetition of the message delivered by the other speaker, interaction is not successful.	Can, with a lot of effort, respond to simple statements. However, cannot maintain the discussion. Very rarely understands enough to keep the conversation going, so his / her participation seems out of place almost all of the time.	Can, with some hesitation, initiate, maintain and close the discussion. Responses are adequate in the ongoing conversation most of the time.	Can successfully initiate, maintain and close the discussion. Is able to provide extra details spontaneously in the ongoing conversation.
Coherence	Does not organize his / her ideas, especially when talking about possible results in the future. Total or notable omission of task input. Meaning is not conveyed.	Connects ideas inappropriately, especially when talking about possible results in the future. Task input is inadequately covered or omitted and the meaning usually gets lost.	Can organize, with some sufficiency, his / her ideas when talking about possible results in the future. The message is clear although there are some hesitant sentences. Task input is used to a certain extent.	Is able to organize his / her ideas successfully when talking about possible results in the future. The message is clear and concrete and task input is fully used.

Test Training B (Units 3 and 4) - Rubrics

Qualitative Aspects of Writing (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Content	The text largely lacks data or is hardly related to the information required by the task (describing a campsite and the directions to get there from a specific point). Reduced writing.	The information included in the text is sometimes unclear and confusing. At least half of the information required by the task (describing a campsite and the directions to get there from a specific point) is missing.	The text presents the intended message. Task input is used. Some parts of the text may be confusing, but overall the required message is conveyed.	The text clearly presents the information required by the task (describing a campsite and the directions to get there from a specific point). Task input is fully used and ideas are kept short and simple.
Accuracy	Inappropriate use of the verb to be, the Simple Present tense and prepositions of place (<i>in front of, next to, between, behind</i>). Little demonstration or no understanding of their use.	Attempts to use the verb to be, the Simple Present tense and prepositions of place (<i>in front of, next to, between, behind</i>). Many mistakes are still present, which makes the message confusing.	Appropriate use of the verb to be, the Simple Present tense and prepositions of place (<i>in front of, next to, between, behind</i>). A few mistakes may be present, but they do not impede a clear message.	Excellent use of the verb to be, the Simple Present tense and prepositions of place (<i>in front of, next to, between, behind</i>), which makes the message very clear.
Vocabulary range	Very limited control of the vocabulary required by the task (places, outdoor activities). Frequent confusion of words makes the intended message mostly incomprehensible.	Limited control of the vocabulary required by the task (places, outdoor activities). Frequent confusion or misuse of words may obscure the message of the text.	Shows average control of the vocabulary required by the task (places, outdoor activities). Some errors may be present, but they do not impede communication.	Sufficient control of the vocabulary required by the task (places, outdoor activities).

<p>Organization and cohesion</p>	<p>The text lacks punctuation (periods and commas) and capitals. The message consists mostly of unconnected sentences, which are not properly organized. The limited organization and cohesion make the message mostly incomprehensible. Too far below the number of words required by the task.</p>	<p>The text shows some attempts to capitalize and use punctuation (periods and commas), but most of the time this is done incorrectly. Shows some attempts at connecting sentences with basic connectors such as <i>and</i>, <i>but</i>, <i>also</i> and <i>so</i>, but this is not done consistently. Only a few of the sentences are organized appropriately. The message is much shorter than suggested in the task.</p>	<p>Capitals and punctuation (periods and commas) are used appropriately most of the time. Sentences are often correctly linked using basic connectors such as <i>and</i>, <i>but</i>, <i>also</i> and <i>so</i>. The text covers at least two-thirds of the words asked for in the task.</p>	<p>Capitals and periods are used when necessary. Sentences are linked using basic connectors such as <i>and</i>, <i>but</i>, <i>also</i> and <i>so</i> and are organized correctly. The message is clear, precise, and within the number of words required.</p>
<p>Appropriateness of register and format</p>	<p>The expressions and the layout used make the text's register (informal) and format (a letter) mostly inappropriate to or inconsistent with the task and its audience.</p>	<p>The expressions and the layout used make the text's register (informal) and format (a letter) somewhat inappropriate to or inconsistent with the task and its audience.</p>	<p>The expressions and the layout used make the text's register (informal) and format (a letter) usually appropriate to the task and its audience. Some mistakes may be present, but they do not impede communication.</p>	<p>The expressions and the layout used make the text's register (informal) and format (a letter) consistently appropriate to the task and its audience. Communication is easily achieved.</p>

Test Training B (Units 3 and 4) – How to Grade

Section	CEF Standard	Performance	Descriptor
Listening (5 points)	Can comprehend key information from clear, standard and short conversations in order to draw conclusions from them.	Excellent (5)	Is able to comprehend key information from a clear, standard and short conversation and makes conclusions from what he / she hears.
		Good (3-4)	Comprehends part of the key information from a clear, standard and short conversation, but finds it difficult to draw conclusions.
		Needs practice (0-2)	Fails to comprehend key information from a clear, standard and short conversation, therefore cannot draw any conclusions.
Reading (8 points)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language.	Excellent (8)	Easily identifies relevant aspects and extracts key information from a narrative text.
		Good (5-7)	Is partially able to identify relevant aspects and extract part of the key information from a narrative text.
		Needs practice (0-4)	Shows great difficulty to identify relevant aspects and extract key information from a narrative text.
Writing (10 points)	Can write about everyday aspects of his / her environment in linked sentences.	Excellent (10)	Accurately describes a specific place and gives simple directions to find its location. The use of basic sentence patterns and connectors is accurate and facilitates communication.
		Good (6-9)	Is able to describe a specific place and gives simple directions to find its location. A few mistakes may be present (use of connectors or sentence patterns), but the message is still clear.
		Needs practice (0-5)	Has difficulty to describe a specific place and gives simple directions to find its location. Too many mistakes in basic sentence patterns and the use of connectors impede communication.
Speaking (10 points)	Can give short, basic descriptions of events and activities.	Excellent (10)	Successfully describes people, actions and places in basic terms.
		Good (6-9)	Describes people, actions and places in basic terms. Some lexical and grammatical mistakes and hesitations may be present, but these do not greatly affect communication.
		Needs practice (0-5)	Shows difficulty to describe people, actions and places in basic terms. Very often uses inappropriate vocabulary and patterns to express ideas, which may cause communication failure.

Test Training C (Units 5 and 6) - Rubrics

Qualitative Aspects of Spoken Language: Interaction (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Range	Has a very limited repertoire of words and expressions to ask and answer questions about an imaginary futuristic gadget.	Has a limited repertoire of words and expressions to ask and answer questions about an imaginary futuristic gadget. Confuses words and expressions systematically, which may cause communication failure.	Has a good repertoire of words and expressions to ask and answer questions about an imaginary futuristic gadget.	Has an outstanding repertoire of words and expressions to ask and answer questions about an imaginary futuristic gadget.
Accuracy	Shows insufficient control of grammatical structures and patterns to ask and answer questions about an imaginary futuristic gadget. Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, grammatical structures and patterns to ask and answer questions about an imaginary futuristic gadget. Confuses these structures and patterns systematically, which causes communication breakdowns.	Uses a basic repertoire of grammatical structures and patterns to ask and answer questions about an imaginary futuristic gadget. Some confusion may be present, but this does not impede communication.	Uses grammatical structures and patterns to ask and answer questions about an imaginary futuristic gadget. The appropriate use of these structures and patterns facilitates communication.
Fluency	Manages only very short, isolated sentences and fragmented speech. Utterances are mainly pre-packaged, with a lot of pausing to search for expressions. Speech is slow and hesitant.	Can make himself / herself understood in very short utterances, even though pauses, false starts and reformulation are evident. Speech is slow and hesitant and takes time to complete sentences with appropriate fluency.	Has enough language to keep going comprehensively, even though pauses for grammatical and lexical planning. Repair is evident, especially in longer stretches of production. However, this does not greatly affect communication.	Has an outstanding language command to keep going comprehensively, even though occasionally pauses for grammatical and lexical planning.

Interaction	Has great difficulty asking or responding to simple statements. Finds it hard to begin and hold a face-to-face conversation about an imaginary futuristic gadget. In spite of repetition and paraphrasing by the other speaker, lack of comprehension causes communication failure.	Can, with a lot of effort, ask or respond to simple statements. Hardly begins, maintains, and closes a face-to-face conversation about an imaginary futuristic gadget. Rarely understands enough to keep a conversation going of his / her own accord. Repetition on part of the other speaker is required.	Can, with some hesitation, ask or respond to simple statements. Also, can begin, maintain and close a face-to-face conversation about an imaginary futuristic gadget. Responses are adequate in the ongoing conversation most of the time.	Can successfully ask and respond to simple statements and can begin, maintain and close a face-to-face conversation about an imaginary futuristic gadget. Is able to provide extra details spontaneously in the ongoing conversation. Elicits information and monitors himself / herself.
Coherence	Does not organize his / her ideas, especially when asking or answering specific questions. Total or notable omission of task input. Meaning is not conveyed.	Connects ideas inappropriately, especially when asking or answering specific questions. Task input is inadequately covered or omitted and the meaning usually gets lost.	Can organize, with some sufficiency, his / her ideas when talking about an imaginary natural disaster. The message is clear although there are some hesitant sentences. Task input is used to a certain extent.	Is able to organize his / her ideas successfully when talking about an imaginary natural disaster. The message is clear and concrete and task input is fully used.

Test Training C (Units 5 and 6) - Rubrics

Qualitative Aspects of Writing (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Content	The topic and the task are not developed. It lacks the intended message. The text does not promote the intelligent use of technology by giving advice.	The topic and the task are not completely developed. It lacks most of the intended message. The text is incomplete since advice is just partially given and the message is unclear.	The topic and the task are developed, but the text lacks part of the intended message.	The topic and the task are well developed achieving the intended message. Is able to write a clear and logical text that promotes the intelligent use of technology by giving advice.
Grammatical accuracy	Inappropriate use of structures (tenses), modal verbs, verb patterns, and wrong conjugation of verbs in different tenses. Problems of coherence between subjects and verbs cause misunderstandings; hence, the message is not conveyed.	Incorrect use of structures (tenses), modal verbs, verb patterns, and other grammatical mistakes cause misunderstandings throughout most of the information provided.	Appropriate use of structures (tenses), modal verbs, verb patterns with just a few mistakes. Other grammatical mistakes present do not greatly obscure the message.	Correct use of the structures required for the task, including structures (tenses), modal verbs and verb patterns. A good mastery of grammar leads to a successful accomplishment of the task.
Vocabulary range	The range of vocabulary to write about technology. Excessive use of inappropriate words impedes communication.	Limited range of vocabulary to write about technology. Lexical limitations may obscure communication.	Shows control of a narrow range of vocabulary to write about technology. Some circumlocutions might be present, but they do not greatly impede communication.	Shows sufficient range and accurate control of words to write about technology.

<p>Organization and cohesion</p>	<p>Does not provide a main statement, arguments or a conclusion. Incorrect use of connectors of contrast (<i>however, on the contrary, but</i>) and addition (<i>also, besides, in addition</i>) causes transitional problems among ideas.</p>	<p>Does not include one or two of these: a main statement, arguments and a conclusion. Recurrent incorrect use of connectors of contrast (<i>however, on the contrary, but</i>) and addition (<i>also, besides, in addition</i>) causes transitional problems among ideas.</p>	<p>Writes a text following most of the suggested indications. Most of the time connectors of contrast (<i>however, on the contrary, but</i>) and addition (<i>also, besides, in addition</i>) are used correctly. This makes the transition among ideas clear.</p>	<p>Excellent completion of the suggested indications for writing the type of text required. Correct use of connectors of contrast (<i>however, on the contrary, but</i>) addition (<i>also, besides, in addition</i>) makes the message clear and easily understandable.</p>
<p>Appropriateness of register and format</p>	<p>The register (informal) and format are inappropriate or inconsistent for giving advice.</p>	<p>The register (informal) and format are sometimes inappropriate or inconsistent for giving advice.</p>	<p>The text has an informal register and well-structured sentences, which are, most of the time, appropriate for giving advice.</p>	<p>The text has an informal register and well-structured sentences, which are consistently appropriate for giving advice.</p>

Test Training C (Units 5 and 6) – How to Grade

Section	CEF Standard	Performance	Descriptor
Listening Part 1 (6 points)	Can understand and extract essential information from short, recorded passages dealing with common everyday matters.	Excellent (6)	Successfully understands the general meaning and specific information from a short narrative dealing with an event in the past.
		Good (4-5)	Understands the general meaning and some specific information from a short narrative dealing with an event in the past. Although there is still some misunderstanding, comprehension is not affected.
		Needs practice (0-3)	Fails to understand the general meaning and specific information from a short narrative dealing with an event in the past.
Listening Part 2 (5 points)	Can understand the topic of discussion and specific information from a conversation.	Excellent (5)	Understands the topic of discussion and specific information from a conversation about tech-devices.
		Good (3-4)	Understands part of the topic of discussion and part of the specific information from a conversation about tech-devices.
		Needs practice (0-2)	Fails to understand the main points and specific information from a conversation about tech-devices.
Reading Part 1 (5 points)	Can identify specific information in simple written material that he / she encounters such as magazine articles.	Excellent (5)	Easily finds and accurately understands the who (people) and the what (activities) described in simple, short informative texts.
		Good (3-4)	Finds and understands the who (people) and the what (activities) described in simple, short informative texts, but gets confused at times, affecting comprehension.
		Needs practice (0-2)	Shows great difficulty to find and understand the who (people) and the what (activities) described in simple, short informative texts. This clearly indicates that comprehension has not occurred.
Reading Part 2 (4 points)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language.	Excellent (4)	Easily extracts key information from an informative text.
		Good (3)	Is partially able to identify relevant aspects and extract part of the key information from an informative text.
		Needs practice (0-2)	Shows great difficulty to identify relevant aspects and extract key information from an informative text.
Writing (10 points)	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	Excellent (10)	Accurately writes a text to give advice to others regarding the use of technology, including connectors of addition and contrast to link ideas appropriately. Follows instructions thoroughly to complete the task.
		Good (6-9)	Writes a blog entry to give advice to others. However, misuses connectors of addition and contrast to link ideas appropriately. Problems in terms of grammar, cohesion, vocabulary and spelling do not greatly obscure meaning, but need to be improved.
		Needs practice (0-5)	Fails to write a blog entry to give advice to others regarding the use of technology. Has a very limited command of connectors of addition and contrast to link ideas appropriately, and is unable to follow instructions thoroughly to complete the task.
Speaking (10 points)	Can reasonably sustain a straightforward description of one of a variety of subjects within his/ her field of interest, presenting it as a linear sequence of points.	Excellent (10)	Successfully expresses himself / herself with ease in structured situations that deal with imaginary events.
		Good (6-9)	Expresses himself / herself with reasonable ease in structured situations that deal with imaginary events. Has sporadic problems, but they do not greatly affect communication.
		Needs practice (0-5)	Fails to express himself / herself in structured situations dealing with imaginary events. Has constant problems with fluency, accuracy, and pronunciation, obscuring meaning.

MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		Grade / Course: 1 st BGU	Class:
Teacher:	Area: English as a Foreign Language		
Book: <i>English A2.2</i>	Unit: 1 Inspirational People	Objectives: O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning. O.EFL 5.4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior. O.EFL 5.6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.	
Periods: 30, 6 class periods per lesson		Weeks: 6	

2. UNIT PLAN		Evaluation Criteria
Skills and Performance Criteria		
Communication and Cultural Awareness EFL 5.1.7 Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)		CE.EFL.5.3 Interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts.
Oral Communication: (Listening and Speaking) EFL 5.2.11 Express opinions on abstract topics, such as film and music, and concrete topics, such as personal experiences, while describing one's reactions to them and others' opinions.		CE.EFL.5.8 Interaction – Interpersonal: Respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning.
Reading EFL 5.3.4 Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.)		CE.EFL.5.12 Engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument.
Writing EFL 5.4.4 Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.) EFL 5.4.7 Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.		CE.EFL.5.14 Identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. CE.EFL.5.15 Plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence.
Language through the Arts EFL 5.5.6 Evaluate one's own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria: clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.)		CE.EFL.5.18 Use a range of criteria to evaluate and recommend literary texts to others, and recognize how chosen criteria affects evaluation.
Methodological Strategies Communication and Cultural Awareness	Resources	Performance Indicators
<ul style="list-style-type: none"> Participating in short role plays using a range of verbal and nonverbal communication. Talking in pairs about a video learners have watched using only English. Watching a video and identifying desirable language use. Comparing nonverbal and body language between L1 and L2 cultures. Creating selfie videos for class assignments and sharing them on a class blog. 	<ul style="list-style-type: none"> New Curriculum EFL for Subnivel BGU Student's Book <i>English A2.2</i> (including interactive version) Audio CD Teacher's Guide Posters and pictures about the topic Photocopiable 	Communication and Cultural Awareness I.EFL.5.3.1 Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) Oral Communication I.EFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find
		Activities / Techniques / Instruments Activities
		<ul style="list-style-type: none"> Think about a person you admire. Write some sentences about this person. In groups, share your sentences to discover things in common. Write questions you would like to ask to this person. Create a visual presentation with this information and present it to the class. Techniques



<p>Oral Communication: (Listening and Speaking)</p> <ul style="list-style-type: none"> • Playing a conversation game, where learners move their tokens around the board after choosing a card and answering the question. • Working in pairs to complete an information gap activity. • Doing a mingle activity where learners ask and answer questions about things they have or haven't done. • Observing whether the learners can interact effectively and whether they are able to ask follow up questions in order to extend the exchange. • Establishing a clear expectation of English use for classroom functions. Informal assessment could involve personal notes from the teacher to learners who use L2 regularly. <p>Reading</p> <ul style="list-style-type: none"> • Getting quickly looking for words in each paragraph. • Reading familiar with the topic of a text, taking a quick look at the vocabulary it contains. • Comparing and contrasting the opinions of two experts on a topic of personal interest. • Identifying unreliable resources on the Internet. • Reading about a topic and then identifying reference materials and sources that could be used to find out more information. <p>Writing</p> <ul style="list-style-type: none"> • Finding a variety of online references to practice a grammar structure, then recommending the best one to the class. • Using new words or information from a class lesson and creating an online game to practice them, then sharing and playing the game with the rest of the class. • Reading a dialogue which serves as a model text, then writing a similar dialogue on a different topic while implementing new words/expressions from the unit. <p>Language through the Arts</p> <ul style="list-style-type: none"> • Analyzing three different rubrics and discussing how each one might influence the way it is evaluated. • Discussing how visual presentation can change your response to a literary text. 	<p>worksheets (TG)</p> <ul style="list-style-type: none"> • Quiz Time (SB) 	<p>the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)</p> <p>Reading</p> <p>I.EFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)</p> <p>Writing</p> <p>I.EFL.5.18.1 Learners can use a variety of criteria for evaluating and recommending literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)</p> <p>Language through the Arts</p> <p>I.EFL.5.18.1 Learners can use a variety of criteria for evaluating and recommending literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)</p>	<p>Reading</p> <ul style="list-style-type: none"> • Look at the images and the title of the lesson and guess what it will be about. • Read the questions and complete the table as fast as possible. <p>Listening</p> <ul style="list-style-type: none"> • Complete the exercise before listening. • Listen to the conversation and follow the intonation. <p>Speaking</p> <ul style="list-style-type: none"> • Talk to the class about a person you admire <p>Writing</p> <ul style="list-style-type: none"> • Take notes about relevant facts from the text. • Highlight clue words from the reading. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> • Rubrics • Portfolio • Oral interviews individual/ in pairs • Essay Tests • Practical Exams. • Writing Tests • Training Test
--	---	---	--

3. ADAPTED CURRICULUM

<p>Students with Special Needs</p> <p>Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.</p> <p>CLIL Components</p> <p>Science/Technology/Arts: To create a web profile and make a visual presentation of an inspirational person in your life activities.</p> <p>Revised by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>	<p>Specifications of the Material to Be Applied</p> <p>It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.</p> <p>Transversal Axes</p> <p>Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.</p> <p>Approved by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>
---	---



SUBSECRETARÍA DE FUNDAMENTOS EDUCATIVOS
DIRECCIÓN NACIONAL DE CURRÍCULO
MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA	
Teacher: _____	Area: English as a Foreign Language
Book: <i>English A2.2</i>	Unit: 2 Experience Culture!
Objectives: O.EFL 5.2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society. O.EFL 5.4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	
Periods: 30, 6 class periods per lesson	Weeks: 6
Class: _____	

2. UNIT PLAN		Grade / Course: 1 st BGU	Class:
Skills and Performance Criteria	Evaluation Criteria	Performance Indicators	Activities / Techniques / Instruments
<p>Communication and Cultural Awareness EFL 5.1.3 Find parallels between Ecuadorian cultural and political referents and those of other countries by talking about holidays, symbols, customs and schooling.</p> <p>Oral Communication: (Listening and Speaking) EFL 5.2.2 Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary.</p> <p>Reading EFL 5.3.2 Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)</p> <p>Writing EFL 5.4.2 Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Ex-ample: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) EFL 5.4.4 Select and make effective use of a range of digital tools to write, edit, re-vise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.)</p> <p>Language through the Arts EFL 5.5.9 Engage in collaborative activities through a variety of student groupings to share, reflect on, express and interpret opinions and evaluations of a range of literary text.</p>	<p>CE.EFL.5.2 Demonstrate an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination.</p> <p>CE.EFL.5.5 Listening for Meaning: Identify the main idea in a variety of audio recordings (e.g., interviews, dialogues, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts, provided speech is clear and visuals help support meaning.</p> <p>CE.EFL.5.11 Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs.</p> <p>CE.EFL.5.14 Identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use.</p>	<p>CE.EFL.5.19 Engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group.</p>	<p>Activities</p> <ul style="list-style-type: none"> • Get in groups and talk about bad behaviors in teens. • Each group thinks an idea to promote an educational campaign against that behavior. • Prepare a set of recommendations. • Assign responsibilities: <i>designing flyers or posters, preparing speeches and slogans.</i> • Rehearse the presentation. • Carry out the campaign. <p>Techniques</p>
<p>Methodological Strategies</p> <ul style="list-style-type: none"> • Researching how teens in other countries/regions of Ecuador live and presenting the information to peers. • Brainstorming ways to counter discrimination in one's daily life. • Researching a cultural or social symbol of Ecuadorian culture and discussing the findings in small groups. • Choosing pictures that demonstrate tolerance and empathy towards groups that are sometimes discriminated and finding ways to make sure these groups feel included in Ecuadorian society. • Stimulating desirable social and cultural behaviors through role play activities. 	<p>Resources</p> <ul style="list-style-type: none"> • New Curriculum EFL for Subnivel BGU • Student's Book <i>English A2.2</i> (including interactive version) • Audio CD • Teacher's Guide • Posters and pictures about family • Photocopiable worksheets (TG) 	<p>Communication and Cultural Awareness I.EFL.5.2.1 Learners can exhibit an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. (L.1, L.2, S.2, J.1, J.3)</p> <p>Oral Communication I.EFL.5.5.1 Learners can identify the main idea in a variety of audio recordings (e.g., interviews, dialogues, etc.) and deduce the meanings of</p>	<p>Performance Indicators</p>



<p>Oral Communication: (Listening and Speaking)</p> <ul style="list-style-type: none"> Using context clues to deduce the meaning of an expression in a conversation between a waiter and a customer. Listening to a radio ad and identifying the product being sold. Using pictures and other visuals to predict the main idea of a short conversation. Listening for specific words in a conversation and trying to guess the meaning from the context. <p>Reading</p> <ul style="list-style-type: none"> Underlining the cognates in a short text. Skimming online reference web sites for ones that have the information needed for a research project. Reading about a topic and then identifying reference materials and sources that could be used to find out more information. Reading texts from different subject areas and choosing the best title for each. <p>•Underlining main ideas from texts and then using them to write questions the learner has about the topic.</p> <p>Writing</p> <ul style="list-style-type: none"> Recommending a web site to another learner. Finding a variety of online references to practice a grammar structure, then recommending the best one to the class. Reading an online restaurant review and identifying common linguistic features, such as use of adjectives and opinions. Learners use the same features to write their own review of a movie they've seen. <p>Language through the Arts</p> <ul style="list-style-type: none"> Searching for pictures on the Internet or in magazines in order to respond to a peer's writing. Explaining through pictures, physical expression, or charts (ICT) how a text makes the learner feel. 	<p>• Quiz Time (SE)</p> <p>unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4)</p> <p>Reading</p> <p>IEFL.5.11.1 Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3)</p> <p>Writing</p> <p>IEFL.5.18.1 Learners can use a variety of criteria for evaluating and recommending literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)</p> <p>Language through the Arts</p> <p>IEFL.5.19.1 Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	<p>Reading</p> <ul style="list-style-type: none"> Scan the text for the main idea. Find supporting ideas for better comprehension. <p>Listening</p> <ul style="list-style-type: none"> Listen to the audio with the eyes close. Pay attention to key words to identify relevant details in the speech. <p>Speaking</p> <ul style="list-style-type: none"> Share an amazing experience with the class. Support your ideas giving reasons. <p>Writing</p> <ul style="list-style-type: none"> Use connectors to join your ideas. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> Rubrics Portfolio Oral interviews individual/ in pairs Essay Tests Practical Exams. Writing Tests Training Test
--	---	--

3. ADAPTED CURRICULUM

<p>Students with Special Needs</p> <p>Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.</p>	<p>Specifications of the Material to Be Applied</p> <p>It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.</p>
<p>CLIL Components Science/Technology/Arts: To elaborate a project group to carry out a learning campaign promoting cultural literacy.</p>	<p>Transversal Axes Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.</p>
<p>Prepared by Teacher: Signature: Date:</p>	<p>Approved by Teacher: Signature: Date:</p>



MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		Grade / Course: 1 st BGU	Class:
Teacher:	Area: English as a Foreign Language		
Book: <i>English A2.2</i>	Unit: 3 Story Time!	Objectives: O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning. O.EFL 5.4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.	
Periods: 30, 6 class periods per lesson		Weeks: 6	
2. UNIT PLAN		Evaluation Criteria	
Communication and Cultural Awareness		Skills and Performance Criteria	
EFL 5.1.7 Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)		CE.EFL.5.3 Interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts.	
Oral Communication: (Listening and Speaking) EFL 5.2.7 Present information clearly and effectively in a variety of oral forms for a range of audiences and purposes. (Example: summarizing, paraphrasing, personal narratives, research reports, essays, articles, posters, charts and another graphics, etc.)		CE.EFL.5.9 Production – Fluency: Present information clearly and influence an audience effectively through well-developed arguments in prepared presentations and other forms of oral communication.	
Reading EFL 5.3.2 Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)		CE.EFL.5.11 Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs.	
Writing EFL 5.4.7 Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. EFL 5.4.8 Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary.		CE.EFL.5.15 Plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. CE.EFL.5.14 Identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use.	
Language through the Arts EFL 5.5.5 Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or heard.		CE.EFL.5.16 Respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text.	
Methodological Strategies		Performance Indicators	
Communication and Cultural Awareness <ul style="list-style-type: none"> Listening to a dialogue and identifying examples of humor. Talking in pairs about a video learners have watched using only English. Demonstrating appropriate language use during class, group and pair discussions. Practicing the use of expressions of politeness during collaborative pair and small group work. Oral Communication: (Listening and Speaking) <ul style="list-style-type: none"> Sharing opinions in a way that encourages others to perform a specific action. Using intonation to convince a partner to take action. Summarizing a peer's opinion about a video seen in class. Using a digital presentation to raise awareness about a local issue. 		Communication and Cultural Awareness I.EFL.5.3.1 Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) Oral Communication I.EFL.5.9.1 Learners can present information clearly and influence an audience effectively through well-developed arguments in prepared presentations and other forms of oral communication. (I.2, I.3, J.2) Reading I.EFL.5.11.1 Learners can identify and apply a range of reading strategies in order to make	
		Activities / Techniques / Instruments Activities <ul style="list-style-type: none"> Talk about the kinds of stories you like. Choose one story. Explain why! Create a new version of the story you chose. Select two endings and discuss the best possible results. Map your story. Write a summary. Create or recreate a story and tell it in a storytelling show. 	
		Techniques	



<p>Listening to a talk on a subject of interest and paraphrasing the main points for a partner.</p> <p>Reading</p> <ul style="list-style-type: none"> Reading a short story from the Internet and highlighting interesting facts, then comparing them with those of a partner. Using an online digital tool such as Work flowy to map out the most important ideas from a reading, and then adding appropriate subheadings to each section of the text. Using an interesting idea from a text to inspire extra research. Predicting main ideas by reading the title and using other contextual clues (e.g., illustrations, subheadings, etc.). Underlining the cognates in a short text. Skimming online reference web sites for ones that have the information needed for a research project. Scanning a text for the main characters. <p>Writing</p> <ul style="list-style-type: none"> Direct students' attention to the grammar and have them choose the correct option to form the rules and complete the examples. Activate the vocabulary, invite students to describe magical characters, people and places. Model an example: Fairies can fly. Encourage students to predict the meaning of these idioms and use clues in the context to guess their meaning. Recommending a web site to another learner. Finding a variety of online references to practice a grammar structure, then recommending the best one to the class. <p>Language through the Arts</p> <ul style="list-style-type: none"> Producing short, creative texts using digital storytelling. Writing questions the learners would like to ask a character in the story and using the imagined answers to write the next scene. Rewriting a fairy tale from a modern point of view, using simple ideas and phrases or illustrations. 	<p>texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3)</p> <p>Writing</p> <p>IEFL.5.14.1 Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4)</p> <p>IEFL.5.15.1 Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1)</p> <p>Language through the Arts</p> <p>IEFL.5.16.1 Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>	<p>Reading</p> <ul style="list-style-type: none"> Identify the most important elements in a story: characters, setting, conflict, resolution. Scan the story for unknown vocabulary. Try to find their meaning through the text. <p>Listening</p> <ul style="list-style-type: none"> Identify key expressions in the dialogues. Listen to the contractions carefully. <p>Speaking</p> <ul style="list-style-type: none"> Read a story aloud. Talk about your favorite kind of stories. <p>Writing</p> <ul style="list-style-type: none"> Write down simple sentences with the new vocabulary. Summarize a story identifying the most important information. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> Rubrics Portfolio Oral interviews individual/ in pairs Essay Tests Practical Exams. Writing Tests Training Test
--	---	---

3. ADAPTED CURRICULUM

Students with Special Needs

Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.

CLIL Components

Science/Technology/Arts: To elaborate a project group to create or recreate a story and tell it in a storytelling show.

Prepared by

Teacher:

Signature:

Date:

Revised by

Teacher:

Signature:

Date:

Specifications of the Material to Be Applied

It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.

Transversal Axes

Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.

Approved by

Teacher:

Signature:

Date:



School's Name: _____ Year: _____

1. INFORMATIVE DATA		
Teacher:	Area: English as a Foreign Language	Grade / Course: 1 st BGU
Book: English A2.2	Unit: 4 Traveling the World	Class:
Objectives:		
<p>O.EFL 5.1 Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>O.EFL 5.2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.</p> <p>O.EFL 5.4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p>		
Periods: 30. 6 class periods per lesson		Weeks: 6

2. UNIT PLAN		Evaluation Criteria
Skills and Performance Criteria		
Communication and Cultural Awareness		
EFL 5.1.11 Apply self-correcting and self-monitoring strategies in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.)		CE.EFL.5.4 Communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed.
Oral Communication: (Listening and Speaking)		
EFL 5.2.14 Request and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions.		CE.EFL.5.8 Interaction – Interpersonal: Respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning.
Reading		
EFL 5.3.6 Display an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition.		CE.EFL.5.12 Engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument.
EFL 5.3.7 Detect complexities and discrepancies in information presented in both print and online references and resources.		
Writing		
EFL 5.4.2 Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.)		CE.EFL.5.14 Identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use.
EFL 5.4.4 Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.)		
Language through the Arts		
EFL 5.5.6 Evaluate one's own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria: clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.)		CE.EFL.5.18 Use a range of criteria to evaluate and recommend literary texts to others, and recognize how chosen criteria affects evaluation.
Methodological Strategies	Resources	Performance Indicators
Communication and Cultural Awareness	<ul style="list-style-type: none"> New Curriculum EFL for Subnivel BGU Student's Book English A2.2 (including interactive version) 	Communication and Cultural Awareness
<ul style="list-style-type: none"> Participating in short dialogues and role plays. Practicing and deal with a need through a mini role play. Communicating with an "e-pal" from another country or city. Paraphrasing an idea when a peer asks for clarification. 		<ul style="list-style-type: none"> Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies.
		Activities / Techniques / Instruments
		Activities
		<ul style="list-style-type: none"> Think about great places to visit in your country. Investigate about these places and get the most relevant information.



<p>Using a definition or example to explain a concept or word that one does not yet have the exact language for.</p> <p>Oral Communication: (Listening and Speaking)</p> <ul style="list-style-type: none"> Comparing answers in pairs or small groups. Conducting a role-play between two students on a given topic. Working in pairs to complete an information gap activity. Doing a mingle activity where learners ask and answer questions about things they have or haven't done. Observing to see whether the learners can interact effectively and whether they are able to ask follow up questions. <p>Reading</p> <ul style="list-style-type: none"> Recommending an informational web site to another learner. Reading two articles on the same topic and recording discrepancies in the information. Reading about a topic and then identifying reference materials and sources that could be used to find out more information. Reading a range of texts from subject areas and finding and defining common themes across content areas. <p>Writing</p> <ul style="list-style-type: none"> Identifying the best resources for a writing project in pairs. Using a list of criteria in order to evaluate a web site. Analyzing three different types of dictionaries (e.g., online, English-English, English-Spanish) and giving reasons for using each. Recommending a reference article to a friend, giving specific reasons for the recommendation. <p>Language through the Arts</p> <ul style="list-style-type: none"> Using a checklist to evaluate the work of a performing artist, then recommending his/her work to a peer. Using a rubric as a model to write one's own rubric. Brainstorming your favorite free time activities, then selecting and recommending one for a peer in a video blog. 	<ul style="list-style-type: none"> Audio CD Teacher's Guide Posters and pictures about family Photocopiable worksheets (TG) Quiz Time (SB) 	<p>monitoring strategies when needed. (I.1, I.3, J.4)</p> <p>Oral Communication</p> <p>IEFL.5.8.1 Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4)</p> <p>Reading</p> <p>IEFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)</p> <p>Writing</p> <p>IEFL.5.14.1 Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4)</p> <p>Language through the Arts</p> <p>IEFL.5.18.1 Learners can use a variety of criteria for evaluating and recommending literary texts to others, and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)</p>	<ul style="list-style-type: none"> Choose one interesting place to recommend. Write a brochure about this place. Tell the class why they should visit this place. <p>Techniques</p> <ul style="list-style-type: none"> Identify the intention of each paragraph in the text. Scan the dialog and highlight the words you hesitate in their pronunciation. Scan the dialog and highlight the words you hesitate in their pronunciation. <p>Speaking</p> <ul style="list-style-type: none"> Use tag questions to confirm information you are not sure. Try to use all the new words and expressions studied at the lesson in a conversation. <p>Writing</p> <ul style="list-style-type: none"> Write a brochure using the model. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> Rubrics Portfolio Oral interviews individual/ in pairs Essay Tests Practical Exams. Writing Tests Training Test
--	---	---	--

3. ADAPTED CURRICULUM

Students with Special Needs

Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.

CLIL Components

Science/Technology/Arts: To design a brochure about tourist information on a place of your selection.

Specifications of the Material to Be Applied

It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.

Transversal Axes

Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.

Prepared by

Teacher:

Signature:

Date:

Approved by

Teacher:

Signature:

Date:



School's Name: _____ Year: _____

1. INFORMATIVE DATA		Grade / Course: 1 st BGU	Class:
Teacher:	Area: English as a Foreign Language		
Book: English A2.2	Unit: 5 News Media	Objectives: O.EFL 5.2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society. O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	
Periods: 30. 6 class periods per lesson		Weeks: 6	
2. UNIT PLAN			
Skills and Performance Criteria		Evaluation Criteria	
Communication and Cultural Awareness EFL 5.1.6 Demonstrate an ability to make informed choices about and take action on issues of prejudice and discrimination. Oral Communication: (Listening and Speaking) EFL 5.2.7 Present information clearly and effectively in a variety of oral forms for a range of audiences and purposes. (Example: summarizing, paraphrasing, personal narratives, research reports, essays, articles, posters, charts and another graphics, etc.)		CE.EFL.5.2 Demonstrate an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. CE.EFL.5.9 Production – Fluency: Present information clearly and influence an audience effectively through well-developed arguments in prepared presentations and other forms of oral communication.	
Reading EFL 5.3.4 Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.)		CE.EFL.5.10 Find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text.	
Writing EFL 5.4.3 Apply new and prior knowledge in order to plan and create texts and determine if the new knowledge adds value to or contradicts prior information.		CE.EFL.5.15 Plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence.	
Language through the Arts EFL 5.5.2 Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)		CE.EFL.5.17 Demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways.	
Methodological Strategies	Resources	Performance Indicators	Activities / Techniques / Instruments
Communication and Cultural Awareness <ul style="list-style-type: none"> Inviting a guest speaker from another country to class and asking and answering questions about his/her culture/country. Adding expressions of politeness to dialogues. Writing survey questions about socially and culturally responsible behaviors and surveying classmates. Publishing the results in an online chart. Brainstorming ways to counter discrimination in one's daily life. Oral Communication: (Listening and Speaking) <ul style="list-style-type: none"> Researching a topic and preparing a presentation for the class. Recording a video about one's opinion of a story read in class. Sharing opinions in a way that encourages others to perform a specific action. Using intonation to convince a partner to take action. Summarizing a peer's opinion about a video seen in class. Using a digital presentation to raise awareness about a local issue. 	<ul style="list-style-type: none"> New Curriculum EFL for Subnivel BGU Student's Book English A2.2 (including interactive version) Audio CD Teacher's Guide Posters and pictures about family Photocopiable worksheets (TG) Quiz Time (SB) 	Communication and Cultural Awareness I.EFL.5.2.1 Learners can exhibit an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. Oral Communication I.EFL.5.9.1 Learners can present information clearly and influence an audience effectively through well-developed arguments in prepared presentations and other forms of oral communication. (I.2, I.3, J.2)	Activities <ul style="list-style-type: none"> Brainstorm situations or events you would like to report on: <i>The school needs new computers. The soccer pitch is damaged.</i> Select some situations and explain why you would make a great piece of news. Create questions to explore your piece of news. Investigate the answers to those questions: read, talk to people, interview people, etc. Write your news following the suggestions in the writing section. Look for photos that go with your article and adapt it for an oral presentation.
Reading		Techniques	



<p>Reading</p> <ul style="list-style-type: none"> Identifying unreliable resources on the Internet. Using a rubric to evaluate a print or online resource. Using a rubric to assess the validity of a web site, according to one's academic needs Reading about a topic and then identifying reference materials and sources that could be used to find out more information. <p>Writing</p> <ul style="list-style-type: none"> Writing new words and phrases in a vocabulary notebook and then writing a text using three words from your vocabulary notebook. Writing a brochure about your opinion on a topic and underlining examples of persuasive language. Watching a video about a controversial topic and writing a short essay agreeing or disagreeing with the content presented. Exchanging writing in pairs in order to make suggestions about things that could be improved. <p>Language through the Arts</p> <ul style="list-style-type: none"> Predicting the content of a story using the title and pictures. Summarizing the main idea. Underlining the words in a text that influence the reader. Participating in a performance, such as a lip-synching contest or play, and using nonverbal and body language to emphasize comprehension of the subject. 	<p>I.EFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)</p> <p>Writing</p> <p>I.EFL.5.15.1 Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1)</p> <p>Language through the Arts</p> <p>I.EFL.5.17.1 Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)</p>	<p>Reading</p> <ul style="list-style-type: none"> Categorize words from the text to remember them better. <p>Listening</p> <ul style="list-style-type: none"> Take notes while you listen the conversation. In pairs, ask and answer questions about the audio. <p>Speaking</p> <ul style="list-style-type: none"> Tell a disaster you know trying to make emphasis in the pronunciation of the regular verbs ending. Share information with a partner about what you understood from the audio. <p>Writing</p> <ul style="list-style-type: none"> Choose five new words and try to write their definition. Think in a disaster and write some preventive measures to take into account. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> Rubrics Portfolio Oral interviews individual/ in pairs Essay Tests Practical Exams. Writing Tests Training Test
--	---	---

3. ADAPTED CURRICULUM

<p>Students with Special Needs</p> <p>Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.</p>	<p>Specifications of the Material to Be Applied</p> <p>It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.</p>
<p>Transversal Axes</p> <p>Intercultural awareness, tolerance, multiculturalism, responsibility, solidarity, etc.</p>	
<p>Prepared by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>	<p>Revised by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>
<p>Approved by</p> <p>Teacher:</p> <p>Signature:</p> <p>Date:</p>	



SUBSECRETARÍA DE FUNDAMENTOS EDUCATIVOS
DIRECCIÓN NACIONAL DE CURRÍCULO
MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		Area: English as a Foreign Language	Grade / Course: 1 st BGU	Class:
Teacher:	Unit: 6 A Tech-World	Objectives: O.EFL 5.6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately. O.EFL 5.7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language.		
Periods: 30, 6 class periods per lesson				Weeks: 6
2. UNIT PLAN				
Skills and Performance Criteria		Evaluation Criteria		
Communication and Cultural Awareness EFL 5.1.9 Communicate information and ideas effectively to diverse audiences using a variety of media and formats.		CE.EFL.5.4 Communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed.		
Oral Communication: (Listening and Speaking) EFL 5.2.7 Present information clearly and effectively in a variety of oral forms for a range of audiences and purposes. (Example: summarizing, paraphrasing, personal narratives, research reports, essays, articles, posters, charts and other graphics, etc.) EFL 5.2.8 Influence an audience effectively through persuasion, argument or negotiation using conventions and features of English. (Example: precise vocabulary, pronunciation, intonation, presentation strategies, etc.)		CE.EFL.5.9 Production – Fluency: Present information clearly and influence an audience effectively through well-developed arguments in prepared presentations and other forms of oral communication.		
Reading EFL 5.3.9 Skim and scan reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs.		CE.EFL.5.11 Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs.		
Writing EFL 5.4.5 Justify and explain the rationale for a position on an argument, using persuasive language, tone, evidence and well-developed arguments through essays, editorials, movie and book reviews, position papers and brochures.		CE.EFL.5.15 Plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence.		
Language through the Arts EFL 5.5.8 Contribute to team projects to produce original works and solve problems while effectively negotiating and managing interactions to accomplish social and classroom tasks.		CE.EFL.5.19 Engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group.		
Methodological Strategies	Resources	Performance Indicators	Activities / Techniques / Instruments	
Communication and Cultural Awareness <ul style="list-style-type: none"> • Creating a "live" video on Facebook to give an opinion on a unit topic. • Using social media to network with teens across the globe. • Rating one's self after a speaking activity, according to a set rubric. • Practicing a specific self-correcting strategy during a pair work activity. • Recording student interactions in class and watching them later in order to identify behaviors the learners need to increase and those they need to decrease. Oral Communication: (Listening and Speaking) <ul style="list-style-type: none"> • Researching a topic and preparing a presentation for the class. • Using a digital presentation to raise awareness about a local issue. 	<ul style="list-style-type: none"> • New Curriculum EFL for Subnivel BGU • Student's Book <i>English A2.2</i> (including interactive version) • Audio CD • Teacher's Guide • Posters and pictures about family • Photocopiable worksheets (TG) • Quiz Time (SB) 	Communication and Cultural Awareness I.EFL.5.4.1 Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) Oral Communication I.EFL.5.9.1 Learners can present information clearly and influence an audience effectively through well-developed arguments in prepared presentations and other forms of oral communication. (I.2, I.3, J.2)	Activities <ul style="list-style-type: none"> • Think about popular tech devices and survey your classmates to find out which ones they have or wish they had • Find out what they do with their devices and how they use them: <i>What activities do you do with your cell phone? What activities do you wish you could do?</i> • Brainstorm on the different technological habits people have when they entertain and communicate. Some people spend too much time on the Internet. • Survey your friend's tech habits to confirm or 	



<ul style="list-style-type: none"> Recording a video about one's opinion of a story read in class. Sharing opinions in a way that encourages others to perform a specific action. Using information to convince a partner to take action. Summarizing a peer's opinion about a video seen in class. <p>Reading</p> <ul style="list-style-type: none"> Using a list to choose the best sources for finding information on a topic. Reading texts from different subject areas and choosing the best title for each. Underlining main ideas from texts and then using them to write questions the learner has about the topic. Identifying the correct format for an academic text. Finding online resources that can be used for a range of research projects. <p>Writing</p> <ul style="list-style-type: none"> Watching a video about a controversial topic and writing a short essay agreeing or disagreeing with the content presented. Exchanging writing in pairs in order to make suggestions about things that could be improved. Reading an article and underlining examples of evidence the author gives to support his/her position, then writing a similar position piece while implementing your own examples and evidence. <p>Language through the Arts</p> <ul style="list-style-type: none"> Searching the Internet for illustrations and examples of effective group collaborations and then sharing why they are effective. Discussing rules and norms for a group project before the project begins. Participating in teambuilding activities. Comparing answers in pairs in order to help each other understand errors or concepts. Teaching a story, grammar point, vocabulary word or topic to a group of peers. 	<p>IEFL.5.11.1 Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3)</p> <p>Writing</p> <p>IEFL.5.15.1 Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1)</p> <p>Language through the Arts</p> <p>IEFL.5.19.1 Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)</p>	<p>refute your ideas: <i>Do you spend a lot of time online? How much?</i></p> <ul style="list-style-type: none"> Create a graph illustrating the findings to the survey. Analyze the results and write a report. <p>Techniques</p> <p>Reading</p> <ul style="list-style-type: none"> Scan the text for the answers to pre-reading questions. Underline the sentences that support your answers in the report. <p>Listening</p> <ul style="list-style-type: none"> Try to infer information of the activity by using the context and your own ideas about the situation. <p>Speaking</p> <ul style="list-style-type: none"> Share a wish you have with a classmate. <p>Writing</p> <ul style="list-style-type: none"> Use synonyms and antonyms to give a definition of a new word. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> Rubrics Portfolio Oral interviews individual/ in pairs Essay Tests Practical Exams. Writing Tests Training Test
---	--	--

3. ADAPTED CURRICULUM

Students with Special Needs

Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.

CLIL Components

Science/Technology/Arts: To create survey on tech issues and present it with a graph.

Specifications of the Material to Be Applied

It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.

Transversal Axes

Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.

Prepared by

Teacher:

Signature:

Date:

Approved by

Teacher:

Signature:

Date:



Suggested Online Resources

Unit 1

- * Inspirational Musicians
<http://www.thefamouspeople.com/profiles/vanessa-mae-6164.php>
- * Mark Zuckerberg
http://content.time.com/time/video/player/0,32068,711047870001_2037225,00.html

Unit 2

- * The Importance of Cultural Awareness
<https://www.internations.org/magazine/cultural-awareness-15426>
- * Story Star
http://www.storystar.com/php/list.php?sub_category_id=2

Unit 3

- * Tell a Tale
<https://www.tell-a-tale.com/storytelling-can-benefit-teenagers/>
- * Audio Stories
http://www.agendaweb.org/listening/intermediate_advanced.html

Unit 4

- * English for Travelers
<http://www.fluentu.com/english/blog/english-for-travelers/>
- * English Around the World
<http://www.5minuteenglish.com/mar24.htm>

Unit 5

- * English Conversation
<http://www.englishwithjo.com/english-conversation-news-media/>
- * The English We Speak
<http://www.bbc.co.uk/learningenglish/english/features/the-english-we-speak/ep-160308>

Unit 6

- * Experience English
<https://www.experienceenglish.com/social-english/articles/10-reasons-learn-english>
- * Using the Simpsons in EFL classes
http://americanenglish.state.gov/files/ae/resource_files/49_1_3_rucynski.pdf

Students

- * www.bbc.co.uk/worldservice/learningenglish
- * esl.about.com/od/beginningenglish/u/start/htm
- * learnenglishteens.britishcouncil.org
- * www.eslpod.com
- * vocabsushi.com
- * www.examenglish.com
- * dictionary.cambridge.org
- * www.ello.org
- * www.nationalgeographic.com
- * education.nationalgeographic.com/education/st/?ar_a=4
- * www.youtube.com/user/CCProse
- * www.brainpop.com
- * www.discoveryeducation.com/students
- * www.phrasemix.com

Teachers / Parents

- * teachingenglish.org.uk
- * vocabsushi.com/pro/teachers
- * www.englishgrammar.org
- * education.nationalgeographic.com/education/?ar_a=1
- * education.nationalgeographic.com/education/fm/?ar_a=3
- * www.discoveryeducation.com/teachers
- * www.discoveryeducation.com/parents

Useful Websites

References

Most texts included in this book are the result of the authors' creativity and academic background. In specific cases, the texts were based on the following sources:

- * Breen, M.P. (1997) "Theory and Practice of Education", in *Signs 19*, October-December (ISSN 11318600).
- * Brow, D. (2001) "Teaching by Principles", in *Teaching by Principles: an Interactive Approach to Language Pedagogy*, Addison Wesley Longman.
- * Christison, MA (2005) *Multiple Intelligences and Language Learning: A Guidebook of Theory, Activities, Inventories and Resources*, Alta Book Center Publishers.
- * Gardner, H. (1983). *Frames of Mind. The Theory of Multiple Intelligences*. New York. Basic Books.
- * Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA. Kagan Publishing.
- * Kumaravadivelu, B. (2003). *Beyond Methods*. New Haven. Yale University Press. E lessons.
- * Oxford, R. (1990) *Language Learning Strategies: What Every Teacher Should Know*, Heinle Cengage Learning.

TRACKLIST

Track	Contents
Track 1	Credits
Track 2	Page 7, Exercise 2
Track 3	Page 8, Exercise 3
Track 4	Page 10, Exercise 1
Track 5	Page 11, Exercise 5
Track 6	Page 11, Exercise 6
Track 7	Page 12, Exercise 1
Track 8	Page 12, Exercise 2
Track 9	Page 13, Exercise 3
Track 10	Page 13, Exercise 4
Track 11	Page 13, Pronunciation
Track 12	Page 14, Exercise 3
Track 13	Page 16, Exercise 1
Track 14	Page 17, Exercise 2
Track 15	Page 18, Comic
Track 16	Page 19, Exercise 1
Track 17	Page 22, Exercise 2
Track 18	Page 22, Exercise 3
Track 19	Page 23, Exercise 5
Track 20	Page 23, Pronunciation
Track 21	Page 24, Exercise 1
Track 22	Page 24, Exercise 2
Track 23	Page 25, Exercise 5
Track 24	Page 25, Exercise 6
Track 25	Page 26, Exercise 2
Track 26	Page 28, Exercise 2
Track 27	Page 29, Exercise 2
Track 28	Page 31, Exercise 1
Track 29	Page 33, Test Training A
Track 30	Page 36, Exercise 1
Track 31	Page 36, Exercise 2
Track 32	Page 37, Exercise 4
Track 33	Page 39, Exercise 7
Track 34	Page 39, Exercise 8
Track 35	Page 39, Pronunciation
Track 36	Page 40, Exercise 3
Track 37	Page 42, Exercise 1

TRACKLIST

Track	Contents
Track 38	Page 43, Exercise 2
Track 39	Page 44, Comic
Track 40	Page 45, Exercise 1
Track 41	Page 45, Exercise 2
Track 42	Page 48, Exercise 2
Track 43	Page 49, Exercise 3
Track 44	Page 49, Pronunciation
Track 45	Page 50, Exercise 2
Track 46	Page 51, Exercise 4
Track 47	Page 51, Exercise 5
Track 48	Page 52, Exercise 2
Track 49	Page 54, Exercise 1
Track 50	Page 55, Exercise 2
Track 51	Page 57, Exercise 1
Track 52	Page 59, Test Training B
Track 53	Page 64, Exercise 4
Track 54	Page 64, Pronunciation
Track 55	Page 65, Exercise 5
Track 56	Page 65, Exercise 7
Track 57	Page 66, Exercise 2
Track 58	Page 68, Exercise 1
Track 59	Page 68, Exercise 2
Track 60	Page 69, Exercise 2
Track 61	Page 70, Comic
Track 62	Page 71, Exercise 1
Track 63	Page 74, Exercise 3
Track 64	Page 75, Exercise 4
Track 65	Page 75, Exercise 7
Track 66	Page 75, Exercise 8
Track 67	Page 77, Exercise 5
Track 68	Page 77, Pronunciation
Track 69	Page 79, Exercise 5
Track 70	Page 80, Exercise 2
Track 71	Page 81, Exercise 2
Track 72	Page 83, Exercise 1
Track 73	Page 85, Test Training C