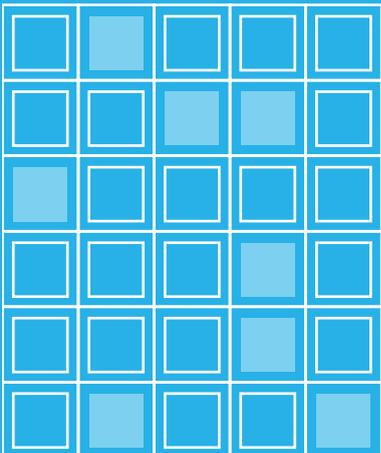
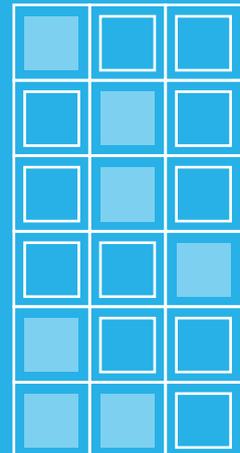




Educación General Básica - Subnivel Superior



ENGLISH



Level

A1.1

(Teenagers)

TEACHER'S BOOK - OCTAVO GRADO - EGB

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**English A1.1,
Teacher's Guide**

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I. General Description

English A1.1 is a highschool series of English text books 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 A1.1 makes an important contribution to education by proposing discussions about values and providing learners with academic and citizenship tools to apply to their school life and their adulthood.



Objectives and Characteristics

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

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



B. Rationale

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

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



1. Student Centeredness

The authors of English A1.1 have designed our learning activities taking into account the theory of the Multiple Intelligences developed by Howard Gardner. This theory views learners as individuals with different abilities and potential, so we invite teachers to tap into students' different abilities to help them make the most out of their learning potential in school and life.

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

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

2. Teaching and Learning Approach

English A1.1 is based on an eclectic but informed series of ideas and constructs in language teaching and learning. However, English A1.1 has been developed taking B. Kumaravadivelu's (2003) ideas into account. He clearly conceptualizes teaching as being enacted through the parameters of *particularity*, *practicality*, and *possibility*. *Particularity* has to do with the fact that teaching has to be responsive to particular contexts where teachers and learners are entitled to have their own ideas about learning. *Practicality* is related to the idea that teachers need to come to terms with the dichotomy of theory and practice, in order to empower themselves to figure out their own theories of language and teaching through their classroom practices. Lastly, the idea of *Possibility* has to do with the empowering of learners so that they can critically appraise both the social and historical conditions of their learning, and therefore pursue new forms of understanding and recreating reality.

English A1.1 also derives its theoretical foundations from task-based instruction, cooperative learning, cross-curricular studies and the cross-cultural approach to language teaching and learning. The main idea behind task-based learning is the fact that learners will be engaged in a series of real-life language tasks that will help them improve their language skills and enhance their world knowledge. The series approach also takes into consideration the situation of both teachers and students in EFL contexts. These textbooks therefore are aided by focused instruction especially in the areas of vocabulary and grammar as important building blocks for students' progress in their language proficiency.

Cooperative learning is the basis of many of the activities in English A1.1, since students need to adopt a variety of interaction patterns: individual, pair and group work. One of the highlights of each unit is the work students do progressively to create, develop and present a group project related to the topic of the unit. This project also involves the making of some sort of product that helps students use the language meaningfully when creating and presenting it.

In the design of other cooperative tasks, English A1.1 has also considered the ideas of Spencer Kagan (1994) who suggested the acronym PIES to stand for the basic principles of cooperative work, where P stands for *Positive Interdependence*, I is for *Individual Accountability*, E stands for *Equal Participation*, and S for *Simultaneous Interaction*. *Positive Interdependence* means that group members need be aware of the fact that there is no I in group work and that the group benefits from the contribution of all members. *Individual Accountability* has to do with the responsibility that each member has to have for the success of the entire group's project. *Equal Participation* calls for the idea of an inclusive group where all members are entitled to have a say regardless of the quality of their ideas or, in the case of language learning, their accuracy and fluency. *Simultaneous Interaction* has to do with the amount of participation that each member of the group has in different projects.

Cross-curricular activities are among the most important features of English A1.1 since students are exposed to a wide variety of topics and activities from areas such as natural science, technology, social studies, literature, arts, etc. Consequently, students are engaged in activities that reflect what they need to know in these subjects. For example, the use of timelines for historic or personal events and the use of graphs and tables to make sense of information in social studies or science.

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



C. Lesson Planning

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

1. WARM UP

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

WARM UP (books closed) **L V K**
Invite students to mimic some of the activities they believe to be important in their learning process. If students are shy or cannot think of any activity, make a list of activities to propose to some outgoing volunteers and encourage outgoing students to set an example.
Possible list: play sports / read books/ travel/ talk to people/ go to museums / take pictures/ read the newspaper etc.

2. PRESENTATION

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

PRESENTATION

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

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

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

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

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

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

3. PRACTICE

Each unit has several moments of *Practice*. One of the aims of the series is to work towards skill integration. Consequently, students will have plenty of chances to be exposed to the language input through listening and reading, and to use the newly learned language in speaking activities and in writing different types of texts. Besides the integration of language skills, English A1.1 promotes cognitively challenging activities so that students are encouraged to have a problem-solving attitude towards language learning.

PRACTICE

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

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

APPLICATION

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

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

4. APPLICATION

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

5. EXTRA IDEAS

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

EXTRA IDEAS

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

Bill Gates (1955–) Co-founder and chairman, Microsoft Corporation
Bill Gates studied at Harvard University between 1973 and 1975. He left college to be the founder and chairman of Microsoft Corporation. The company first started with computer programs, but later it developed other products such as Internet service. He has won several awards for his excellence as a businessman and inventor. He left his company to work in several associations to help the underprivileged.

II. Series Components

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



A. Students' Book Structure

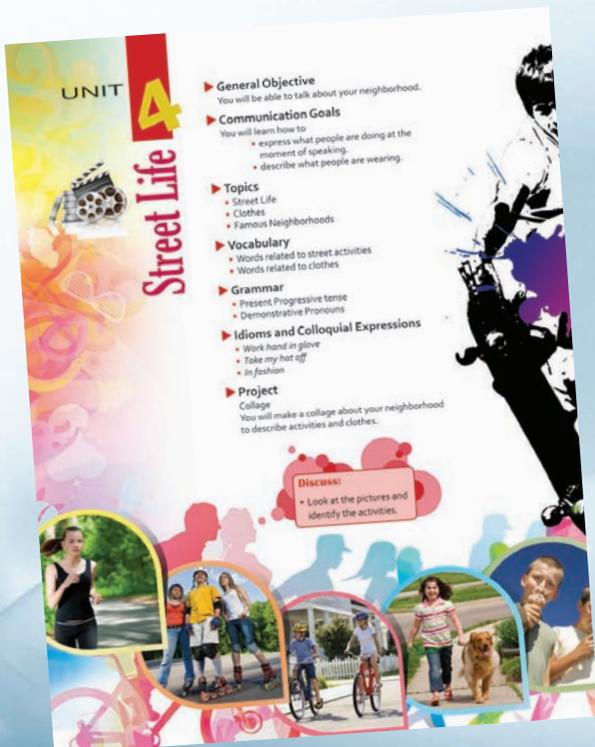
Each book begins with a *Scope and Sequence* which describes each of the six main units in the book. Additionally, there is a *Review Unit* at the beginning of each book, where students are given another opportunity to practice some of the contents and the language aspects studied in the previous book.

1. Unit Opening Page

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

2. Lessons 1-2 Grammar and Vocabulary

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



3. Lesson 3 Reading and Writing

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

Pre-Reading Activities

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

While-Reading Activities

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

Post-Reading Activities

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

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

Lesson 3
Diverse Families

1. Look at the family groups and write the members for each family. Then, listen and check.

a. I live with my _____
b. I live with my _____
c. I live with my _____

2. Read and underline the **body parts** in blue and the **adjectives** in red.

Reading Strategy
Underline to identify specific information.

I am Karen. I am 38 years old. I live with my daughter and my brother. We are similar and different at the same time. I am tall and thin. My hair is long, wavy and red. My daughter is Mary. She is short. Her eyes are big and blue. My brother is tall and athletic. His hair is curly and black. His nose is big. My brother is Ted. He is curly and brown. His eyes are big and black.

3. Go back to the text and locate the underlined words in the diagram. Follow the pattern **red + blue**.

Reading and Writing

MARY

Different
(a) short _____
(b) _____ eyes _____

Similar
(c) _____
(d) _____

KAREN

Different
(e) tall _____
(f) _____ hair _____
(g) _____

JOSH

Different
(a) _____ hair _____
(b) _____ brown _____

Similar
(c) _____ nose _____
(d) _____
(e) _____ tail _____

TED

Different
(f) brown _____
(g) _____ eyes _____

4. Read the sentences. Then, connect them with **and**.

Writing Strategy
Use **and** to connect similar ideas.

a. I'm short. I'm thin. I'm short and thin
b. My hair is long. My hair is red. _____
c. Her eyes are big. Her eyes are blue. _____
d. He is tall. He is chubby. _____
e. His hair is curly. His hair is black. _____

5. Draw and describe a member of your family.

I live with my ... _____ (family members)
This is my ... _____ (person you draw)
_____ (hair)
_____ (eyes)
_____ (nose)
_____ (physical appearance)

Project Stage 3

- Take your descriptions of the previous stage. Connect ideas with **and**.
- Revise your descriptions. Check spelling and grammar. Write them down next to the pictures.
- Create an original cover for your scrapbook.

E.g. My brother is tall and thin.

4. Lesson 4 Real Communication

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

Lesson 4
Are You Working Hand in Glove?

1. Match the expressions in bold with the corresponding picture.

a. work hand in glove
b. take my hat off
c. in fashion

2. Listen and complete with the expressions in exercise 1. Then, circle the correct meaning.

a. – These are my new sneakers. – Everybody is wearing these sneakers. They are _____.

b. – Ann, is this your project? It's very interesting. – Well, it's a team project. I _____ with Mark.

c. – Look at Diane's homework! – Wow, that painting is great. I _____ to Diane.

3. Answer the survey and compare with a partner.

Survey

a. At the moment, _____ are in fashion. hats caps other

b. For my homework, I work hand in glove with _____. my best friend my brothers other

c. At school, I take my hat off to _____. my best friend the teacher other

Reflect on Values

Always Sometimes Never

■ I appreciate my neighborhood.

■ I take care of my clothes.

■ I respect people's way of dressing.

Gap Activity

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

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.

Share Your Project Real Communication

1. Discuss your experience. Check what you like about the project.

Exploring the neighborhood Taking pictures Making the collage Writing descriptions

2. Read the steps to make a collage.

A Collage
It is a creative visual work that includes different kinds of images to talk about a topic. Follow these steps to make a collage about your neighborhood.

- Take many pictures of people in your neighborhood.
- Select and classify the pictures into two groups: actions and clothes.
- Cut the pictures in different shapes. For example, circles, squares, triangles and rectangles.
- Select the materials for the collage. Use cardboard, color paper, markers, pairs, glue, glitter and so on.
- Paste the pictures.
- Decorate the collage and write the title *My Neighborhood* to show it to the class.

Making a collage is an opportunity to show visual information. It helps you to present your ideas in an original way.

3. Complete the sentences based on the reading.

a. Cut the pictures _____

b. It is a creative visual _____

c. Making a collage is an opportunity _____

Useful Expressions

- Hi / Hello / Good morning / afternoon. We are...
- This is our collage.
- The neighborhood is... (name).
- People are... (activities).
- He / She is wearing... (clothes).
- Thanks for your attention.

Use your Presentation!

- Introduce your group and say hello.
- Show the collage and mention the neighborhood.
- Talk about people's activities.
- Describe the clothes.
- Say thank you to the audience.

5. Share Your Project

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

Comic
A Magical Book

Listen and read.

Wow! This is the Great Wall of China.

It's all Greek to me!

and you are...?

I'm Pedro!

Where are you from?

I'm from Colombia.

Good Afternoon! I'm Pedro. This is Stone Lee.

This book is Egyptian. It's a door to the world.

This is a special book. It's magical!

H...!!! I'm Pierre.

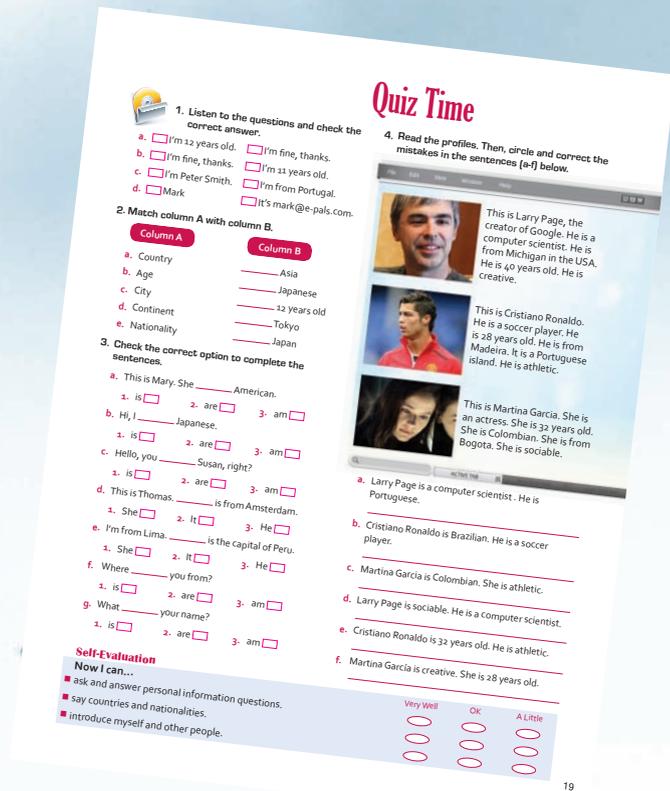
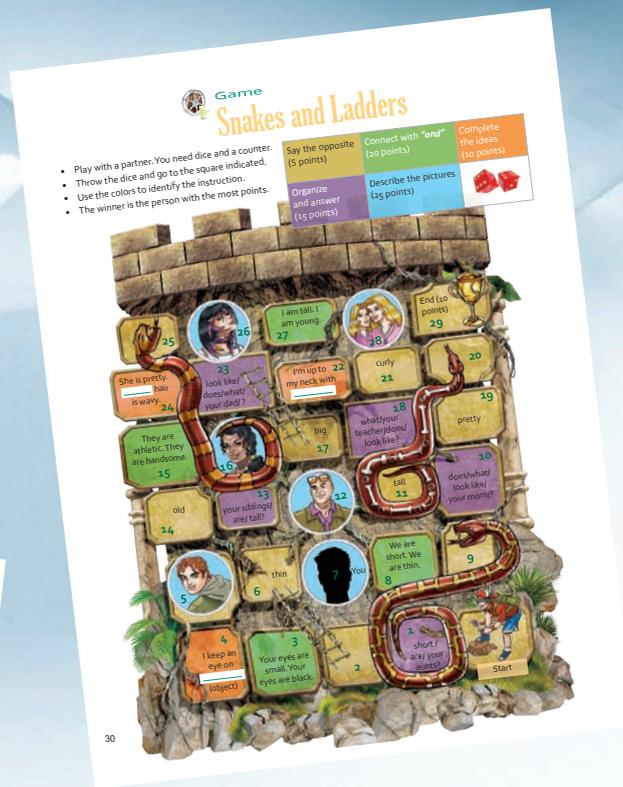
Wow! This book is real!!!

Free minds? This book is for free minds!

Free minds?

7. Game

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



8. Evaluation

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

9. Self-Evaluation

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

10. Glossary

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

Activities on page 93

Glossary

A-F
actress: n. a woman who works on TV or movies. (syn. actor) *Angelina Jolie is an actress.*



age: n. the number that says how old you are. *I'm 12 years old.*

athletic: adj. in good physical condition.

audience: n. people who watch a presentation.



capital: n. the principal city of a country. *Paris is the capital of France.*

capital letter: n. the large form of a letter.

chat: n. informal conversation. (syn. dialog)

classmate: n. the person you study with. (syn. partner)

country: n. a state or nation. *I'm from Colombia.*

find: v. to discover.

flag: n. a symbol of a country.



form: n. an official document with spaces to write information.

G-N
host family: the family you live with when you are in another country.

housemate: n. a person who lives

in your house, but is not a member of your family. *My house mate is from Egypt.*

introduce: v. to present yourself or someone.

look: v. to observe. (syn. see)



meet: v. to talk to a person for the first time.

nationality: n. relationship between a person and a country. *I'm Mexican.*

nice: adj. good. (syn. great - ant. bad)

nice to meet you: It's great to meet you.

O-S

origin: n. the place you come from. *I'm from Buenos Aires.*

picture: n. photograph or illustration.



profile: n. a short description about a person.

scientist: n. an expert and investigator.

slide: n. a presentation with text and pictures.

soccer player: n. a person who plays soccer. *Cristiano Ronaldo is a soccer player.*



sociable: adj. a person who likes the company of others. (syn. friendly - outgoing)

T-Z

tower: n. a very tall construction or structure. *The Eiffel Tower is French.*



traveler: n.

wall: n. a protection is very old.



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Unit 1

Glossary Activities

1. Unscramble the words you find in a profile.

- mena _____
- gea _____
- taniyonait _____
- nurmase _____
- ginrio _____

2. Write the word that corresponds to the definition.

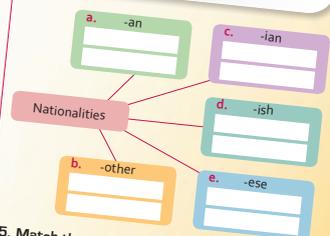
- An informal conversation. _____
- The principal city of a country. _____
- To be in good physical condition. _____
- A symbol of a country. _____
- People who watch a presentation. _____

3. Replace the underlined words. Circle the correct option.

- Canada is a country.
 1. capital
 2. nationality
 3. nation
- I find information on the Internet.
 1. meet
 2. discover
 3. look
- This is a nice picture.
 1. tower
 2. form
 3. illustration
- Mike is Brazilian. He is a traveler.
 1. housemate
 2. visitor
 3. classmate
- It is a nice presentation.
 1. friendly
 2. bad
 3. good

4. Classify the nationalities for the countries in the Word Bank.

Word Bank					
Canada	Spain	China	USA	Peru	
France	Chile	England	Japan	Greece	



5. Match the colloquial expressions with their meanings.



- Where exactly?
- It's a rumor.
- Hello!



- It's confusing.
- To pay 50-50.

- _____ My sister and I go Dutch.
- _____ It's a Chinese whisper.
- _____ It's all Greek to me.
- _____ What's up?
- _____ Where about?

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To Our Students

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

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

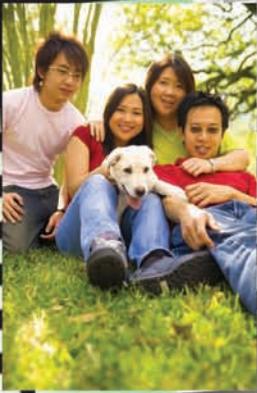
To accompany the launching of this educational initiative, we have prepared several resources according to age and years of schooling. Children in first grade will receive a textbook that integrates stories and activities appropriate for their age and that will help to develop the holistic curriculum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

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

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

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

Ministry of Education
2016



UNIT

1



UNIT

2



UNIT

3



CLIL

- Personal Information
- Countries and Nationalities
- Personal Profiles

- Family Members
- Physical Appearance
- Parts of the Body

- Types of Movies
- Cultural Events
- Famous Festivals

Goals

- You will learn how to
- greet formally and informally.
 - ask and answer personal information questions.
 - introduce someone.

- You will learn how to
- describe people's physical appearance.
 - ask and answer questions about physical description.

- You will learn how to
- ask and answer questions about schedules.
 - ask for and give dates.
 - ask for and give the time.

Grammar

- Simple Present tense with the verb *To Be*

- Simple Present tense with the verb *To Be*
- Possessive Adjectives

- Prepositions of Time
- Wh-questions (what time/ when)

Skills and Strategies

- Vocabulary:**
- associating vocabulary with pictures to get the meaning of words
 - identifying similar words in English and Spanish to learn more vocabulary
- Reading:** going back to the text to look for specific information
- Listening:** focusing on specific information to get the right answers
- Speaking:** following models to make presentations

- Reading:** underlining to identify specific information
- Writing:** using *and* to connect similar ideas
- Listening:**
- getting familiar with the new words before listening to the audio
 - looking at the pictures to predict information
- Speaking:** practicing questions and answers to improve oral skills

- Vocabulary:** associating words with sounds to remember vocabulary
- Reading:** using images and key words to remember what you read in the new language
- Writing:** using mind maps to organize information before you write
- Listening:** focusing on specific information: genre, day and hour
- Speaking:** using "*Really?*" to show interest in a conversation

Project

A Slide Show Presentation

A Family Scrapbook

A Cultural Event

UNIT

4



UNIT

5



UNIT

6



CLIL

- Street Life
- Clothes
- Famous Neighborhoods

- Places in the City
- Tourist Places
- City Maps

- Routines
- Lifestyles
- Famous People

Goals

You will learn how to

- express what people are doing at the moment of speaking.
- describe what people are wearing.

You will learn how to

- identify places in the city.
- ask for and give information about location.
- give and follow instructions to get to a place.

You will learn how to

- talk about routines and lifestyles.

Grammar

- Present Progressive tense
- Demonstrative Pronouns

- There is - There are
- Prepositions of Place
- Imperatives

- Simple Present tense

Skills and Strategies

Vocabulary: looking at the ending of words to identify if they are singular or plural

Grammar: writing the color before the noun you are describing

Reading: paying attention to the categories to classify the information

Writing: using *so* to talk about the result or consequence of an action

Listening: creating mental images to identify activities

Speaking: using pictures to make descriptions

Vocabulary: using your knowledge to associate professions and places

Reading: paying attention to the words before or after to infer the meaning of unfamiliar words

Writing: using *but* to contrast ideas

Speaking: using new language in authentic situations

Vocabulary:

- associating new language with familiar words to remember vocabulary
- analyzing the parts of words to guess their meaning

Reading: identifying context clues to organize a text

Writing: using *First, Then, After* and *Finally* to connect and give order to your ideas

Speaking: using *What about you?* to ask about people's activities

Project

A Collage

A Tourist Brochure

An Interview



Review



1. Listen and practice.

a. look 	b. listen 	c. practice 	d. read 	e. underline 
f. write 	g. circle 	h. check 	i. match 	j. spell 

2. Read and do.

a. Circle the word. English	d. Write your name: <u>Answer may vary.</u>
b. Underline the word. School	e. Complete. E <u>N</u> G <u>L</u> I S <u>H</u>
c. Match the words with the pictures. 1. teacher 2. student	f. Check. <input type="checkbox"/> I am a teacher. <input checked="" type="checkbox"/> I am a student.

2



1



Vocabulary Strategy
Mime new vocabulary to remember it.



3. Listen to the alphabet and repeat.



4. Listen and complete the students' names.

How do you spell your name?

a. T h o m a s D-i-x-o-n.

b. E v e l y -n J-e- n k i n s

c. V a l e -r i e B a-r- n e -s

d. Z a c k E v a n s





Review

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
<p>This lesson will enable learners to become familiar with classroom language and vocabulary.</p>	<ul style="list-style-type: none"> Recognizes the alphabet and spells words. Identifies cardinal numbers and uses them to count and add. Distinguishes school supplies. 	<p>Vocabulary Look, listen, practice, read, underline, write, circle, check, match, spell Cardinal numbers The alphabet</p> <p>Structures Singular and plural forms How many...? How do you say _____? How do you spell _____? I don't know.</p>	<ul style="list-style-type: none"> Miming new vocabulary to remember it Listening to and repeating letters, words and numbers Practicing classroom language and vocabulary

PRESENTATION 1 Track 02

1. Listen and practice.

Have students look at the pictures. Inform them that they can use images to deduce meaning. Advise them to associate each verb with a referent in their mother tongue. Play the audio twice for them to listen to and repeat chorally and individually. Next, invite learners to cover the verbs in their books with little pieces of paper. While you say the verbs aloud in different order, they must point at the picture and repeat the verb.

EXTRA IDEAS

Bring some flashcards of the verbs from exercise 1 (word and picture). Stick them on the classroom walls to give students the chance to count on them whenever they need to understand instructions in class. *Peripheral learning* will eventually lead them to learn and internalize the basic instructions in their long-term memory and facilitate their retrieval whenever needed.

PRACTICE

2. Read and do.

Refer students to the Vocabulary Strategy. Play the audio for the third time and get them to mime the words they hear. Allow them to look at their books. Do the same with books closed. Say the words in a different order.

Call on a volunteer to read the instructions and encourage them to do the task. Go around the class to see if they need further explanation and provide help. Congratulate them on a good job!

PRESENTATION 2 Track 03

3. Listen to the alphabet and repeat.

Show and introduce the alphabet to students. Ask: *How many letters are there? (26) How many vowels? (5) How many consonants? (21)*. Inform them that we use it to write and spell words. Play the audio for them to listen to and do some choral and individual drills. Finally, write the alphabet on the board and encourage students to learn it by heart by dividing it into the six suggested strings of letters. Then, challenge them to do their best in saying the complete alphabet as you point at the letters on the board.

PRACTICE Track 04

4. Listen and complete the students' names.

Refer students to the picture. Tell them this teacher needs to write their student's names properly. To do so, she asks them: *How do you spell your name?* Read the instruction and play the audio as many times as necessary. Encourage students to cross-check their answers before socializing them as a class.

Immediately afterwards, invite students to ask each other to spell their names, while you go around the class to provide help if needed.

5. Listen and practice. Then listen and circle the numbers you hear.      Track 05

Ask students to look at the numbers and look at the corresponding word in English. Read the first part of the instructions and play the audio twice to do choral and individual repetitions. Read the second part of the instructions and play the audio for the third time. Get them to cross-check answers with their classmates before socializing them as a class.

 **EXTRA IDEAS**   

Have students work in pairs sitting face to face. Invite them to secretly write some numbers of their choice in their notebooks. One of them spells the numbers and the other one guesses the number. They can also do the activity as a dictation task. Go around the classroom to see if they have any difficulty and provide help if needed. You can also challenge students to raise their hands to spell some numbers of your choice and write them on the board.

 **APPLICATION**   

6. Add and write the result.

Center students' attention on the pictures. Make them realize that there are singular and plural forms. Direct their attention to the examples. Demonstrate by pointing at a girl or boy and then grouping three or four of them together. Expand the exercise by showing a book and then two or three books, or any other classroom tool you may have at hand. Elicit from pupils the singular and plural rules. Draw their attention to the irregular nouns.

Read the instructions. Remind them they need to spell the numbers correctly to write the result. Encourage them to cross-check their answers with another pair of students before socializing them as a group on the board.

7. Count and write the numbers.   

Let students know we use the expression *How many...?* to ask for numbers or a quantity of people. Model questions and answers regarding their context at school. Get students to work in pairs and invite them to compare their answers with another pair of students. Finish by socializing answers as a class.

 **EXTRA IDEAS**    

Invite students to leave the classroom and count, write and spell the number of girls and boys they see in the classroom next to theirs. Then, ask them to add the girls and the boys in their classroom plus the girls and boys in the classroom next to theirs, and have them write the result down so they can spell it to their classmates. Alternatively, bring in some magazine or newspaper cutouts of groups of boys and girls and men and women and have them count how many girls, boys, men and women they see. Finally, have them add up all the people (boys, girls, men and women) they can count in the magazine or newspaper cutouts and take turns to spell the result.



5. Listen and practice. Then, listen and circle the numbers you hear.

0 zero	1 one	2 two	3 three	4 four	5 five	6 six	7 seven
8 eight	9 nine	10 ten	11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen
16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty	21 twenty-one	30 thirty	40 forty
50 fifty	60 sixty	70 seventy	80 eighty	90 ninety	91 ninety-one	100 one hundred	101 one hundred one

6. Add and write the result.

- a. 1 boy + 2 boys = **three** boys.
- b. 4 girls + 10 girls = **fourteen** girls.
- c. 1 man + 26 men = **twenty** – **seven** men.
- d. 1 woman + 54 women = **fifty** – **five** women.
- e. 12 boys + 75 boys = **eighty** – **seven** boys.
- f. 100 girls + 5 girls = **one hundred five** girls.



Singular	Plural
boy	boys



Singular	Plural
girl	girls



Singular	Plural
man	men



Singular	Plural
woman	women

7. Count and write the numbers.



a. How many boys? **4** girls? **3**



b. How many men? **4** women? **7**



8. Listen and complete the conversation. Use the Word Bank.



I don't say.

Glue!

How do you spell that?

How do you know "pegante" in English?

g-l-u-e

Word Bank

- spell
- know
- say

9. Use the numbers to complete the words.

1=a	2=b	3=c	4=d	5=e	6=f	7=g	8=h	9=i	10=j	11=k	12=l	13=m
14=n	15=o	16=p	17=q	18=r	19=s	20=t	21=u	22=v	23=w	24=x	25=y	26=z



a. g l u e
7 12 21 5



b. s c i s s o r s
19 3 9 19 19 15 18 19



c. m a r k e r s
13 1 18 11 5 18 19



d. m a g a z i n e
13 1 7 1 26 9 14 5



e. c o m p u t e r
3 15 13 16 21 20 5 18



f. p a p e r
16 1 16 5 18



g. b o o k
2 15 15 11



h. c a r d b o a r d
3 1 18 4 2 15 1 18 4



i. p a i n t
16 1 9 14 20



j. g l i t t e r
7 12 9 20 20 5 18



k. p e n c i l
16 5 14 3 9 12



l. e r a s e r
5 18 1 19 5 18

10. Practice the vocabulary. Use the expressions in exercise 8.



How do you say "lápiz" in English?

How do you spell that?



Pencil.

p-e-n-c-i-l

PRESENTATION 3 **L** **V** **Track 06**

8. Listen and complete the conversation. Use the Word Bank.

Draw students' attention to the Word Bank. Get them to do some choral individual drills of the verbs. Ask them to apply the Vocabulary Strategy learned in the second exercise of this review unit. Then challenge some volunteers to come up to the board, stand in front of the class and mimic any of the three verbs for the class to guess. Play the audio twice for them to do the exercise individually. Invite them to compare their answers with the classmate sitting next to them. Play the audio for the third time to confirm answers before socializing them as a class. Finally, have students do some choral and individual drills of the questions.

9. Use the numbers to complete the words.

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

Invite students to work with a partner. Ask some volunteers to choose one of the pictures and say the numbers given below. Do some picture exploitation by asking: *What is this / are these?* Accept the words in Spanish. Read the instruction. Refer them to the code. Name some students randomly to read the number and the corresponding letter. Tell them to discover the names of the school supplies by using the code. Go around the class to provide help and guidance if necessary. Finally, invite some pairs of students to socialize the words by saying the name of the supplies and spelling them immediately. Praise them for their learning effort by saying: *Lovely!* or *Well done!*

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

Encourage students to work with a partner, take their school tools out of their bags and make groups of *scissors, pencils, erasers, books, dictionaries, markers, etc.*, count and add them, ask how many there are and spell the results to each other.

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

10. Practice the vocabulary. Use the expressions in exercise 9.

Encourage students to work with a partner, taking turns to practice the vocabulary and expressions learned in this unit. Go around the classroom to see if they have difficulty to use the expressions and vocabulary; provide further explanation if necessary. Alternatively, divide the class into four groups and have them organize a *Classroom Tool Show* in which they include other school tools they use like *colors, folders, plastic pockets, stickers, staplers, hole punchers, pencil sharpeners, etc.* Tell them they are expected to mention the school tools using the plural form, and spell them. To keep their motivation up reward students with a warm round of applause!



1 People Around Us



Skills

CEF Standards

Indicators

Listening
Comprehension

Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

- Understands the general meaning of spoken texts.
- Identifies words and expressions in a conversation.
- Catches specific details about personal information.
- Identifies the correct pronunciation of specific words.

Reading
Comprehension

Can understand very short, simple texts, a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.

- Matches personal profiles with the correct pictures.
- Extracts key information from the text related to personal information.
- Infers meaning from context.

Can get an idea of the content of simple informational material and short, simple descriptions, especially if there is visual support.

Oral
Interaction

Can introduce himself / herself and use basic greeting and leave-taking expressions.

- Exchanges personal information.
- Uses greetings and key expressions in a conversation.

Can ask and answer questions about themselves.

Oral
Expression

Can produce simple mainly isolated phrases about people.

- Introduces himself / herself and others.
- Describes personal profiles.

Can read a very short, rehearsed statement.

Written
Expression

Can write simple isolated phrases and sentences.

- Completes dialogues and charts.
- Writes personal profiles including his / her own information and favorite idols.
- Corrects specific information from a text.
- Uses capitalization.

Can write simple phrases and sentences about themselves and imaginary people.

1 People Around Us



► General Objective

You will be able to introduce yourself and others.

► Communication Goals

You will learn how to

- greet formally and informally.
- ask and answer personal information questions.
- introduce someone.

► CLIL

- Personal Information
- Countries and Nationalities
- Personal Profiles

Vocabulary

- Words related to personal information

Grammar

- Simple Present tense with the verb to be

► Idioms and Colloquial Expressions

- *It's a Chinese whisper*
- *It's all Greek to me*
- *To go Dutch*
- *What's up?*
- *Where about?*
- *VIP*
- *See you around*

► Project

A Slide Show Presentation

You will create a slide show presentation to introduce famous personalities and yourself.

Discuss:

- Look at the pictures. Where are they from?





Lesson 1

Meeting New People



1. Listen and read.



2. Match the questions with the answers.

- | | | |
|-------------------------------|------------------|-----------------------|
| a. What is your name? | <u> d </u> | I am 12. |
| b. How are you? | <u> c </u> | It is 389090624. |
| c. What is your phone number? | <u> e </u> | I am from Argentina. |
| d. How old are you? | <u> b </u> | Fine, thank you. |
| e. Where are you from? | <u> a </u> | My name is Katherine. |

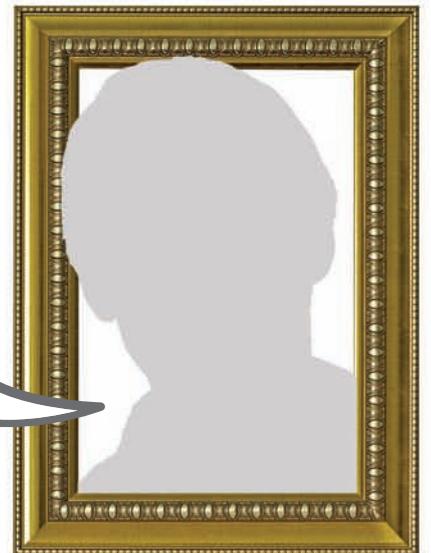
Speaking Strategy

Follow models to make your presentations.

3. Complete the sentences. Then, introduce yourself to your classmates.

Hello! I'm Jefferson.
I'm 12 years old.
I'm from England.

My name is _____.
I'm *Answers may vary.* years old.
I'm from *vary.*





Lesson 1

Meeting New People

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will lead students to introduce themselves and give personal information.	<ul style="list-style-type: none"> ■ Greets formally and informally. ■ Asks and answers personal information questions. 	<p>Vocabulary Words related to personal information</p> <p>Expressions What's up / Where about / See you around</p> <p>Structures Simple Present tense with the verb <i>to be</i></p>	<ul style="list-style-type: none"> ■ Following models to make presentations ■ Focusing on specific information to get the right answers

▶ WARM UP (books closed)

Play a counting rhyme to present greetings and introducing oneself. Write this drill on the board: *Hello/Hi/Good morning. My name is...* Direct students' attention to pronunciation and model the exercise. Give four or five markers to students and explain they have to pass the markers around while you say: *Eeny, meeny, miny, moe, / Catch the tiger by the toe. / If it hollers let it go, / Eeny, meeny, miny, moe.* When you say the last *moe*, the students who have the markers say the drill and leave the game. Start the game over and encourage them to use all the greetings.

▶ PRESENTATION 1. Track 07

1. Listen and read.

Draw students' attention to the pictures. Describe the number of people and the surroundings. Encourage students to listen to and follow the conversations in the book by using their fingers. This can help them associate speech with written words. Play each conversation and have them repeat aloud to correct pronunciation.

▶ PRACTICE

2. Match the questions with the answers.

First, remind students "match" means "connect" to make sure they understand the instructions. Remember that a clear understanding of the activity permits accuracy in the answers. Get students familiar with the information by asking volunteers to read the two columns aloud. Tell students to read the questions individually and use exercise 1 as a model. Use the first answer to model the exercise and have them compare with a partner. Then monitor as the students work.

▶ APPLICATION

3. Complete the sentences. Then, introduce yourself to your classmates.

Direct students' attention to the Speaking Strategy and model the activity using your information. Encourage them to replace the information in the caption to put the strategy into practice. Have them exchange their (personal) information with a partner. Encourage them to give each other feedback on pronunciation. Remind students that practicing with others helps them enhance oral skills.

▶ EXTRA IDEAS

Model exercise 2 with some students to practice questions and answers. Have learners work in pairs to role-play the questions with their own information. Ask volunteers to perform in front of the class and have students clap to choose the best performance. Remember that social recognition increases motivation.

PRESENTATION 2     Track 08

4. Go back to exercise 1. Complete the chart with *am, are and is*.

Motivate students to complete the Reflect on Grammar and Useful Expressions charts. Ask students to share their answers. Ask them to draw conclusions about the use of the verb *to be*: to talk about name, age, country and phone number. Ask students to read the questions from the chart and correct pronunciation.

Refer students to the Pronunciation box and choose volunteers to pronounce. Emphasize the use of contractions. Explain they are common in informal speaking while full sentences are used in formal writing (a letter).

EXTRA IDEAS   

Play "Hot Potato" to practice asking for and giving personal information. Write the questions from the Useful Expressions chart on the board. Take a ball to the classroom and ask students to make a circle. The person who has the ball asks a question from the board and throws the ball. The person who catches the ball answers, asks a different question and throws the ball to a different person. Play music while students practice. When you stop the music, the person who has the ball, the "Hot Potato", is out. Remind students that repeating helps them internalize language structures.

PRACTICE   

5. Complete the chat with the verb *to be* and the useful expressions.

Write the following synonyms on the board to help students understand the dialogue: hey = listen; right = correct; curious = interested; sure = OK. Then tell students to complete the conversation with what they learned exercise 4. Advise them to pay attention to key words like nationality, country, city and numbers to find out the questions. Check their answers.

Refer students to the Key Expressions chart. Remind students that there is formal and informal language and give some examples from the book: *How are you?, What's up?*

APPLICATION    Track 09

6. Listen and check the correct option to complete the sentences.

Draw student's attention to the Listening Strategy. Prepare students for the listening by giving them time to read and get familiar with the options. Encourage learners to use the strategy by focusing on the person's specific information: country, city, age and telephone number. Remind them it is not necessary to understand everything. Play the audio more than once for students to complete. Check answers as a group.

Project Stage 1    

Motivate students to make their first project. Explain that it is divided into three sections, each sections carried out in each lesson, and socialized in the Share Your Project segment. Call on volunteers to read the three steps. Give them time to form their groups. Advise them on the group's name. Help them with things like e-mail characters used to write e-mail addresses: @ = at, . = dot, _ = underscore, - = hyphen. The purpose of this step is to give students the chance to both practice personal information and keep the group's data for the development of the project. Learners can also make posters instead of slides. It is ideal if you model the exercise with your own information.

4. Go back to exercise 1. Complete the charts with *am*, *are* and *is*.

Reflect on Grammar		
Use the verb <i>to be</i> to give personal information.		
Subject Pronoun	Verb to be	Complement
I	<i>am</i>	Juan. 12. from Argentina.
You	<i>are</i>	from China.
It	<i>is</i>	389090624.

Useful Expressions

- What is your name?
- What **is** your phone number?
- Where **are** you from?
- How old **are** you?
- How **are** you?

Pronunciation

Contractions

What's

What's your name?
What's your phone number?

I'm

I'm 12.
I'm from England.



5. Complete the chat with the verb *to be* and the useful expressions.

School Chat



- What's up, Megumi?
- How are you _____ ?
- I'm OK. Hey, you are from China, right?
- Where are you from _____ (a), then?
- Where about? 😊
- Hmm, I see.
- I am _____ (e) 14.
- It is _____ (h) 345853832. And, what's yours?
- OK. See you tomorrow in class.

Pete Send 😊

School Chat



- Hello, Pete!
- Fine, thanks. And you? 😊
- No, I'm not.
- I am _____ (b) from Japan.
- I am _____ (c) from Tokyo.
- I'm curious. How old are you _____ (d)?
- I am _____ (f) 14, too. Oh.., what is your phone number _____ (g)?
- It is _____ (i) 345358941.
- Sure, see you around.

Megumi Send 😊

Key Expressions

What's up? Hello! Where about? Where exactly? See you around: Bye!

Listening Strategy

Focus on specific information to get the right answers.

6. Listen and check the correct option to complete the sentences.

- | | | |
|------------------------------------|--|--|
| a. Alison is from _____. | <input checked="" type="checkbox"/> France | <input type="checkbox"/> The United States |
| b. Scott is from _____. | <input type="checkbox"/> Paris | <input checked="" type="checkbox"/> California |
| c. Alison is _____ years old. | <input type="checkbox"/> 14 | <input checked="" type="checkbox"/> 13 |
| d. Scott is _____ years old. | <input type="checkbox"/> 14 | <input checked="" type="checkbox"/> 13 |
| e. Alison's phone number is _____. | <input type="checkbox"/> 344126459 | <input checked="" type="checkbox"/> 344512845 |

Project Stage 1

- Form groups of three people. Give a name to your group.
- Make a directory to contact your friends. E.g. Name: Felipe Moreno. Phone number: 3 689878. E-mail: FM@net.com
- Create two slides with: a) title (group's name), members' names and school
b) members' profile



Lesson 2

Friends Around the World



1. Look at the words in **bold** and circle the one you hear.

Good morning! I'm Diana. I'm **Chile** / **Chilean**. This is my host family.

This is Mrs. Bernard. She is **Japan** / **Japanese** (a).

This is Kate. She's from **England** / **English**. She's 16 years old (b).

This is Mr. Bernard. He's from **France** / **French**. He's 50 years old (c).

This is Alexis. He's my housemate. He's **Greece** / **Greek** (d).

Listening Strategy
Listen many times to confirm specific information.

2. Go back to the text. Write the names under the correct flag.

Chile *Diana*

Japan *a. Mrs. Bernard*

England *b. Kate*

Greece *c. Alexis*

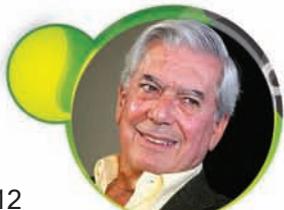
France *d. Mr. Bernard*



3. Listen and check T (true) or F (false). Then, complete the chart with the correct nationality.

- | | | |
|------------------------------------|-------------------------------------|-------------------------------------|
| | T | F |
| a. Justin Bieber is Canadian. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b. Mario Vargas Llosa is Peruvian. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| c. Emma Watson is Spanish. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| d. Jet Li is Chinese. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e. Rafael Nadal is French. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Country	Nationality	Ending
The United States	<u>American</u>	-an
Chile	<u>Chilean</u>	
Canada	<u>Canadian</u>	-ian
Peru	<u>Peruvian</u>	
England	<u>English</u>	-ish
Spain	<u>Spanish</u>	
China	<u>Chinese</u>	-ese
Japan	<u>Japanese</u>	
Greece	<u>Greek</u>	-other
France	<u>French</u>	



Mario Vargas Llosa



Rafael Nadal



Justin Bieber



Jet Li



Emma Watson



Lesson 2

Friends Around the World

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to talk about countries, nationalities and how to introduce other people.	<ul style="list-style-type: none"> ■ Uses countries and nationalities appropriately. ■ Introduces other people. ■ Gives personal information about famous people. 	<p>Vocabulary Words related to countries and nationalities</p> <p>Expressions This is ... / Of course</p> <p>Structures Simple Present tense with the verb <i>to be</i></p>	<ul style="list-style-type: none"> ■ Listening many times to confirm specific information

▶ WARM UP (books closed)

Play a memory game for learners to match countries and nationalities. Bring two sets of flashcards. On the first set write the countries of exercise 1 (France, Japan, Greece, England and Chile) and your own country. On the other set include the corresponding nationalities. Paste the flashcards on the board face down and give them a number. Divide the class into two groups. Each group has a turn to match. Memory enhances participation and improves concentration.

▶ PRESENTATION 1

1. Look at the words in bold and circle the one you hear.

Exploit the pictures by asking nationalities. Direct students' attention to the Listening Strategy. Call on a volunteer to read the captions. Explain unknown words (host family, house mate, Mr, Mrs). Play the audio many times for students to confirm the correct option. Have students compare their answers with a partner and check with the whole class.

▶ PRACTICE

2. Go back to the text. Write the name under the correct flag.

Get students familiar with the flags by asking about colors and the number of stripes. Call on a volunteer to read the instructions and the example. Give them a few minutes to answer. Check answers with the whole class.

3. Listen and check T (true) or F (false). Then, complete the chart with the correct nationality.

To activate prior knowledge, write on the board: *music, kung-fu, books, tennis, Harry Potter*. Then draw students' attention to the photos and ask volunteers to read the names. Ask them to match those celebrities with the words on the board (Mario Vargas Llosa - books; Rafael Nadal - tennis; Justin Bieber - music; Jet Li - kung-fu; Emma Watson - Harry Potter). Encourage learners to predict the nationality of these famous people. Have volunteers read the sentences and ask them to predict if the statement is true or false. Play the audio many times if necessary, check answers and compare them with their predictions.

Read the information from the nationality chart aloud and have students repeat to correct pronunciation. Then play the audio for students to complete. Draw mind maps on the board and explain there are different endings for nationalities. Add more examples to the maps to make associations. You can also create a worksheet so students have a nationalities handout for future reference.

4. Read the student card. Then, complete with the verb *to be* and (*he / it*).     *Track 12*

Invite students to go over the Reflect on Grammar chart. Draw students' attention to the bold red type indicating the conjugation of the verb *to be*. Ask volunteers to read the sentences aloud.

Refer students to the Useful Expressions chart. Make sure they understand the relationship between place of birth and nationality.

Go over the Pronunciation chart and have students repeat the examples. Remind them that contractions are almost always used in spoken language.

Call on a volunteer to read the instructions. Explain a *student card* is similar to a profile. Ask someone to read it. Have learners work in pairs and encourage them to use the Reflect on Grammar chart or exercise 4 to do the task. Have a volunteer read the profile aloud and correct pronunciation.

Go over the Useful Expressions chart and explain *This is...* to introduce people. Model the use of this new expression by introducing some students to the class.

 **EXTRA IDEA**   

Play Head and Tail to practice structures and vocabulary. Ask students to line up and say:

Student A: *I'm from Colombia.*

Student B: *You are Colombian. I'm from Chile.*

Student C: *You are Chilean. I'm from...*

When a student makes a mistake, he/she goes to the end of the line (tail) and the game starts over with a new student. The winners are the first five students who remain at the beginning of the line (head). If a student makes a mistake, use peer correction to develop grammar awareness.

5. Complete the dialog. Use subject pronouns and the verb *to be*.     *Track 13*

Refer students to the picture and explain it is a conversation between two friends. Clarify unknown words by providing them with synonyms: guess = predict; of course = obviously. Have students read the conversation individually and use the Reflect on Grammar chart to complete it. Play the audio to check answers and ask volunteers to act out the conversation. Praise participation.

Project Stage 2   

Motivate students to continue working on their project. Remind them they are going to present it to the group at the end of the unit. Invite them to get into the groups they formed in Stage 1. Refer students to the steps. Walk around the room to help with their choices and to advise them about topics and famous people. Try to persuade them to choose positive characters that might mean something to them and influence learners' lives.

Reflect on Grammar

Use the verb *to be* to talk about nationalities.

Subject Pronoun	Verb to be	Complement
I	am	Chilean.
You	are	Greek.
He	is	from France.
She	is	Canadian.

Pronunciation

Contractions

You're

You're Greek.

You're English.

She's/He's

He's Greek.

She's 12.



Useful Expressions

- She's *from* Chile.
- I'm *from* Santiago.
- He's *Chilean*.

4. Read the student card. Then, complete with the verb *to be* and (*he / it*).

International Student Identity Card

Name: _____

Surname: **Henrick**

Place of Birth: **Decker**

Nationality: **Amsterdam, Holland**

Age: **Dutch**

14

ISIC S 034 215 611 580

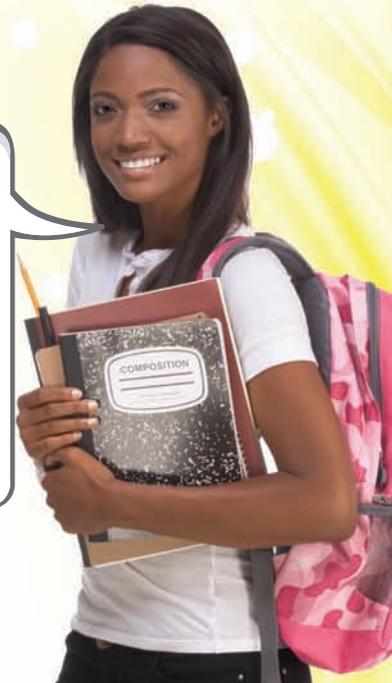
This is Henrick Decker.

He is 14.

He is Dutch.

He is from Amsterdam. It

is the capital of Holland. He is my best friend.



5. Complete the dialog. Use subject pronouns and the verb *to be*.

Joan: Guess! I am...

Pete: Hmm. You are Joan!

Joan: Yes, very good.

Pete: Hey, look at this picture!

Joan: Who is this?

Pete: This is Marco Vianchi. He is (a) from Italy.

Joan: Oh, look! This is Marcie. She is (b) 12 years old! She is very young.

Pete: Yeah. She is (c) French. She is (d) from Paris.

Joan: Paris?

Pete: Yeah! It is (e) the capital of France!

Joan: Oh, Paris. Yes, of course. And who's...

Key Expressions

Of course! obviously!

Useful Expressions

- Use *this is* to introduce a person. E.g. *This is Marco Vianchi.*



Project Stage 2

- Choose a topic. E.g. *Music – Literature – Sports – Science – Movies*
- Look for three famous people. E.g. *Sports (Rafael Nadal, Cristiano Ronaldo, Iker Casillas)*
- Look for their personal information.



Lesson 3

Get in Touch with a VIP

1. Match the words with the pictures.

- a. actress
- b. soccer player
- c. computer scientist



Vocabulary Strategy

Associate vocabulary with pictures to get the meaning of words.

2. Guess the nationality of these famous people. Then, read the text and confirm your answers.

- Lionel Messi is .
- Mark Zuckerberg is .
- Emma Watson is .

Key Expressions

VIP: Very Important Person

3. Read the profiles. Then, match the text with the corresponding picture.



a. This is Mark Zuckerberg, the creator of Facebook. He is a computer scientist. He is from New York and is 28 years old. He is creative. Find more information at www.facebook.com/markzuckerberg.



b. This is Lionel Messi. He is a soccer player. He is Argentinian. He is from Rosario and is 25 years old. He is athletic. Find more information at www.leomessi.com.org.



c. This is Emma Watson. She is an actress. She is French. She is from Paris and is 23 years old. She is sociable. Find more information at www.emmawatson.com.

c

a

b

Useful Expressions

- He is **a** soccer player. (a + consonant sound)
- She is **an** actress. (an + vowel sound)



Lesson 3

Get in Touch with a VIP

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to read and write personal profiles.	<ul style="list-style-type: none"> Identifies specific information from a text. Uses capitalization. Writes personal profiles of famous people. 	<p>Vocabulary Occupations: actress, soccer player, computer scientist Adjectives: creative, athletic, sociable</p> <p>Expressions Get in touch with VIP (Very Important Person)</p> <p>Structures Indefinite articles: <i>a/an</i> Capitalization Rules</p>	<ul style="list-style-type: none"> Associating vocabulary with pictures to get the meaning of words Going back to the text to look for specific information Following models to write a profile

WARM UP (books closed)

Explain to students the terms *get in touch with* and *VIP*. Regarding the former, provide students with the synonym *contact*. In relation to the latter, refer them to the Key Expression box and give more examples: *USA* (United States of America); *UK* (United Kingdom). Invite students to think of more abbreviations and write their ideas on the board. Challenge them to decipher others like: *NASA* (National Aeronautics and Space Administration); *UFO* (Unidentified Flying Object); *FBI* (Federal Bureau of Investigation).

PRESENTATION 1

Pre-Reading

1. Match the words with the pictures.

Refer learners to the Vocabulary Strategy. Invite them to work individually. Check answers and have volunteers read the vocabulary aloud to correct pronunciation.

2. Guess the nationality of these famous people.

Then, read the text and confirm your answers.



Ask students to read about 3 VIPs. Call on a volunteer to read the names. Refer students to the photos in exercise 3, show and point to each picture and ask about their names. Ask them about their countries of origin and write them on the board (*France, USA, Argentina*). Invite them to go over the instructions and give them some time to answer. Accept any answer as it is a guessing task. This task will be checked after reading the text.

PRACTICE

While-Reading

3. Read the profiles. Then, match the text with the corresponding picture.

Have students read the text individually to get familiar with the information and call on volunteers to read aloud. Correct pronunciation and explain likely unknown words (*intelligent, sociable, find*) and how to pronounce e-mail characters (. = dot; / = slash). Alternatively, play the audio and tell them to read aloud after listening. This helps them become aware of pronunciation and intonation. Draw their attention to the pictures of the three famous places (a. Eiffel Tower in Paris, b. The Statue of Liberty in New York, c. El Monumento a la Bandera in Rosario, Argentina). Check if students can identify those places and their location. Then tell them to match each profile with the corresponding picture. Afterwards, explain the Useful Expressions chart and give extra practice if necessary. Go back to answers from the previous exercise and socialize their predictions.

▶ APPLICATION

Post-Reading

4. Read the statements and circle the mistakes. Then, correct them.

Refer students to the Reading Strategy and advise them to underline the correct facts to support their answers. Use the first exercise as a model and have them work individually. Then tell learners to check answers with a partner and correct answers with the class.

▶ PRESENTATION 2

Pre-Writing

5. Identify the rules for capitalization. Use the information in the box.

Have students go over the Word Bank, read the words and explain the meaning of *beginning* and *abbreviation*. Ask them to give you examples of the following categories: *names, last names, countries, cities, nationalities* and *abbreviations*. Write the word *Capitalization* on the board and explain its correct use by taking into account the previous brainstorming. Then tell them to complete the chart by using the Word Bank. Have volunteers compare and read their answers aloud. Take advantage to correct pronunciation.

▶ PRACTICE

While-Writing

6. Read the ID card and write the profile.

Explain that an ID card is another kind of profile. Have a volunteer read it aloud. Invite them to write the profile individually. Remind students to use the capitalization rules correctly. Then select some students to write the answers on the board and use peer correction in case they make mistakes. Focus on the use of capitalization and praise students' effort.

▶ EXTRA IDEA

Play the game "identify the mistake." Bring as many sentences as you can on separate pieces of paper containing one or two mistakes in their use of capitals. Paste one sentence on the board. Divide the class in two teams and tell a member of each group to go to the board and identify the mistake(s). The winner is the first who identifies the mistake.

Project Stage 3

Ask students to carry out the last stage of their project. Explain to them it is about writing and applying all the concepts learned in the unit.

Tell them that it is important to make drafts as part of the writing process because it lets them organize ideas, correct mistakes, and maximize their language acquisition process.

Invite students to join their groups. Create a nice and quiet atmosphere in which to write their profiles, using the information they got in Stage 2. Walk around the room and be ready to answer doubts.

Tell students to exchange papers with the other groups and explain they are going to edit their peers' work. Ask them to check spelling and capitalization. Remember that peer correction increases empowerment and grammar awareness. Tell students to circle the mistakes instead of correcting them. Get students to give the papers back to the corresponding group.

Finally, encourage them to type the edited profiles onto three slides. It is ideal if you model the activity with your own presentation.

Refer students to page 17: Give your Presentation. Explain that they have to follow these steps to organize their presentation. Advise learners to practice these steps in advance and tell them to give feedback to each other. Highlight the fact that rehearsing gives them the possibility to feel more confident about presenting. Remind them that practice makes perfect. Ask students to include the Useful Expressions in their presentation.

4. Read the statements and circle the mistakes. Then, correct them.

- a. Emma Watson is an actress. She is American.
She is French. / She is from France.
- b. Emma is an actress. She is 28 years old.
She is 26 years old.
- c. Mark Zuckerberg is the creator of Facebook. He is from Argentina.
He is from New York.

- d. Mark is a computer scientist. He is sociable.
He is creative.
- e. Lionel Messi is from Paris. He is a soccer player.
He is from Rosario.
- f. Lionel is athletic. He is 23 years old.
He is 29 years old.

Reading Strategy

Go back to the text to look for specific information.

5. Identify the rules for capitalization. Use the information in the box.

- Name and last name
- The pronoun I
- Countries, cities and nationalities
- At the beginning of a sentence
- Abbreviations / Acronyms

Capitalization Rules

Use capital letters in the following cases:

- a. This is **L**ionel **M**essi. *Name and last name*
- b. Get in touch with a **VIP**. *Abbreviations*
- c. Mark is **A**merican. He is from **N**ew **Y**ork. It's a city in **T**he **U**nited **S**tates.
Countries, cities and nationalities
- d. Emma Watson is 26 and **I**'m 11.
The pronoun I
- e. **T**his is Emma. **S**he is sociable.
At the beginning of a sentence

6. Read the ID card and write the profile.

International School ID



Name: Juan

Surname: Lopez

Age: 14

City of origin: Santiago

Nationality: Chilean

PROFILE

This is Juan Lopez.
(Name-Surname)

He is 14 years old.
(Age)

He is from Santiago.
(City of Origin)

He is Chilean.
(Nationality)

Project Stage 3

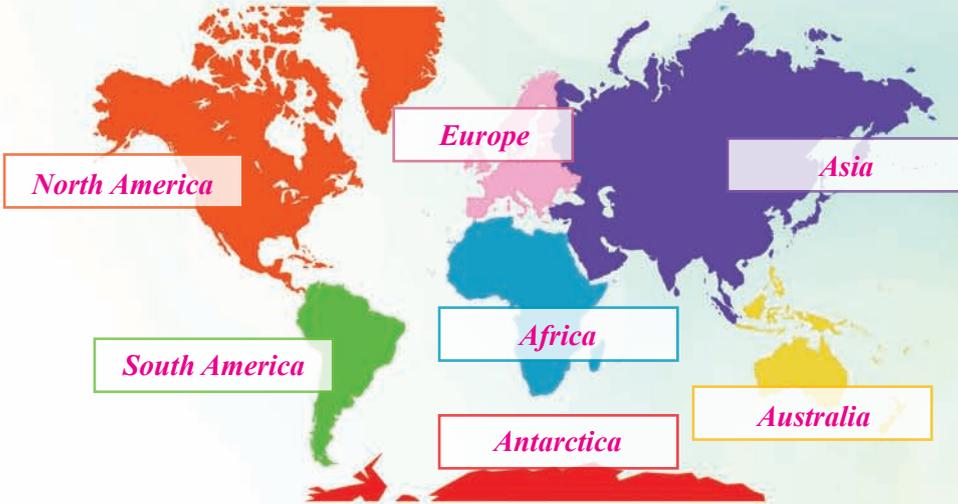
- Create three profiles with the information of stage 2 on a piece of paper.
- Check spelling and capitalization.
- Type three slides with the profiles.



Lesson 4

The World We Live In

1. Look at the world map. Write the continents in the correct place. Use the Word Bank.



Word Bank

- South America
- North America
- Australia
- Antarctica
- Europe
- Asia
- Africa

Vocabulary Strategy

Identify similar words in English and Spanish to learn more vocabulary.

2. Complete the following sentences. Use nationalities and the words from exercise 1.

Continent

Nationality

- a. Holland is in Europe. Dutch people are European.
- b. China is in Asia. Chinese kids are Asian.
- c. Greece is in Europe. Greek children are European.



3. Listen and complete the conversations with the expressions on the right.

- a. **Salesman:** It's 10 dollars.
Boy: Thanks. I go Dutch with Annie. Here's 5 dollars.
Girl: And here's 5.
- b. **Teacher:** This is the answer to the exercise.
Boy: I am confused. It's very difficult. It's all Greek to me.
- c. **Boy:** Mary is not 10 years old. She's 12.
Girl: That information is false. It's a Chinese whisper.



I go Dutch



It's a Chinese whisper

4. Read the expressions and circle the correct meaning.

- a. Go Dutch: To pay the total / 50-50.
- b. It's all Greek to me: It's confusing / easy.
- c. It's a Chinese whisper: It's a rumor / testimony.



It's all Greek to me

Reflect on Values

	Always	Sometimes	Never
■ I use formal greetings with adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I value cultural diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I'm collaborative in group work.	<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

The World We Live In

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to talk about continents, countries and nationalities.	<ul style="list-style-type: none"> Matches vocabulary with the corresponding pictures. Identifies continents and nationalities. Uses country and nationality idioms to complete conversations and express opinions. 	Colloquial Expressions <i>To go Dutch</i> <i>It's a Chinese whisper</i> <i>It's all Greek to me</i>	<ul style="list-style-type: none"> Identifying similar words in Spanish and English

WARM UP (Books closed)

Make groups. Give out paper and markers. Ask students to write two categories in two columns: *cities* and *countries*. Explain once they get a letter, they have a minute to write as many words as possible below the category that starts with that letter. Check answers. Practice nationalities at the end with their samples. Be careful with letter choices and discuss answers in their native language.

PRESENTATION 1

1. Look at the world map. Write the continents in the correct place. Use the Word Bank.

Refer students to the Vocabulary Strategy. Explain that their native language is a platform to better understand a foreign language. Have a volunteer read the continents aloud and take advantage to correct pronunciation and intonation. Tell students to do the matching in pairs. Correct answers with the class.

PRACTICE

2. Complete the following sentences. Use nationalities and the words from exercise 1.

Call on volunteers to read the sentences. Encourage students to fill in the blanks with the correct continent and nationality. Use the first exercise as a model. Socialize their work.

PRESENTATION 2 Track 15

3. Listen and complete the conversations with the expressions on the right.

Ask volunteers to read the expressions on the right. Contextualize the conversations by drawing students' attention to the photos before they listen. Explain each

picture has a relevant clue: the money, the secret and the confusion. Play the audio, correct answers and have volunteers read aloud.

PRACTICE

4. Read the expressions and circle the correct meaning.

Invite students to look at the pictures and listen to the situations again. Stop the audio after each conversation, have them read the options and choose an answer to infer the meaning. Encourage them to pay attention to the details of the illustrations to make the inference (money and people's gestures). Use body language and examples in case they do not understand.

Reflect on Values

Explain that reflection helps to become a better person. Call on a volunteer to read each value. Guide the reflection by asking for the consequences of behaving like that. Ask the class to choose the people who stand out in each value. This may be done publicly.

Gap Activity

Tell students to get in pairs and go to pages 87 and 90. Have them read the instructions and tell them that the activity has 2 stages or moments. Explain that Students A have to find the identity of their partner by asking personal questions, in the order stated on the form. Provide them with help. Model the exercise if necessary to assure comprehension.

Share Your Project

1. Discuss your experience.

Ask the groups to get together and look at the smileys. Have them read the words aloud and correct pronunciation. Make sure they understand the meaning of the faces. Invite students to check the smiley they identify with. Have them share their opinions within the group and then socialize their feelings with the class. Ask: *Why do you feel motivated/interested/unmotivated/confused?* Accept answers in Spanish and help them translate their ideas into the target language. Write these ideas on the board to help them express themselves: *I feel motivated/interested/unmotivated/confused because I...*

Use this feedback not only to evaluate students' learning process but also to reflect and improve your teaching practice.

2. Listen and read. Track 16

Tell students to remain in their groups and play the audio for them to listen to and read the text aloud. You can do individual or choral reading. Answer the questions students may have to assure they understand the information displayed. Then have students answer the two questions and check comprehension. Explain and model the four parts of a slide show presentation on the board by using a group's information. Tell them that the pictures and the texts used in a presentation should be eye-catching and clear, so encourage them to make an attractive and neat presentation.

3. Give your Presentation.

Before asking students to give their presentation, choose a monitor from each group in order to make group work more organized.

Give each group a turn and motivate them to present their first project. Students might choose the project they enjoy the most.

Share Your Project

1. Discuss your experience.

Check the face to complete the sentence.

I feel _____ in this project.

Answers may vary.



motivated



interested



confused



unmotivated

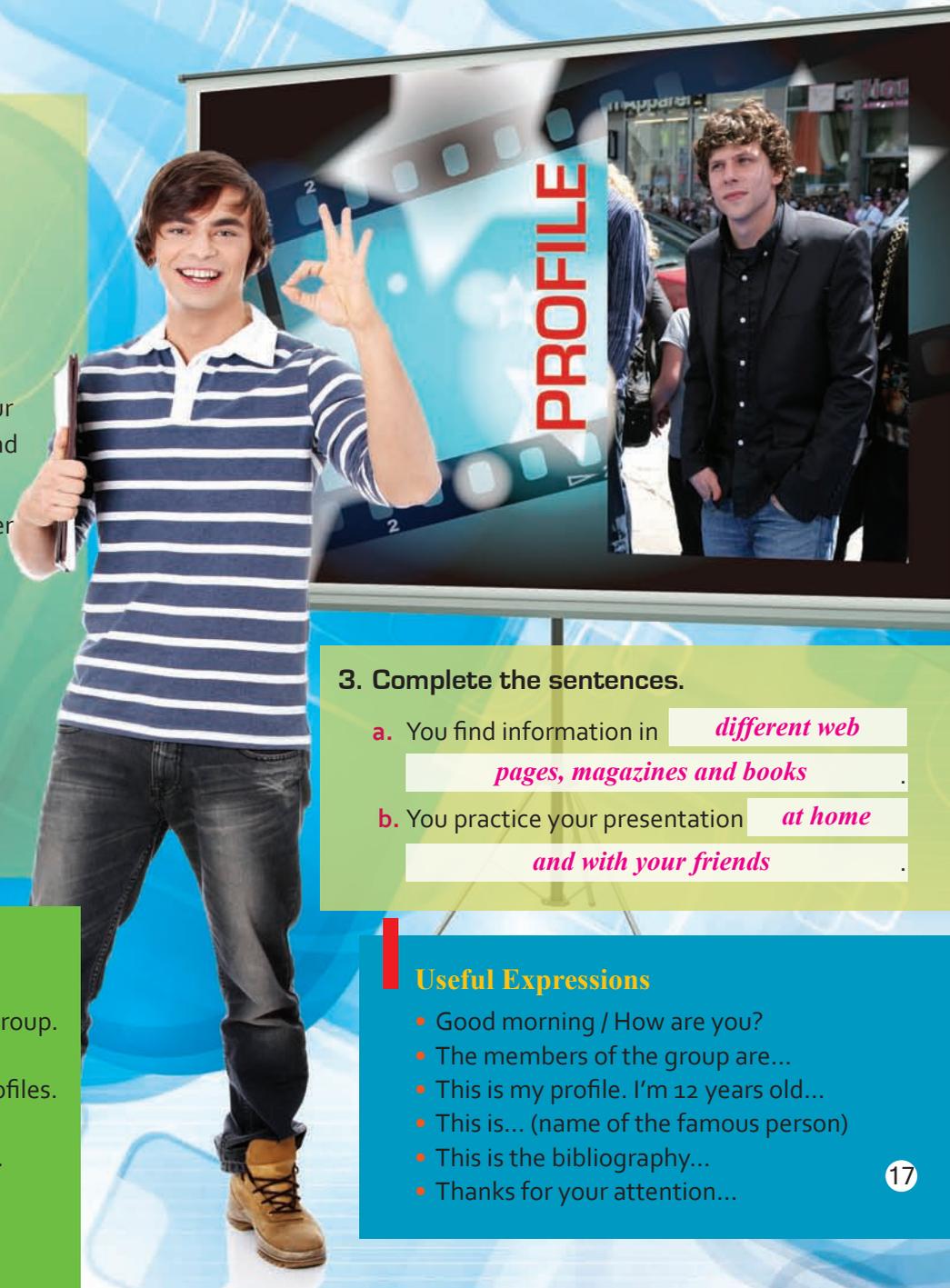


2. Listen and read.

An Excellent Presentation

Follow these five indications for an excellent presentation:

1. **Get information:** Find information in different web pages, magazines and books.
2. **Classify the information:** Select the information you need for your profile: name, age, nationality and place of birth.
3. **Make visual aids:** Use a computer and make slides with pictures and clear texts.
Include the bibliography or references.
4. **Prepare:** Practice your presentation at home and with your friends.
5. **Relax:** Be calm.



3. Complete the sentences.

- a. You find information in .
- b. You practice your presentation .

Give your Presentation

- Say hello to the audience.
- Introduce the members of the group.
- Present your personal profiles.
- Present the famous people's profiles.
- Present the bibliography.
- Say thank you to your audience.

Useful Expressions

- Good morning / How are you?
- The members of the group are...
- This is my profile. I'm 12 years old...
- This is... (name of the famous person)
- This is the bibliography...
- Thanks for your attention...



Comic

A Magical Book



Listen and read.

It's all Greek to me!

This is the Great Wall of China.

and you are...?

I'm Pedro!

Where are you from?

I'm from Colombia.

Good Afternoon! I'm Pedro. This is Stone Lee.

This book is Egyptian. It's a door to the world.

This is a special book. It's magical!

H...ii.....!!! I'm Pierre.

Wow!

Wow!

Free minds?

Free minds?

Wow! This book is real!!!

This book is for free minds!

A Magical Book

Listen and read.

Pre-Reading

Explain to students that they are going to read a story about an Egyptian magical book. Invite them to look at the pictures in the story and ask them if they recognize the places they see.

While-Reading Track 17

Play the audio and ask learners to read the story individually. Remind them to use their fingers to point at the dialogs and follow the sequence of the story. Play the audio again and have volunteers read the story aloud. Take advantage of students' participation to correct pronunciation and praise performance.

Post-Reading

Type the following questions to check comprehension on pieces of paper and have students answer them individually with the book closed. Ask learners to exchange papers and check their classmates' answers. Correct with the whole class, give papers back and provide them with feedback. Remind students that evaluations help identify weaknesses.

1. Pete is _____ .
Egyptian Mexican Chinese French
2. The girl is _____ .
Egyptian Mexican Chinese French
3. Pierre is _____ .
Egyptian Mexican Chinese French
4. The book is _____ .
Egyptian Mexican Chinese French
5. The book is for _____ .
boys girls travelers students
6. The book is _____ .
magical special real old
7. A book is a door to _____ .
Egypt the world Mexico the Great Wall

▶ EXTRA IDEA

Take the hieroglyphic alphabet to the class for them to get familiar with the symbols. (Extra information: the hieroglyphic alphabet was the Ancient Egyptians' writing system. Hieroglyphs mean "The sacred engraved letters". Egyptians wrote this language on papyrus to communicate).

Surf the Internet and type the words "hieroglyphic typewriter" to convert the alphabet into hieroglyphs and print the information out.

Write words from the comic into hieroglyphs so that students decode: *Great Wall of China, Mexico, magical book, Egyptian, door, world, traveler.*

Ask students to surf the Internet, create a hidden message and print it on paper or a small poster. The idea is that the class discovers the meaning of the sentences.

Quiz Time

Before the test

Explain to students that the purpose of the quiz is not to grade the number of wrong answers. On the contrary, it is done in order to identify language learning difficulties. Tell learners to answer the quiz individually, without anybody's help, in order to evaluate how clear their language comprehension and internalization process have been. When they finish the quiz, you can check it on your own or have students exchange their books for peer correction and to develop language awareness. Students can also learn from others' mistakes.

If you want to take this quiz as an institutional evaluation, pay attention to students' frequent mistakes in order to provide them with the appropriate feedback. When you make these corrections in class, do not tell them what the answer is but ask them to reflect on the mistake instead. You can tally students' results by skills (listening, grammar, reading, vocabulary) in order to find out what your students need to work on. If you do this, you can show the results to your students and generate more reflection.

1. Listen to the questions and check the correct answer Track 18

Tell students to look at the exercise to get familiar with the information. Explain to learners they are going to listen to some questions and that they have to check the correct answer. Clarify the meaning of *check* and play the audio more than once if necessary.

2. Match the column A with column B.

Before asking students to solve the exercise, explain the meaning of *match* and ask students to connect one word from column A with one from column B.

3. Check the correct option to complete sentences.

Ask students to read each sentence with its corresponding options. Tell learners to select the most appropriate choice to complete the phrase. You can suggest students focus their attention on the words shown before the blank to identify what the correct answer is.

4. Read the profiles and correct mistakes.

Make sure that students understand the instructions. Have students correct the mistakes by looking for specific information in the text. You might remind them that this exercise is similar to the one in lesson 3.

Self-Evaluation

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

Glossary

Have students read the Glossary. Tell them to pay attention to specific elements in each definition. For example, they need to pay attention if the word is a noun, a verb or an adjective.

They also need to know if the words have synonyms or antonyms. Once you have clarified some possible doubts about the words, students can solve the Glossary Activities on page 93. Please bear in mind that this page corresponds to page 20 in the teacher's guide.

Quiz Time



1. Listen to the questions and check the correct answer.

- a. I'm 12 years old. I'm fine, thanks.
 b. I'm fine, thanks. I'm 11 years old.
 c. I'm Peter Smith. I'm from Portugal.
 d. Mark It's mark@e-pals.com.

2. Match column A with column B.

Column A

Column B

- a. Country d Asia
 b. Age e Japanese
 c. City b 12 years old
 d. Continent c Tokyo
 e. Nationality a Japan

3. Check the correct option to complete the sentences.

- a. This is Mary. She _____ American.
 1. is 2. are 3. am
- b. Hi, I _____ Japanese.
 1. is 2. are 3. am
- c. Hello, you _____ Susan, right?
 1. is 2. are 3. am
- d. This is Thomas. _____ is from Amsterdam.
 1. She 2. It 3. He
- e. I'm from Lima. _____ is the capital of Peru.
 1. She 2. It 3. He
- f. Where _____ you from?
 1. is 2. are 3. am
- g. What _____ your name?
 1. is 2. are 3. am

Self-Evaluation

Now I can...

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

4. Read the profiles. Then, circle and correct the mistakes in the sentences (a-f) below.

File Edit View Window Help





This is Larry Page, the creator of Google. He is a computer scientist. He is from Michigan in the USA. He is 43 years old. He is creative.

This is Cristiano Ronaldo. He is a soccer player. He is 31 years old. He is from Madeira. It is a Portuguese island. He is athletic.

This is Martina Garcia. She is an actress. She is 34 years old. She is Colombian. She is from Bogota. She is sociable.

ACTIVE TAB INACTIVE TAB INACTIVE TAB

- a. Larry Page is a computer scientist . He is Portuguese.
He is from the USA.
- b. Cristiano Ronaldo is Brazilian. He is a soccer player.
He is Portuguese.
- c. Martina Garcia is Colombian. She is athletic.
She is sociable.
- d. Larry Page is sociable. He is a computer scientist.
He is creative.
- e. Cristiano Ronaldo is 24 years old. He is athletic.
He is 31 years old.
- f. Martina Garcia is creative. She is 28 years old.
She is sociable and is 34 years old.

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-F

actress: n. a woman who works on TV or movies. (syn. actor) *Angelina Jolie is an actress.*



age: n. the number that says how old you are. *I'm 12 years old.*

athletic: adj. in good physical condition.

audience: n. people who watch a presentation.



capital: n. the principal city of a country. *Paris is the capital of France.*

capital letter: n. the large form of a letter.

chat: n. informal conversation. (syn. dialog)

classmate: n. the person you study with. (syn. partner)

country: n. a state or nation. *I'm from Colombia.*

find: v. to discover.

flag: n. a symbol of a country.



form: n. an official document with spaces to write information.

G-N

host family: the family you live with when you are in another country.

housemate: n. a person who lives

in your house, but is not a member of your family. *My house mate is from Egypt.*

introduce: v. to present yourself or someone.

look: v. to observe. (syn. see)



meet: v. to talk to a person for the first time.

nationality: n. relationship between a person and a country. *I'm Mexican.*

nice: adj. good. (syn. great – ant. bad)

nice to meet you: It's great to meet you.

O-S

origin: n. the place you come from. *I'm from Buenos Aires.*

picture: n. photograph or illustration.



profile: n. a short description about a person.

scientist: n. an expert and investigator.

slide: n. a presentation with text and pictures.

soccer player: n. a person who plays soccer. *Cristiano Ronaldo is a soccer player.*



sociable: adj. a person who likes the company of others. (syn. friendly – outgoing)

T-Z

tower: n. a very tall construction or structure. *The Eiffel Tower is French.*



traveler: n. a tourist or visitor.

wall: n. a strong construction for protection. *The Great Wall of China is very old.*



Colloquial Expressions

It's a Chinese whisper: it's a rumor.

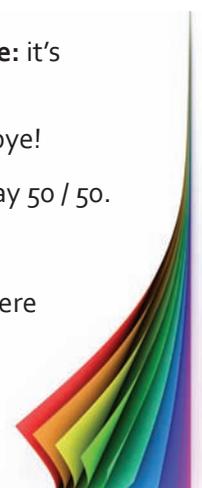
It's all Greek to me: it's confusing.

See you around! bye!

To go Dutch: to pay 50 / 50.

What's up? hello!

Where about? where exactly?





Glossary Activities

1. Unscramble the words you find in a profile.

- a. mena _____ *name*
- b. gea _____ *age*
- c. tanilyonait _____ *nationality*
- d. nurmase _____ *surname*
- e. ginrio _____ *origin*

2. Write the word that corresponds to the definition.

- a. An informal conversation.
c h a t
- b. The principal city of a country.
c a p i t a l
- c. To be in good physical condition.
a t h l e t i c
- d. A symbol of a country.
f l a g
- e. People who watch a presentation.
a u d i e n c e

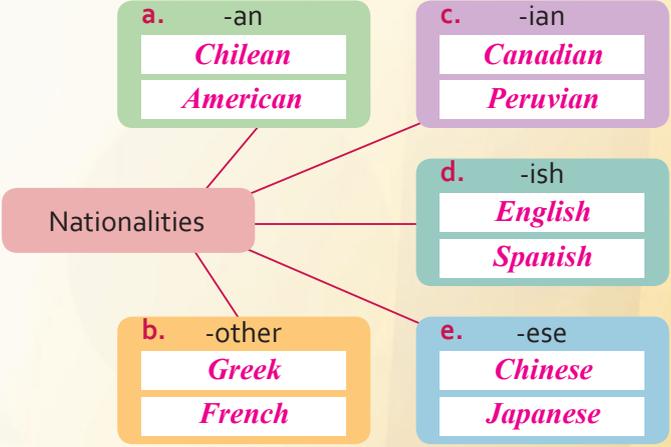
3. Replace the underlined words. Circle the correct option.

- a. Canada is a country.
 - 1. capital
 - 2. nationality
 - 3. nation
- b. I find information on the Internet.
 - 1. meet
 - 2. discover
 - 3. look
- c. This is a nice picture.
 - 1. tower
 - 2. form
 - 3. illustration
- d. Mike is Brazilian. He is a traveler.
 - 1. housemate
 - 2. visitor
 - 3. classmate
- e. It is a nice presentation.
 - 1. friendly
 - 2. bad
 - 3. good

4. Classify the nationalities for the countries in the Word Bank.

Word Bank

Canada	Spain	China	USA	Peru
France	Chile	England	Japan	Greece



5. Match the colloquial expressions with their meanings.



- a. Where exactly?
- b. It's a rumor.
- c. Hello!



- d. It's confusing.
- e. To pay 50-50.

- 1. e My sister and I go Dutch.
- 2. b It's a Chinese whisper.
- 3. d It's all Greek to me.
- 4. c What's up?
- 5. a Where about?

2 People I Love



Skills

CEF Standards

Indicators

Listening
Comprehension

Can understand basic information in people's physical descriptions.

- Identifies statements about people's physical appearance.
- Explores visual aids before listening.
- Practices questions and answers to improve oral skills.

Reading
Comprehension

Can identify specific information in texts dealing with family topics.

- Recognizes members of the family and identifies specific information in texts about their physical descriptions.
- Distinguishes nouns from adjectives.
- Understands additional relationships established by the conjunction *and* in simple texts.

Oral
Interaction

Can ask and answer questions about personal and family members' descriptions.

- Asks and answers questions about people's physical descriptions.
- Uses the expression *What does he/she look like?* to ask about people's physical appearances.

Oral
Expression

Can express simple physical descriptions of themselves and others.

- Describes family members' physical appearances.
- Uses contextual clues to guess the meaning of colloquial expressions.

Written
Expression

Can produce a short text on personal and family members' physical descriptions guided by prompts.

- Writes a short text following prompts.
- Uses the conjunction *and* to connect ideas.



► General Objective

You will be able to describe yourself and others.

► Communication Goals

You will learn how to

- describe people's physical appearance.
- ask and answer questions about physical description.

► CLIL

- Family Members
- Physical Appearance
- Parts of the Body

Vocabulary

- Words related to family members and the human body

Grammar

- Simple Present tense with the verb to be
- Possessive adjectives

► Idioms and Colloquial Expressions

- *Keep an eye on*
- *I'm all ears*
- *I'm up to my neck*
- *Over there*
- *What does he/she look like?*

► Project

A Family Scrapbook

You will create a family scrapbook with pictures and descriptions of your family members.

Discuss:

- Identify the family members in the pictures.





Lesson 1

This Is My Family

1. Use the box of letters to complete the adjectives.

Family Members

1. Mom
2. Dad
3. Sister
4. Brother
5. Aunt
6. Uncle
7. Grandma
8. Grandpa



- a = 1
- c = 2
- d = 3
- e = 4
- g = 5
- h = 6
- i = 7
- l = 8
- n = 9
- o = 10
- r = 11
- s = 12
- t = 13
- u = 14
- y = 15

Listening Strategy

Get familiar with the new words before listening to the audio.

2. Listen and complete with the adjectives in exercise 1.

Mike: Look! My mom is over there.

Loren: Your mom? Is she tall?

Mike: No, she isn't. She is short (a) and thin (b).

Loren: Oh, I see. She is pretty (c).

Mike: The tall (d) woman is my aunt. Over there is my dad.

Loren: Hmm, what does he look like?

Mike: He is tall (e) and chubby (f).

Loren: Ah... OK. So, the thin (g) man is your uncle, right?

Mike: Yes. He is very athletic (h).

Loren: Are they your siblings?

Mike: Yes, why?

Loren: They are tall (i), but you're short (j)!

Mike: Well, I am really young (k).

Loren: It's OK. You're a nice family.

Mike: Yes, and we are a big family.

Key Expressions

Over there : in that place

Key Expressions

What does he look like? What's his physical description?

Reflect on Grammar

Plural Subject Pronouns + Verb to be

You are	Short form
	You're short.
We are	We're a big family.
They are	They're tall.

3. Go back to the conversation and check Yes or No. Then, complete the grammar chart.

	Yes	No
a. My mom is short.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. My dad is thin.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. My aunt is short.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. My siblings are tall.	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Lesson 1

This Is My Family

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to describe physical appearances.	<ul style="list-style-type: none"> Asks and answers questions about physical descriptions. Describes family members' physical appearances. 	<p>Vocabulary Mom, dad, sister, brother, aunt, uncle, grandpa, grandma. Tall, short, chubby, thin, young, old, pretty, handsome, athletic</p> <p>Structures Simple Present tense with the verb <i>to be</i></p>	<ul style="list-style-type: none"> Getting familiar with new words before listening to the audio

WARM UP (books closed) L V I

Get students in groups of five. Stick some magazine cutouts with the members of a family on the board and a bigger heading that reads: *A family*. Distribute some pieces of paper, to each group with the names of the family members in the book. Encourage them to go up to the board and match each picture with the corresponding name of the family member. Do some drills. Congratulate them for their work with rewarding expressions: *Great! Cool!*

PRESENTATION 1 L V I

1. Use the box of letters to complete the adjectives.

Do some picture exploitation. Have students notice that each person has a number on their shirts that indicates their family member name. Ask students: *Who are these people in the picture? Who is number 1?* Ask the same question with the other members. Reflect on the function of adjectives. Call on a volunteer to read the instructions and the code box of letters. Explain it has a number that represents a letter to complete the adjectives. Go around the classroom and provide help if needed. Socialize the answers. After that, encourage students to identify classmates who are *tall, short, young, pretty, handsome, athletic and thin*. Emphasize that we use *pretty* for girls and *handsome* for boys.

PRACTICE L V I Track 19

2. Listen and complete with the adjectives in exercise 1.

Get students to work in pairs. Refer them to the Listening Strategy and challenge them to complete the dialog by using the information given in the picture in exercise 1. Play the audio as many times as necessary to confirm their answers or write the correct information. Ask them to compare answers with their partner before socializing them as a whole class. Do not forget to praise them for their effort!

Refer students to the Key Expressions boxes and give examples relevant to their context. Have them quickly find those expressions in the dialog (line 1, and line 14).

3. Go back to the conversation and check ✓ Yes or No. Then, complete the grammar chart. L

Call on volunteers to read the statements aloud while the rest of the class pays attention and answers aloud *yes or no*, based on what they recall from the dialog.

Focus students' attention on the Reflect on Grammar chart. Remind them of the singular subject pronouns. Have them observe and read the plural subject pronouns and their conjugations aloud. Challenge students to find them in the dialog. Write examples relevant to students' real context on the board. Ask them to read the short forms to check pronunciation.

PRESENTATION 2 Track 20

4. Complete the sentences with the verb *to be* and *we, you, they*.

Focus students' attention on the Reflect on Grammar chart. Ask them to quickly search and find adjectives. Explain that basic questions about descriptions begin with the verb *to be* and that they only accept *yes* or *no* for an answer. Have them notice the word order of these questions. Ask them to read the examples –both the affirmative and the negative answers– in the box. Have them notice the short form in the negative answers. Also refer students to the dialog on page 22 and have them find the *yes/no* questions.

Draw students' attention to the Pronunciation box to explain intonation. Play the audio as many times as necessary and do some choral and individual drills.

Call on a volunteer to read the instructions and do some picture exploitation; for picture 1 ask: *Are they young?* For picture 2: *Are they old?* For picture 3: *Is she the mother? Are they her kids?* Have students complete the sentences. Allow enough time for the completion of the task and then have them cross check their answers before socializing them as a whole class. Congratulate them for their good work!

APPLICATION

5. Read the information about the three people. Then, organize the questions and answer them.

Refer students to the chart. Highlight that we refer to age in number of years, to height in meters, and to weight in kilograms. Have them read the chart by asking: *What are their names? Is Tim old? Is Eddie thin? Is Claire tall?* After that, have them finish these conclusions: *Age tells us if the person is... or... (young or old); height tells us if the person is... or... (tall or short); and weight tells us if the person is... or... (thin or chubby)*. Get them to work individually to organize the questions. Get them to work in pairs to answer the questions. Have them cross check answers with other pairs of students before socializing them as a whole class. Do not forget to praise them for their work.

EXTRA IDEAS

Invite students to work in threes. Ask them to make a chart with their information, like the one in exercise 5, on a big piece of paper. Get them to write information about age, weight, height. Invite them to display their charts on the walls so that everyone can easily look at them. Invite a representative of a group to stand up and choose any chart in order to ask their team members *yes/ no* questions. Stress the use of complete answers. The team with the most correct questions and answers wins. Check pronunciation if needed.

Project Stage 1

Tell students that they will create a family scrapbook and socialize it when they finish the unit, in the session called *Share Your Project*. Let them know it is a good opportunity to help them learn in an easier and quicker way. Refer students to the Glossary on page 32, and have them find the word *scrapbook*. To facilitate understanding and motivate students, show them the sample given on page 20. Encourage them to be creative and use recycled or non-expensive materials they may have at home to make the scrapbook. Tell them they may also need color paper, a pair of scissors, glue, ribbons (narrow strips of paper or material) and some colors or markers. Advise them to get attractive pictures of their family members (or draw them instead) and place a picture per page to make it look better.

Reflect on Grammar

Use the verb *to be* to describe people.

Yes/No Questions	Affirmative Answers	Negative Answers
Are you tall?	Yes, I am.	No, I am not. I'm short.
Is { she tall? he young? it old?	Yes, { she is . he is . it is .	No, { she isn't . he isn't . it isn't .
Are { we tall? they young?	Yes, { we are . they are .	No, { we aren't . they aren't .

Pronunciation

Yes/No questions have a rising intonation.



- Is she short?
- Is she thin?
- Is he athletic?
- Are they your siblings?

4. Complete the sentences with the verb *to be* and *we, you, they*.

a. Hi, We are Megan and Tim. We are short and young.

b. Look over there. They are my mom and my dad. They are tall and thin.

c. You are my son and daughter. You are young!



5. Read the information about the three people. Then, organize the questions and answer them.



Name	Age	Weight	Height
Tim	16	65 kg	1.7 meters
Eddie	25	110 kg	1.9 meters
Claire	70	75 kg	1.5 meters

a. Tim / chubby / is? Is Tim chubby?
No, he isn't. He is athletic.

b. Claire / is / tall? Is Claire tall?
No, she isn't. She is short.

c. Eddie / thin / is? Is Eddie thin?
No, he isn't. He is chubby.

d. old / are / Eddie and Tim? Are Eddie and Tim old?
No, they aren't. They are young.

Project Stage 1

- Choose the materials for your scrapbook (cardboard, colored paper, etc.) and determine the number of pages.
- Get pictures of your family members.
- Assign each picture one page.



We Are All Different



1. Complete the sentences with the correct color.



long

bald

short



Her hair is long and blond.



He is bald.



His hair is short and gray (a).

straight

wavy

curly



Her hair is straight and red (b).



Her hair is wavy and brown (c).



His hair is curly and black (d).

big/small eyes

hair

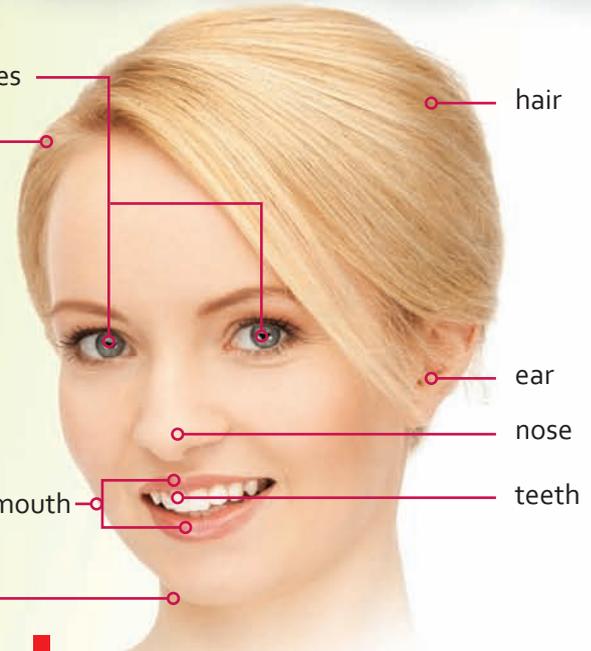
face

ear

nose

mouth

teeth



Useful Expressions

- Use **blond** to describe yellow hair.



2. Listen to the descriptions. Write the name in the corresponding box.



- Clarice
- Susan
- Hannah

Listening Strategy

Look at the pictures to predict information.

3. Listen again and complete the chart.

Name	Age	Height	Weight
Clarice	17	1.7 m	80 kg
Susan	15	1.5 m	45 kg
Hannah	16	1.6 m	60 kg



We Are All Different

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to identify details as regards people's physical appearance.	<ul style="list-style-type: none"> Asks and answers questions about people's physical descriptions. 	<p>Vocabulary Parts of the face; colors; hair: long, bald, short, straight, wavy, curly</p> <p>Structures Simple Present tense with the verb <i>to be</i> Possessive adjectives</p>	<ul style="list-style-type: none"> Looking at the pictures to predict information Practicing questions and answers to improve oral skills

▶ WARM UP (books closed)

Invite students to play the game *Say and Show*. Tell them that we all have *eyes, a nose, a mouth, teeth, ears, and hair* by pointing at them as you say the parts of the face. Then, call on a volunteer to quickly draw a big face on the board while you write down the parts of the face next to the picture. Next, tell them they will have to point at the part of the face you mention, even though you will simultaneously point at a different part just to have them concentrate on what you say, not on what you do. Start playing the game. If a student fails to show the correct body part, he or she has to stand in front of the class and direct the game. Praise them for their effort!

▶ PRESENTATION 1

1. Complete the sentences with the correct color.

Refer learners to the picture of the face and its corresponding parts. Focus their attention on the hair and the eyes. Have students look at the paint cans and read the colors individually. Direct their attention to the Useful Expressions box. Draw their attention to the six pictures and ask them to look at their hair while you say the adjectives aloud. Explain the special word order to describe hair or eyes: *size (how long or big), shape (straight, wavy or curly), and color*. Invite students to complete the sentences with the correct color and have them check by playing the audio. Congratulate them with a remark such as: *Lovely! Cool!*

▶ PRACTICE

2. Listen to the descriptions. Write the name in the corresponding box.

Draw students' attention to the Listening Strategy. Invite them to look at the picture and describe each girl. Model by saying: *girl b. is tall and chubby* and write it on the board. Encourage students to describe the other two girls and write their predictions on the board for them to confirm later. Direct their attention to the speech bubble with the names of the girls and read them aloud. Then tell students they will listen to the physical descriptions of these three girls to identify their names. Play the audio three times. Check answers as a whole class. Go back to their predictions, check and give each description the right name.

3. Listen and complete the chart.

Motivate students to pay special attention to the girls' *ages, height and weight* so they can complete the chart. Play the audio. Prior to checking the answers as a whole class, have them compare their answers with another pair next to them. Do not forget to praise them for their good listening skills by saying *Great! Well done!*

▶ EXTRA IDEAS

Challenge students to recall the colors and write them down in their notebooks by using the corresponding color. Call on some volunteers with *long, short, straight, wavy and curly hair* and encourage the others to describe their hair. Call on another group of volunteers to describe their eyes. Correct students in the use of the right possessive. Let them know that using meaningful imagery helps them deduce vocabulary. Besides this, inform students that associating images and words helps them internalize and recall information more easily.

▶ PRESENTATION 2 Track 24 - 25

4. Look at the picture and complete the descriptions using the Word Bank.

Remind students of the *subject pronouns*. Draw their attention to the Reflect on Grammar box and make them aware of the use of possessive adjectives to express possession. Have them notice that each *subject pronoun* has its corresponding *possessive adjective*. Invite students to go back to exercise 1 of the lesson, and have them identify the possessive adjectives. Stress that we use them to refer to something that belongs to us personally like our hair.

Call on a volunteer to read the instructions and the Word Bank. Explain to students that families are all different. For example, some children live with their grandparents, others live with their aunts and uncles and some with their parents. Now refer students to the picture, tell them this is not a traditional family, and ask them to guess the family members (*an uncle and three sisters*) Have students work in pairs to complete the description and have them compare their answers before having them listen to the audio. Play the audio as many times as needed for them to confirm their answers before socializing answers as a whole class. Praise them for their good work!

Refer students to the Pronunciation box and read the words for them. Tell them there are two ways of pronouncing the cluster *th*: *voiceless /θ/*, and *voiced /ð/*. Play the recording for them to listen and repeat the words. Explain to students *we make the sound /θ/* by putting the tip of our tongue below our front teeth, showing it a little bit and allowing

the air to pass through. Ask them to place the tips of their fingers on their throat, place their tongue in the correct position and say: *thin, mouth and teeth* (it is voiceless as there is no vocal cord vibration.) Likewise, tell them we make the sound */ð/* by putting the tip of our tongue below our front teeth and saying the word. Again, ask them to place the tips of their fingers on their throat, place their tongue in the correct position and say: *they, their, this* (it is voiced as there is vocal cord vibration).

▶ PRACTICE

5. Work with a partner. Choose a person from the picture. Then, guess your partner's person by asking questions.

Center students' attention on the Speaking Strategy. Then, ask them to look at the picture and read the questions and answers in the speech bubbles. Get them to work in pairs to ask and answer each other questions about other people in the picture. Remind them they should guess their partner's person only by asking questions. Go around the classroom and check if they have difficulty asking and answering questions, and check pronunciation if needed. Congratulate them for their good job! This will keep students motivated enough to continue enjoying their learning process.

Project Stage 2

Remind students they will continue working on their scrapbooks. Tell them that because we are all different, it is important to make a unique arrangement of their pictures and descriptions of their families. Highlight that scrapbooks are good to keep great memories and at the same time, learn English in an enjoyable way. Similarly, let them know this project promotes independent learning because it allows them to work at their own pace and enhance their individual learning styles and talents. Besides, scrapbooks get students personally involved and invested in their learning process. Tell students they can use different colors to write their introductions and descriptions to make them look more beautiful. Go around the classroom and provide help if necessary.

Reflect on Grammar

Possessive Adjectives

Use *possessive adjectives* to express possession.

	Singular					Plural		
Subject Pronouns	I	You	He	She	It	We	You	They
Possessive Adjectives	My	Your	His	Her	Its	Our	Your	Their

Her hair is long and blond.

His hair is short and black.

Pronunciation

Listen and repeat.



/θ/	/ð/
thin	they
mouth	their
teeth	this

4. Look at the picture and complete the descriptions using the Word Bank.

Word Bank

- Their (3x)
- His (2x)
- Her (2x)
- wavy
- curly
- straight

I live with my Uncle Pete and my siblings.

My Uncle Pete is thin. **His** hair is short, **wavy** (a) and brown.

His (b) eyes are big and black. **His** (c) nose is big. He is handsome.

My Sister Sandy is tall. Her hair is long, **curly** (d) and blond. **Her** (e) eyes are small and green. **Her** (f) nose is big. She is pretty.

Emily and Emma are short. **Their** (g) hair is long, **straight** (h) and black. **Their** (i) eyes are small and green. **Their** (j) noses are big.



5. Work with a partner. Choose a person from the picture. Then, guess your partner's person by asking questions.

Speaking Strategy

Practice questions and answers to improve your oral skills.



Is it a woman or a man?

Is she tall?

It's a woman.

No, she isn't.

Project Stage 2

- Write the introduction of your scrapbook on the second page.
- On a separate piece of paper, write the description of each family member.

E.g. *I live with my uncle and siblings.*
E.g. *My brother is tall. His eyes are big.*



Lesson 3

Diverse Families



1. Look at the family groups and write the members for each family. Then, listen and check.



a. I live with my grandma, my grandpa, my mom, my dad and my brother

b. I live with my grandpa and my mom

c. I live with my grandma, my mom and my aunt



2. Read and underline the body parts in blue and the adjectives in red.

Reading Strategy

Underline to identify specific information.



I am Karen. I am 38 years old. I live with my daughter, my son and my brother. We are similar and different at the same time. I am tall and thin. My hair is long, wavy and red. My eyes are big and green. My daughter is Mary. She is short. Her hair is short, straight and red. Her eyes are big and blue. Josh is my son. He is tall and athletic. His hair is curly and black. His eyes are small and brown. His nose is big. My brother is Ted. He is tall. His hair is curly and brown. His eyes are big and black. His nose is big.



Lesson 3

Diverse Families

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to identify specific information in texts dealing with familiar issues.	<ul style="list-style-type: none"> Identifies specific information in a text. Writes a physical description guided by prompts. 	<p>Vocabulary Family members and body parts Adjectives related to hair, eyes, nose, height, weight and age</p> <p>Connector And</p>	<ul style="list-style-type: none"> Underlining to identify specific information Using <i>and</i> to connect similar ideas

WARM UP (books closed)

Write these scrambled two sentences on the board: *and/hair/my/is/black/short/wavy/; small/black/eyes/and/are/my/*. Invite students to work in pairs to unscramble the two sentences (*They read: My hair is short, wavy and black; my eyes are small and black*). Praise them for their effort!

PRESENTATION

Pre-Reading

1. Look at the family groups and write the members for each family. Then, listen and check.

Invite students to do some picture exploitation by asking: *Who are these people? How many families can you see? Are they big or small families? Are they happy? Are they modern families? Are they traditional families?* Stress that today we have modern families as opposed to the traditional ones. Ask students who they live with and if they have a modern or a traditional family. Get students to work in pairs to write the members for each family without listening to the audio. Finally, invite them to cross-check their guesses with other pairs of students before having them listen to confirm their guesses or to fill in the blanks with the correct information before socializing what they wrote as a whole class.

PRACTICE

While-Reading

2. Read and underline the body parts in blue and the adjectives in red.

Do some picture exploitation by asking: *Is this a big family? Is this a modern or a traditional family? How many women? How many men? Are they happy? Can you guess the members of this family? Are they young/old? Are they thin/ chubby? Are they tall /short?*

Go over the Reading Strategy and let them know that we can identify specific information more easily if we underline the details. Besides this, tell them that using different colors to signal different categories of words helps them differentiate word categories.

Get students to work individually and tell them they are going to read and listen to the text for the first time to identify the members of this family based on the descriptions (*Karen is the mother; Mary is the daughter; Josh is the son and Ted is the uncle*).

Then, play the audio for the second time to identify specific information or details by underlining the body parts in blue and the adjectives in red. Ask students to cross-check answers before socializing them as a whole class. After that, have them notice the word order for adjectives (first the adjectives or descriptive words for physical appearance and second, the nouns/ body parts.) Praise them for their excellent reading skills. This will keep students motivated enough to continue enjoying their learning process.

▶ APPLICATION

Post-Reading **L** **V** **I** **I**

3. Go back to the text and locate the underlined words in the diagram. Follow the pattern red + blue.

Prior to the completion of the exercise, tell them to pay special attention to the physical differences and similarities between Karol and her daughter (Mary), and also to the differences and similarities between her son (Josh) and her brother (Ted). Explain that the logic of the Venn diagram is to show relations of similarity (spaced shared by both circles) and of difference. Remind students to follow the pattern *red* (for adjectives) + *blue* (for nouns or body parts). Have them recall the word order (*adjectives of size, shape and color + noun*). Then ask them to go back to the reading and reconfirm the word order. Allow enough time for the completion of the exercise and have them cross-check answers with their partners before socializing them as a whole class.

▶ PRESENTATION 2

Pre-Writing **L** **I** **I**

4. Read the sentences. Then, complete them with *and*.

Focus students' attention on the Writing Strategy and let them know that we use the conjunction *and* to connect or join similar ideas. Then, ask a volunteer to read the instructions and the example. Model and demonstrate by saying and writing on the board some similar examples. Encourage them to do the exercise individually. Next, have them compare their answers with their classmates. Socialize the answers by calling on four volunteers to write the sentences on the board. Do not forget to praise them for their effort and good work!

▶ PRACTICE

While-Writing **L** **V** **I** **K**

5. Draw and describe a member of your family.

Motivate students to choose a member of their family in order to draw their physical characteristics. Remind them to first emphasize their *hair, eyes, and nose*. Second, tell them that to describe the physical appearance of their relatives, they should think about their *age (young or old), height (short or tall)* and their *weight (thin or chubby)*. Once they finish the activity, encourage them to socialize their descriptions by leaving their notebooks on their desks, standing up and going around the classroom to read their classmates' work. Do not forget to congratulate them for their discipline and effort.

▶ EXTRA IDEAS **L** **I** **I** **V**

Play the game "Who am I?". Hand out equal pieces of paper and have them write their own physical description by following the examples in the book. They must finish their description with the question that names the game. Once they have finished, collect, and mix the descriptions up. Redistribute them again making sure nobody gets their own description. Encourage students to take turns reading the descriptions aloud for the rest of the classmates to guess the name of the person described. Continue in the same fashion and congratulate them for their good guessing with a warm round of applause.

Project Stage 3 **L** **V** **I** **M**

Ask learners to continue working on their scrapbooks. Tell them this is the opportunity to finish their projects before presenting them to the whole class. Highlight the importance of sharing the needed tools to create and decorate their scrapbooks. Read the suggested steps and be ready to help them.

3. Go back to the text and locate the underlined words in the diagram. Follow the pattern *red + blue*.

MARY

Different

short

(a) *short* *straight* *hair*

(b) *blue* *eyes*

Similar

(c) *red* *hair*

(d) *big* *eyes*

JOSH

Different

(a) *black* *hair*

(b) *small* *brown* *eyes*

Similar

(c) *big* *nose*

(d) *curly* *hair*

tall

KAREN

Different

tall

(e) *long* *wavy* *hair*

(f) *green* *eyes*

TED

Different

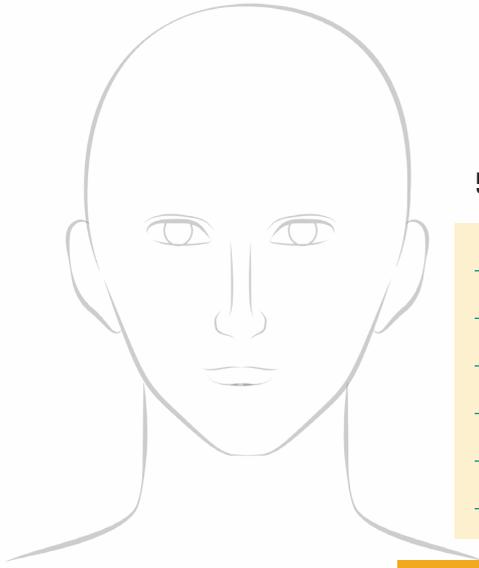
(e) *brown* *hair*

(f) *big* *black* *eyes*

4. Read the sentences. Then, connect them with *and*.

Writing Strategy
Use *and* to connect similar ideas.

- a. I'm short. I'm thin. *I'm short and thin*
- b. My hair is long. My hair is red. *My hair is long and red*
- c. Her eyes are big. Her eyes are blue. *Her eyes are big and blue*
- d. He is tall. He is chubby. *He is tall and chubby*
- e. His hair is curly. His hair is black. *His hair is curly and black*



5. Draw and describe a member of your family.

I live with my ... _____ (family members)

This is my ... _____ (person you draw)

_____ (hair)

Answers may vary. _____ (eyes)

_____ (nose)

_____ (physical appearance)

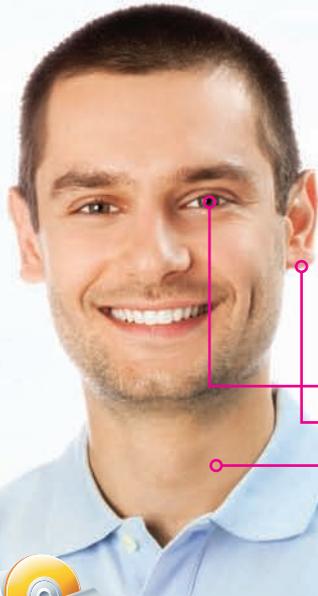
Project Stage 3

- Take your descriptions of the previous stage. Connect ideas with *and*. E.g. *My brother is tall and thin.*
- Revise your descriptions. Check spelling and grammar. Write them down next to the pictures.
- Create an original cover for your scrapbook.



Lesson 4

Keep An Eye On



1. Draw a line to match the expressions with the correct part of the face.

- a. Keep an eye on
- b. I'm all ears
- c. I'm up to my neck



2. Listen and complete with the expressions in exercise 1.

a. – Mike is in Europe. You know the reasons, right?
– No, tell me. I'm all ears

b. – Annie, I need to go to the supermarket. Please keep an eye on your brother.
– OK, Mom. No problem.

c. – Are you busy?
– Yes. I'm up to my neck with homework. Look! Math, science, geography.



3. Match the expressions with the correct meaning.

- a. I'm up to my neck c I pay attention to
- b. I'm all ears a I'm very busy
- c. I keep an eye on b I listen carefully

4. Complete the sentences and share with a partner.

- a. I keep an eye on (a person/an object) _____ .
Answers may vary.
- b. I'm up to my neck with (subject) _____ .



Reflect on Values

	Always	Sometimes	Never
■ I respect people's appearance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I recognize different types of families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I value my family.	<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

Keep An Eye On

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to use idioms and colloquial expressions in informal conversations.	<ul style="list-style-type: none"> Uses contextual clues to guess the meaning of colloquial expressions. 	Vocabulary <i>Keep an eye on</i> <i>I'm all ears</i> <i>I'm up to my neck</i>	<ul style="list-style-type: none"> Catching new expressions and using them in informal conversations

▶ WARM UP (books closed)

Prior to having students work on the activity, ask them to show you their *eyes, ears, and neck*. Then challenge them to tell you what we do with those parts of the body (*see with our eyes, listen with our ears, and control our head movements with our necks*). Allow Spanish if necessary. Finish by having them realize that associating words and functions helps build up concepts.

▶ PRESENTATION 1

1. Draw a line to match the expressions with the correct part of the face.

Call on a volunteer to read the instructions and remind them what an idiom is. Read the expressions for them and have them realize that they include parts of the body and that one way of doing the exercise is by relating the expressions to the correct part of the body. Now, encourage them to do the exercise individually. Finally, have them compare answers before socializing them as a whole class.

▶ PRESENTATION 2

2. Listen and complete with the expressions in exercise 1.

Highlight the importance of context clues to deduce their meaning. Ask a student to read the instructions and challenge everyone to deduce the answers individually. Then play the audio once or twice for them to confirm their predictions. Do choral and individual drills. Do not forget to praise them for their work.

▶ PRACTICE

3. Match the expressions with the correct meaning.

Advise students to pay attention to context clues to get the meaning of the expressions. Say, for example, that if *we're all ears*, we want to listen; if *we keep an eye on something*, we observe it carefully; and if *we're up to our neck* with something, we are a full of things to do or work. Now, invite them to work individually first, and then in pairs to cross-check answers before socializing them as a whole class. Praise them for their good interpretative skills.

4. Complete the sentences and share with a partner.

Draw students' attention to the words in parentheses next to each expression. Stress that the focus of *keep an eye on* is a person or an object, as in the case of the little brother. Likewise, the focus of *I'm up to my neck with* is a subject, like math, history, English, etc. Now, invite students to complete the exercise and then to share with a partner. Go around the classroom to check if there is difficulty in the completion of the exercise and take advantage to check pronunciation.

Reflect on Values

Ask them: *What makes our reflection valid?* (Our honesty) *Are we identical in physical terms?* (No we are different!) *Are our families identical?* (No, they are different!) *Are your families modern or traditional?* (Answers may vary) and *Are our families important?* (Yes!) Wrap up the message of this session by saying that we are all different and so unique and that it makes life more interesting and enjoyable.

Share Your Project

1. Discuss your experience.

Check ✓ what you like about the project.

Start this session by inviting students to reflect on what they experienced while making their scrapbooks. Have them realize the importance of using scrapbooks as a learning tool that allows them to learn independently since they can work at their own pace and enhance their individual learning styles and talents. Continue mentioning that scrapbooks get them personally involved in their learning process. Finish by saying that you are ready to share and enjoy this wonderful session with them! Make sure students understand the importance of scrapbooks by asking: *Are scrapbooks good tools to learn with? Are scrapbooks enjoyable? How many photographs did you include?* Now, have students check ✓ what they like about the project. Invite them to share their answers with a partner. Finally, to get an idea of the class' enjoyment while carrying out their projects, have students raise their hands as you ask: *Who enjoyed making the cover? Who enjoyed the decoration? Who enjoyed the photos?* and *Who enjoyed the descriptions?* Congratulate them with a firm *Fantastic! Wonderful!*

2. Listen and organize the text. Write numbers

from 1-5.     Track 29

Prior to having students listen and read, challenge them to come up with their own definitions of a *scrapbook* and write them on the board. Then, encourage them to recall the steps or stages they followed to create their scrapbooks and number them on the board. Play the audio once for students to recall both the concept of a scrapbook and the five steps to be followed to create the final product of their projects. Now, invite them to compare their definitions and stages to the ones they heard in the audio. Put a check or a happy face on those that are similar to the ones mentioned in the recording. Reward the whole class by having a round of applause for their contributions.

3. Check ✓ the correct option to complete the sentences.

Call on a volunteer to read both the instructions and the options given. Let them know it is important to check our reading comprehension by paying special attention to the concept of a scrapbook and how to make it a more successful learning experience. Invite them to check ✓ their choice to complete the sentences. Then, ask them to cross-check answers with their partners. Finally, socialize answers as a whole class.

4. Give your Presentation.

Refer the students to the Useful Expressions box. Ask them to read those individually. Then, do individual and choral drills to check pronunciation and intonation.

Arrange a special setting to present the projects to the class and invite students to do it with confidence and enthusiasm. Continue by having students realize that there is a relationship between the Give your Presentation box and the Useful Expressions box. Encourage them to practice with a partner, naming a specific step of the presentation followed by the corresponding expression.

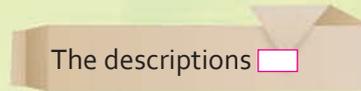
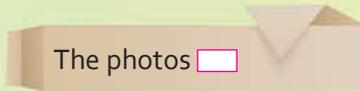
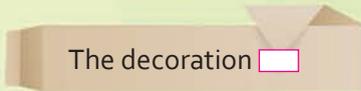
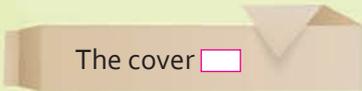
Above all, invite students to make constructive comments about their classmates' presentations, and value creativity by using rewarding expressions such as: *Congratulations! That's incredible! Fantastic! Excellent! Superb!* and so forth.

Share Your Project

1. Discuss your experience.

Check what you like about the project.

Answers may vary.



2. Listen and organize the text. Write numbers from 1 – 5.

3. Check the correct option to complete the sentences.

A Scrapbook

It is an album with pictures and information about important people for you. Follow the five steps below to create your scrapbook.

- 2 Use your imagination. Create a nice cover and decorate all the pages.
- 5 Practice your presentation. Prepare the presentation of your family scrapbook at home.
- 4 Organize the information. Put the pictures next to the descriptions and present a neat album.
- 1 Get the necessary materials. You need photos, paper, scissors, glue and markers.
- 3 Edit your writing. Correct your descriptions with your teacher or partners.

A scrapbook is...

a picture.

an album.

I practice the presentation at...

school.

home.

Give your Presentation

- Say hello to the audience.
- Show your scrapbook.
- Name all the members of your family.
- Describe each member of your family.
- Say thank you to the audience.

Useful Expressions

- Hi / Hello / Good morning / Good afternoon.
- *This is my family scrapbook.*
- *I live with my mother, my sister...*
- *This is my uncle (name of the person). He is thin. His eyes are big and brown.*
- Thanks for your attention.





Game

Snakes and Ladders

- Play with a partner. You need dice and a counter.
- Throw the dice and go to the square indicated.
- Use the colors to identify the instruction.
- The winner is the person with the most points.

Say the opposite
(5 points)

Connect with "and"
(20 points)

Complete
the ideas
(10 points)

Organize
and answer
(15 points)

Describe the pictures
(25 points)



The game board is a stone wall with a winding snake path. The path starts at a 'Start' square at the bottom right, where a hiker is shown. The path winds through 30 numbered squares, each with a specific instruction or image. The instructions are color-coded: purple (1-10), green (11-20), orange (21-25), and blue (26-30). The path ends at a golden trophy icon at square 29.

Squares and Instructions:

- 1: short / are/ your aunts? (Purple)
- 2: (Yellow)
- 3: Your eyes are small. Your eyes are black. (Green)
- 4: I keep an eye on _____ (object) (Orange)
- 5: (Yellow)
- 6: thin (Yellow)
- 7: You (Yellow)
- 8: We are short. We are thin. (Green)
- 9: (Yellow)
- 10: does/what/ look like/ your mom/? (Purple)
- 11: tall (Purple)
- 12: (Yellow)
- 13: your siblings/ are/ tall? (Purple)
- 14: old (Yellow)
- 15: They are athletic. They are handsome. (Green)
- 16: (Yellow)
- 17: big (Yellow)
- 18: what/your teacher/does/ look like? (Purple)
- 19: pretty (Yellow)
- 20: (Yellow)
- 21: curly (Yellow)
- 22: I'm up to my neck with _____ (Orange)
- 23: look like/ does/what/ your dad/? (Purple)
- 24: She is pretty. _____ hair is wavy. (Orange)
- 25: (Yellow)
- 26: (Yellow)
- 27: I am tall. I am young. (Green)
- 28: (Yellow)
- 29: End (10 points) (Yellow)
- 30: (Yellow)

Images on the board:

- Snake (winding path)
- Trophy (at square 29)
- Hiker (at square 1)
- Woman with long black hair (square 26)
- Two women (square 28)
- Man with sunglasses (square 12)
- Man with a beard (square 16)
- Man with a beard (square 5)
- Man with a beard (square 10)
- Man with a beard (square 15)
- Man with a beard (square 20)
- Man with a beard (square 25)
- Man with a beard (square 30)

▶ Game

Snakes and Ladders



Write the words *snake*, *ladder*, *dice*, *counter* and *colors* in big letters on the board and challenge students to read them and come up to the board and draw quick a sketch in front of the corresponding word. Alternatively, bring realia or physical objects; this will particularly help visual and kinesthetic learners internalize and store this key vocabulary as they learn better when they have the opportunity to touch and manipulate the objects.

Do some picture exploitation by asking students to point at the object you mention: Say: *Show me the tower! Show me a ladder! Show me a snake!*

Call on a volunteer to read the instructions. Then, make sure they understand how to play the game. Ask: *What happens if you throw the dice and get to number 1?* (You go to number 9 because the snake takes you to that cell); *What happens if you throw the dice and get to number 2?* (You go to number 6 because the ladder takes you to that cell). Once students have understood the mechanics of the game "Snakes and Ladders", draw their attention to the right-hand side box and have them realize there are five types of tasks identified

with a different color that tell them the instructions as they play the game. Also, make them aware of the score or number of points they get depending on the complexity of the task. Now, invite them to look for a partner while you hand the dice out among the pairs. Encourage them to play the game and take advantage of this wonderful opportunity to learn while having fun! Go around the classroom to see if they have any structure or vocabulary difficulty and take this opportunity to check pronunciation if needed. As soon as they finish the game, encourage them to reward themselves with a sound round of applause!

▶ EXTRA IDEAS

Alternatively, divide the class into two big teams: team A and team B. Each team should decide on a catchy name for the group, select a representative each time they have to throw the dice and use the colors to identify the instructions. To reduce the anxiety it may cause to the representative, let team members know that they can help their representative in an orderly manner, which means raising their hands to contribute.



Quiz Time

Before the test

Tell students quiz time is a friendly review. It also allows them to identify learning difficulties. Emphasize that the idea is to help them learn in a comfortable and safe environment.

To do so, cross-checking answers is a learning strategy they can use to lower anxiety that tests and evaluations usually generate in students. Stress that working with classmates brings several benefits: it helps students feel at ease; it facilitates understanding since the explanation comes from a partner who speaks in students' current terminology; it builds on cooperative learning in which both students work, discuss and come to terms to decide on an answer; it promotes interaction, develops social skills and builds self-confidence; and it shapes the negative perception most students have about tests and evaluations.

1. Read the information below. Then, circle the correct word to complete the sentences.



Have students read the instructions and the sentences and see if they have a question to clarify. Encourage them to start circling the correct options by paying special attention to *age* (given in years), *weight* (given in kilograms) and *height* (given in meters), as well as to describing words or *adjectives*. Finally, invite them to work in pairs by reading their answers to each other. Go around the classroom listening to each pair of students and help them when necessary.

2. Choose the correct option to complete the dialog. Use the Word Bank.



Prior to doing the exercise, refer students to the Word Bank and have them read the sentences to complete the dialogs.

Then have them read the dialog and see if they have a question to clarify. Encourage them to complete the dialog individually. Allow them some time to compare answers with a classmate.

3. Who is Tom? Listen to the description and check the correct picture.



Have some volunteers read the instructions and then invite them to describe the three pictures. Recommend they focus their attention on *age*, *hair*, *eyes*, *nose* and *general physical appearance*. Next, play the audio three times and allow enough time for the completion of the task. Finally, have them cross-check answers with their classmates.

Self-Evaluation



Before having students complete the table individually, remind them to be very honest when making their choices about their ability to talk about family members, describe themselves and their family members, and ask and answer questions about physical descriptions. Now, invite them to complete the chart individually and silently. Do not forget to praise them verbally for their honesty and learning effort in order to keep their motivation high.

EXTRA IDEAS



In order to both socialize answers as a whole class and make sure students get their tests corrected, mark them immediately after the quiz time with the help of students. Advise learners to be honest. Invite them to self-correct their quiz while you socialize the answers as a whole class. Finally, reward students with a sound *Well done! You're excellent students!*

Glossary

Have students read the Glossary. Tell them to pay attention to specific elements in each definition. For example, they need to pay attention to whether the word is a noun, a verb or an adjective. They also need to know if the words

have synonyms or antonyms. Once you have clarified some possible doubts about the words, students can solve the Glossary Activities on page 94. Please bear in mind that this page corresponds to page 32 in the teacher's guide.

Quiz Time

1. Read the information below. Then, circle the correct word to complete the sentences.

- a. Peter weighs 70 kilograms and his sister weighs 40.
- b. My brother is 5 years old and my grandpa is 70.
- c. My dad is 1.8 meters tall and my mom is 1.5.
- d. Kate's uncle is attractive.

Peter is thin / chubby.

My brother is old / young.

My mom is short / tall.

Kate's uncle is handsome / pretty.



2. Choose the correct option to complete the dialog. Use the Word Bank.

- Bertha:** What's the problem? **Tim:** I'm lost. My family is not here.
- Bertha:** What does your mom look like? **Tim:** Her hair is long, straight and black. (1)
- Bertha:** OK. Is she chubby? **Tim:** No, she isn't. (2) She is thin and short.
- Bertha:** And your father? What does he look like? **Tim:** His hair is short, curly and black. (3)
- Bertha:** Mmm. Is he tall? **Tim:** No, he isn't. (4) He is short and chubby.
- Bertha:** OK, and your siblings? What do they look like? **Tim:** They are athletic. (5) Their hair is long, wavy and blond.
- Bertha:** Oh yes, they are over there!

Word Bank

- a. They are athletic.
- b. No, she isn't.
- c. Her hair is long, straight and black.
- d. No, he isn't.
- e. His hair is short, curly and black.



3. Who is Tom? Listen to the description and check the correct picture.



a.



b.



c.

Self-Evaluation

Now I can...

- talk about my family members.
- describe myself and other people.
- ask and answer questions about physical description.

Very Well



OK



A Little



Glossary

A-G

adjective: **adj.** specific characteristic or quality of a person or object. *Red ball.*

athletic: **adj.** strong, active in sports. (ant. out of shape)



appearance: **n.** physical look of a person. (syn. look)

assign: **v.** to give a particular place. *Assign each picture one page.*

aunt: **n.** the sister of one's father or mother.

bald: **adj.** a person with no or very little hair.

blond: **adj.** yellow or light brown color.

brother: **n.** a sibling.

chubby: **adj.** an overweight person. (ant. thin)

curly: **adj.** with curls or spiral-like hair.

dad: **n.** father.

daughter: **n.** one's female child.

decide: **v.** to select an option. (syn. choose)

family: **n.** the group of people we love and live with. *My family is my mom, my dad, my two sisters, my brother, my aunts, my uncles and my grandparents.*

get: **v.** to obtain.

get familiar with: **v.** to know about or understand something well.

go back: **v.** to return. (ant. advance)

grandma: **n.** the mother of one's mother or father. (syn. grandmother) *My grandma is 60 years old.*

grandpa: **n.** the father of one's mother or father. (syn. grandfather)

grandparents: **n.** one's grandmother and grandfather.

H-R

handsome: **n.** an attractive man. (ant. ugly)

height: **n.** the number that says how tall you are.



homework: **n.** school activities you complete outside the school.

live with: **v.** to share a house / apartment. *I live with my dad and my mom.*

long: **adj.** lengthy.

mom: **n.** mother.

opposite: **n.** contrary. *Tall is the opposite of short.*

pattern: **n.** a model to follow. *The pattern to form a yes / no question is: verb to be + pronoun + adjective*

people: **n.** a group of human beings. (sing. person). *1 person or 2 people.*

predict: **v.** to guess something in advance of its happening.

pretty: **n.** attractive, usually for women. (ant. ugly)

reading: **n.** a story or text to read. *This reading is very nice.*

revise: **v.** to check and correct.



S-Z

short: **adj.** a person with little height. (ant. tall)

sibling: **n.** one's brother or sister.

similar: **adj.** the opposite of different.

son: **n.** one's male child.

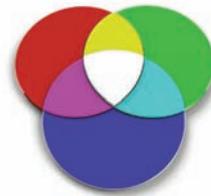
supermarket: **n.** a place to buy different products.

supplies: **n.** materials to make or construct something. *The supplies for my album are markers, pencils and cardboard.*

straight: **adj.** with no curves. (ant. curly)

uncle: **n.** the brother of one's mother or father.

Venn diagram: **n.** a graph that represents logical relations by using circles.



weight: **n.** the mass of a person or thing.



weigh: **v.** to have a particular weight. *She weighs 45 kilograms.*

young: **adj.** a person in an early stage of life. (ant. old)

Colloquial Expressions

I'm all ears: to listen carefully.

I'm up to my neck: to be very busy.

Keep an eye on: to pay attention.

Over there: in that place.

What does he/she look like? What's his/her physical description?





Glossary Activities

1. Find nine family members.

A	W	X	S	I	S	T	E	R	D	T	U
P	S	I	B	L	I	N	G	S	A	W	T
E	I	R	D	A	D	B	I	E	U	Q	U
S	M	O	M	S	R	A	T	V	G	U	S
O	T	G	Y	A	Q	Z	X	R	H	N	I
N	N	I	J	U	S	F	S	W	T	C	N
D	F	C	H	N	G	O	H	Z	E	L	G
Y	P	A	L	T	W	Z	N	L	R	E	D
G	R	A	N	D	P	A	R	E	N	T	S
B	R	O	T	H	E	R	V	I	R	Q	X

2. Write the antonyms.

Adjective	Antonym
a. chubby	<i>thin</i>
b. tall	<i>short</i>
c. young	<i>old</i>
d. unfit	<i>athletic</i>

3. Match the verbs with their definition.

Verb	Definition
a. live with	<u>c</u> to check and correct
b. get	<u>d</u> to guess in advance
c. revise	<u>a</u> to share a house or an apartment
d. predict	<u>e</u> to select an option
e. decide	<u>b</u> to obtain

4. Label the pictures. Use the Word Bank.

Word Bank

weight age height



a. weight



b. height

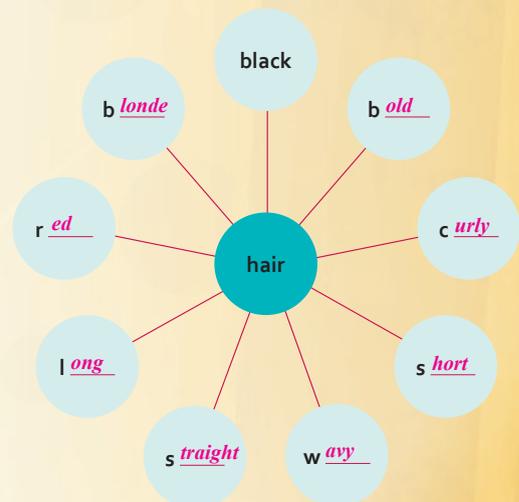


c. age

5. Complete the sentences with the correct colloquial expression.

- a. I have three exams tomorrow.
I am up to my neck with work.
- b. Please, keep an eye on your weight. You are chubby!
- c. Speak now, I'm all ears.

6. Write hair-related adjectives.



Test Training A

Before the test

Let students know that there are several reasons for taking tests: first, to place students into a specific English course; second, to diagnose strengths and weaknesses; third, to assess students' achievement; and fourth, to measure proficiency. Then, inform students that this test in particular has the dual purpose of detecting their strengths and weaknesses and measuring their learning achievements. After that, have them realize that to succeed in the test, they should continuously review their English lessons in their notebooks and student's book. Besides this, they should study with other classmates to solve doubts about relevant aspects of the English lessons. Furthermore, they should be aware of the existence of learning strategies and their use since these help them learn more effectively and quickly with less effort. Additionally, they should always arrive on time to take the test since it gives them the opportunity to organize their materials (pencil, paper, eraser), and get relaxed. Finally, advise them to keep healthy living habits like eating healthy food, doing exercise, and getting enough sleep.

During the test

▶ Listening Track 31

Listen to a conversation twice. For questions 1-5, check the correct answer.

Make students aware of the importance of reading the instructions carefully to understand what they have to do. Then focus their attention on the Answer box. Have them notice that there are five questions in the black column and

that each one has three options (A, B, and C) for them to choose from. Next, have them study the example. After that, have them notice the visual images and the context or the sentence fragments given which help them identify the answer more easily. Also, let students know they should explore the visual images to predict information. Additionally, remind them to pay attention to details related to personal information like *name, age, phone number, job or occupation, and nationality*. Finally, play the audio twice for students to complete the task silently and individually.

▶ Speaking Candidate A

You are a secretary at the language institute Greenwich. Ask candidate B questions to complete the form.

After having students read the instructions carefully, have them observe the Registration Card and read the information they need to find out by asking for personal information like name, surname, age, nationality, phone number, and e-mail address. Likewise, have them recall that to ask for personal information we use *wh-* words and the verb *to be* (*What's your name? What's your surname? Where are you from? What's your telephone number? What's your e-mail address?*). Furthermore, have them realize that candidate B can choose from the two cards of two new students (a boy or a girl) on page 35. Therefore, to find out the missing information, Candidate A needs to ask questions by looking at the Registration Card on page 33. Finally, encourage student A to discover the information about the new students by asking student B questions.

▶ Test Training A

Listening

Listen to a conversation twice.

For questions 1-5, check the correct answer.
Example:

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

Answer

0. The name of the girl is



A



B

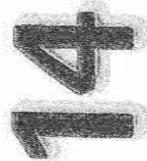


C

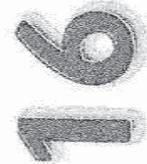
1. The girl is



A



B



C

2. The girl is from



A

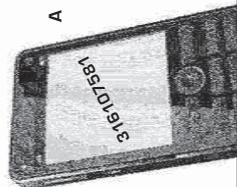


B

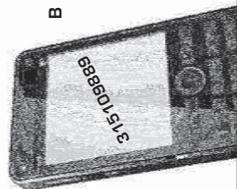


C

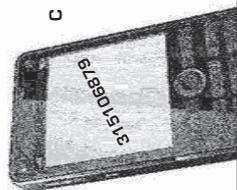
3. The girl's phone number is



A



B



C

4. The man is a



A



B



C

5. The man is



A



B

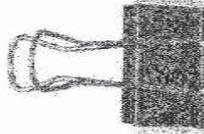


C

Speaking

Candidate A

You are a secretary at the language institute *Greenwich*.
Ask candidate B questions to complete the form.



Greenwich

Registration Card

Name: _____
Surname: _____
Age: _____
Nationality: _____
Phone number: _____
E-mail address: _____

Reading

Complete the five conversations.
For questions 6 - 10, mark A, B or C in the answer box.

Example:

- o. What's your name?
 A I'm fine.
 B I'm Mary.
 C I'm 11 years old.

- 6. How old are you?
 A I'm fine, thanks.
 B I'm 10 years old.
 C I'm Guatemalan.

- 7. How are you?
 A Hello!
 B Nice to meet you.
 C Fine, thank you.

- 8. Where are you from?
 A Canada
 B Canadian
 C American

- 9. Is your best friend tall?
 A No, he isn't. He is sociable.
 B No, he isn't. He is short.
 C No, he isn't. He is young.

- 10. What does your dad look like?
 A This is my dad.
 B My dad is 45.
 C My dad is tall and thin.

Answer

0	A	<input checked="" type="checkbox"/>	D
6	A	<input type="checkbox"/>	C
7	A	<input type="checkbox"/>	B
8	A	<input type="checkbox"/>	B
9	A	<input type="checkbox"/>	C
10	A	<input type="checkbox"/>	B

Writing

Complete the e-mail.
Write ONE word for each space.
For questions 11 - 20, write your words in the answer box.

To: camizoo@meet.pr
 Subject: Nice to meet you.

Hello Camilo,

(11) My name is David. I (12) _____ from Canberra.
 _____ is the capital of Australia. I (13) _____ 12 years old.
 My family is very nice. My grandma and my grandpa (14) _____ from
 Toronto. (15) _____ are Canadian. My dad is (16) _____ New York.
 He (17) _____ young. My mom is (18) _____ Canberra.
 (19) _____ is beautiful and young. (20) _____ is 40 years old.

Tell me about your family.
 Write soon, David.

Answer

0	My
11	am
12	It
13	am
14	are
15	They
16	from
17	is
18	from
19	She
20	She

Speaking Candidate B

You are a new student at the language institute **Greenwich**.
Choose ONE identity and answer candidate A's questions.



Name: Felipe
 Surname: Rodriguez
 Age: 12
 Place of birth: Lima, Peru
 Phone number: 512895378
 E-mail address: RoFe@e-pal.pe



Name: Marcela
 Surname: Casas
 Age: 13
 Place of birth: Cancun, Mexico
 Phone number: 297897423
 E-mail address: Cmicas@e-pal.mx

▶ Reading

Complete the five conversations. For questions 6 - 10, mark A, B or C in the Answer box.

Read the instructions and read the example provided. Focus students' attention on the Answer box. Have them notice that there are 5 questions in the black column (starting with number 6 and ending with number 10) and that each one has three options (A, B, and C) for them to choose from. Read conversations 1-6 and tell them to choose the best option to complete the conversation. Now, have them realize that to concentrate on a reading activity, they should avoid distraction or interruptions by doing it silently without making any sort of noise that may interfere with their classmates' reading. Finally, encourage students to start reading and answering the questions individually and silently.

▶ Writing

Complete the e-mail. Write ONE word for each space. For questions 11 - 20, write your words in the Answer box.

Begin by asking students to carefully read the instructions. Then direct their attention to the Answer box. Ask them to observe that there are 10 questions in the black column (starting with number 11 and ending with number 20) and that each one has the corresponding space to write ONE word. Immediately have them study the example given.

Tell them to complete the e-mail by writing one word in the space given. To help students reduce anxiety, invite them to recall the Family Scrapbook they created with pictures and descriptions of their family members. Similarly, have them recall the subject pronouns (I, you, she, he, it, we, you, they) and the corresponding possessive adjectives to express possession (my, your, his, her, its, our, your, their). Likewise, remind students to use the context given in the e-mail regarding David's family description. Finally, encourage them to start completing their writing exercise silently and individually.

▶ Speaking Candidate B

Discover the activities they are doing in Candidate A's picture. Ask questions.

Remind students again that to identify personal information they use both the context given in the Identification Cards and the visual images given on page 34. Besides this, have students recall that to give personal information about any of the two students they choose, they need to answer the wh- questions with the verb *to be* that Student A asks (E.g. *What's your name? What's your surname? Where are you from? What's your telephone number? What's your e-mail address?*). Then, have student B realize that candidate A needs to fill in a Registration Card, so they should allow enough time for their classmates to write the information down. Finally, encourage student B to answer the questions student A is going to ask.



Leisure Activities



Skills

CEF Standards

Indicators

Listening
Comprehension

Can understand detailed information in texts dealing with leisure activities.

- Explores visual aids and word sounds before listening.
- Practices questions and answers about schedules of cultural events.
- Identifies the genre, date and time of movies.
- Sequences a conversation.
- Recognizes idioms and colloquial expressions.

Reading
Comprehension

Can understand and remember details in texts dealing with famous/well-known cultural events.

- Recognizes names, dates, time, activities, and places where people celebrate cultural events by using images and key words.
- Distinguishes true, false and non-mentioned information.
- Completes paragraphs using mind maps and prompts.

Oral
Interaction

Can ask and answer questions about famous/well-known cultural events.

- Asks and answers questions about schedules.
- Asks for and gives dates and the time.
- Uses informal language to describe culture lovers/fans and famous artists.

Oral
Expression

Can make short descriptions of famous/well-known cultural events.

- Asks and answers questions about types of movies, cultural events, and famous festivals.

Written
Expression

Can produce a short text about a famous/well-known cultural event.

- Writes specific information on a flyer to advertise and promote a cultural event in a city.
- Uses prepositions of time and time expressions.
- Uses capital letters for the days of the week and the months of the year.

3 Leisure Activities



► General Objective

You will be able to talk about cultural events.

► Communication Goals

You will learn how to

- ask and answer questions about schedules.
- ask for and give dates.
- ask for and give the time.

► CLIL

- Types of Movies
- Cultural Events
- Famous Festivals

Vocabulary

- Words related to festivals and art events
- Words related to days, months, and time

Grammar

- Prepositions of time
- Wh-questions (what time/when)

► Idioms and Colloquial Expressions

- *To be a culture vulture*
- *To be the flavor of the month*
- *To be the life of the party*
- *What's on?*
- *No way*
- *Fond of*
- *What about*

► Project

Advertising a Cultural Event

You will create a flyer to advertise and promote an art festival in your city.

Discuss:

- Are you familiar with these events?





Lesson 1

What's on at the Cinema?



1. Listen to the soundtracks and enumerate the posters.

CINE CLUB

2. Horror
Monday
5:30 PM
8:30 PM

3. SCIENCE FICTION
Tuesday
Thursday
4:00 PM

1. ACTION
Wednesday
Friday
7:30 PM

4. ANIMATED
Saturday-Sunday
2:00 PM

Excuse me sir,
What time is it?

It's four o'clock.

Thank you!

Vocabulary Strategy

Associate words with sounds to remember vocabulary.

2. Practice the time. Answer the questions.

What time is it?



It's eight o'clock.



It's seven o'clock.



It's half past twelve.



It's half past nine.

What time is ...

a. the action movie?

It's at half past seven.

c. the sci-fi movie?

It's at four o'clock.

b. the horror movie?

It's at half past five/eight.

d. the animated movie?

It's at two o'clock.

Key Expressions

What's on?: What movies?

No way: impossible



3. Listen and practice.

Brian: Hi, Megan. I'm at the Cine Club.

Brian: *The Wolf*.

Brian: No. It's a horror movie.

Brian: Hmm, what's your favorite kind of movies?

Brian: Oh, no. *Madagascar* is on the weekend.

Brian: *Batman*, *The Dark Knight* is on Friday.

Brian: It's at half past seven.

Brian: Well, yeah. See you at six o'clock on Friday, then.

Megan: Hello, Brian. What's on?

Megan: Is it an animated movie?

Megan: Horror! No way!

Megan: Well, animated and action.

Megan: When is the action movie?

Megan: Cool! What time is the movie?

Megan: Perfect! Is it OK with you?

Megan: Sure, see you. Bye.



Lesson 1

What's on at the Cinema?

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to talk about types of movies.	<ul style="list-style-type: none"> Asks and answers questions about schedules. Asks for and gives dates and the time. Identifies the genre, date and time of movies. 	<p>Vocabulary Cinema, cine club, horror, science fiction, action, animated Days of the week</p> <p>Structures Prepositions of time: <i>on</i> for days, <i>at</i> for a specific time Wh-questions: what time, when</p>	<ul style="list-style-type: none"> Associating words with sounds to remember vocabulary Focusing on specific information like genre, day and hour

WARM UP (books closed)

Bring to the class two sets of cards with a) each day of the week, b) two headings: *weekdays* and *weekend* and c) different times of the day (7:00 AM 4:00 PM 11:30 AM 2:00 PM 9:00 AM 7:30 PM). Divide the class into two teams and challenge them to classify the weekdays and the weekend days, and arrange the times into chronological order. Display them on the walls. Check their work. Then, take advantage by doing some choral and individual drills while you point at them. Finally ask: *How many days are there in a week?* (7) *How many weekdays are there?* (5) *How many days are in a weekend?* (2). Congratulate the teams for their job by saying *Great!* or *Excellent!*

PRESENTATION 1

1. Listen to the soundtracks and enumerate the posters.

Refer students to the front cover of the unit, explore the images and ask the question in the Discuss box. Write the word *movies* on the board. Invite students to tell you movies they like; write them around it. Present the movie genres: *This is a/an animated/ horror/ action/ science fiction movie*, as you point at student's examples. Next, ask: *Where do you go to see movies? When do you go to the cinema?* Praise them for their contributions and effort. Have students find and point at each of the movie genre samples in the picture. Then, refer students to the Vocabulary Strategy. Tell them that sounds help us deduce the movie genre. Call on a volunteer to read the instruction. Play the audio twice for students to enumerate the posters. Have them cross-check their answers with their partners before socializing them as a whole class.

PRESENTATION 2

2. Now practice the time. Answer the questions.

Refer students to the example, stress the question *What time is it?* and have them do some drills. Tell students they will participate in a quick competition to see if they can come up with the correct answers. Ask them for the time and date of each movie. Now, encourage students to work in pairs and do the written exercise. Allow enough time for the completion of the task, and then have them cross-check their answers before socializing them as a whole class. Go around the classroom and check if they have any difficulty telling the time. Check pronunciation. Congratulate them for their good work!

PRACTICE

3. Listen and practice.

Draw students' attention to the Key Expressions: *What's on?* (to ask about what movies are on at the cinema) and *No way!* (to say that something is not possible). Tell them they are going to take part in a one-minute contest to look for and underline the expressions: *What's on?* (Megan, 1st line). *No way!* (Megan 3rd line). *At six o'clock* (Brian 8th line). *On the weekend* (Brian 5th line). *On Friday* (Brian 6th line). Once they have found the expressions, have them do choral and individual repetitions of the expressions given. Do not forget to praise them verbally to keep their motivation up. Play the audio once or twice of them to listen to and practice. Go around the classroom and check pronunciation if needed.

 **APPLICATION**     **Track 34**

4. Look at the schedule and write the questions and answers.

Focus students' attention on the Pronunciation box and make them notice the falling intonation of the wh-questions by having them listen and do some choral and individual drills. Afterwards, refer students to the Reflect on Grammar box and call on two volunteers to ask and answer the questions. Make them notice the prepositions of time *at* (to talk about the hour) and *on* (to talk about the days of the week). Then ask students to circle the correct preposition.

Ask students to continue working in pairs and call on a volunteer to read the instructions. Challenge them to identify the genres of the movies in the schedule. Go around the classroom and provide help. Ask them to cross-check answers, and close the activity by checking answers as a whole class.

 **APPLICATION**     **Track 35**

5. Listen to the radio program and complete the chart.

Invite students to first take a look at the Listening Strategy. Then, ask them to carefully read the information given in the charts, on their own. Then, play the audio as many times as necessary for the completion of the task and have them cross-check answers with their partners before socializing them as a whole class.

 **EXTRA IDEAS** 

Have students play a Memory Game! Ask them to work in groups of four, get a sheet of paper, recall and write down the days of the week and signal the weekdays and the weekend, and then write the types of movies they learned in the previous lesson. Once they have come up with the answers, check correct spelling and take advantage to stress that we use capitals letter for the days of the week. Then, have students do choral and individual repetitions of the days of the week. Congratulate them for their good memory!

Project Stage 1    

Tell students this project is the creation of a flyer to promote a cultural event in their country. Inform them that making a flyer is an opportunity to help them learn in an easier and more enjoyable way. Continue by making students realize the social skills required to work in groups. Mention, for instance, the cooperative skills needed to form a group and choose an art festival that everybody in the group likes, to remain in the group, to take turns talking, to have equal opportunities to contribute and to integrate ideas. Next, invite students to come up with a definition of word *flyer* or refer students to the Glossary (page 46). Moreover, to motivate students to make their flyers, show them the sample on page 43. Otherwise, bring in a real flyer about any cultural event in the city. Advise them to start by first asking their classmates about their favorite kinds of movies using the question: *What is your favorite kind of movie?* While writing their answers on the board (*E.g. action, horror, sci-fi and animated*), form groups of 3 people, based on those genres. Finally, recommend them to get real flyers from the nearest cinema to become familiar with the project. Bear in mind your role as a guide and facilitator in this process to help students make the best of this learning opportunity.

Reflect on Grammar

Prepositions of Time 1

Questions	Answers
What time is the horror movie?	It's at 5:30 PM.
When is the sci-fi movie?	It's on Tuesday.

Circle the correct preposition.

Use **at** / **on** to talk about the hour.

Use **at** / **on** to talk about the days of the week.

Pronunciation

Wh-questions have falling intonation.

Listen and repeat.

What time is it?

When is the action movie?

What's on at the cinema?

What's your favorite kind of movies?



4. Look at the schedule and write the questions and answers.

Use capital letters for the days of the week.

Monday – Tuesday

Cine Club Schedule

Time	Weekdays			Weekend	
	Monday	Wednesday	Friday	Saturday	Sunday
3:00 PM		Toy Story		Pirates of the Caribbean	
4:30 PM	Shrek		Transformers		Pirates of the Caribbean
5:30 PM		Dracula		Frankenstein	



a. What time is *Toy Story*?

It's at 3:00 PM / three o'clock

b. When is *Pirates of the Caribbean*?

It's on the weekend

c. What time is *Dracula*?

It's at 5:30 PM / half past five

d. *What time / When is Transformers* ?

It's at 4:30 PM on Friday.

e. *When is Shrek* ?

It's on Monday.

f. *What time / When is Frankenstein* ?

It's at 5:30 PM on the weekend.

5. Listen to the radio program and complete the chart.

Name of the movie	Genre	Day	Hour
a. Jupiter Travelers	<i>sci-fi</i>	<i>Friday</i>	<i>4:00 PM</i>
b. Super Cars	<i>action</i>	<i>Saturday</i>	<i>3:30 PM</i>
c. The Wolf	<i>horror</i>	<i>Sunday</i>	<i>6:00 PM</i>

Listening Strategy

Focus on specific information: genre, day and hour.

Project Stage 1

- Ask your classmates about their favorite kinds of movies.
- Form groups of 3 people based on the genre.
- Look for real flyers to get familiar with the project.

E.g. *What is your favorite kind of movies?*

E.g. *Action, horror, sci-fi and animated.*



Lesson 2

Cultural Events

1. Write the months in the corresponding place. Use the Word Bank.

ART
Exhibition



January
&
a. February

Rock
Festival



May
&
c. June

Theater
Festival



September
&
e. October

CULTURAL PROGRAM

Use capital letters for months.
January
February

PAINTING
Exhibition



July
&
b. August

FOOD
Festival



March
&
d. April

Photography
Exhibition



November
&
f. December

Word Bank

- August
- February
- June
- October
- December
- April



2. Organize the conversation from 1 to 3. Then listen and check.

Amy: Really? This is October. It's this weekend!
Ben: Let's go to the movies.
Tom: What about a play? I have four invitations for the Theater Festival.

2

Amy: Mary is fond of theater. What time is the play?
Tom: It's **in** the afternoon, **at** three o'clock.
Ben: That's good! And **in** the morning we go to the movies, right?

3

Amy: When is Mary's birthday? Is it **on** November 7th?
Ben: Hmm, I think it's **in** October.
Tom: You're right. It's **on** October 12th.

1

Useful Expressions

- In the morning / afternoon / evening.
- At noon / night / midnight.

Key Expressions

Fond of: fan of
What about: I recommend

Ordinal Numbers

1 st = first	10 th = tenth
2 nd = second	11 th = eleventh
3 rd = third	12 th = twelfth
4 th = fourth	13 th = thirteenth
5 th = fifth	14 th = fourteenth
6 th = sixth	20 th = twentieth
7 th = seventh	21 st = twenty-first
8 th = eighth	22 nd = twenty-second
9 th = ninth	30 th = thirtieth

3. Check the correct answer based on the text.

- a. Mary's birthday is **on**... November 7th. October 12th.
- b. The play is **in**... October. November.
- c. The play is **in**... the morning. the afternoon.



Lesson 2

Cultural Events

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to talk about a cultural program of festivals and art events.	<ul style="list-style-type: none"> Asks and answers questions about the date and time of festival and cultural events. 	<p>Vocabulary Art, painting, photography exhibitions, theater, food, rock, film, dance, reading festivals, months, cardinal numbers, time expressions</p> <p>Structures Prepositions of time: <i>in</i> for months and long periods, <i>on</i> for dates, and <i>at</i> for a specific time</p>	<ul style="list-style-type: none"> Using the expression "Really?" to show interest in a conversation

▶ WARM UP (books closed)

To play the Wall Dictation Game, look for a short paragraph that includes leisure activities related to culture and the benefits of doing such activities; stick several copies of this text on the board and classroom walls. Ask pupils to look for a partner, and take a piece of paper, an eraser and a pencil. The game is a contest in which the fastest pair wins. One goes up to the board, reads the lines silently, and comes back to dictate to the other by whispering. Each pair will exchange roles every minute until the first pair finishes the dictation. As soon as the first pair finishes, ask them to read the passage. Remember to take advantage and teach some punctuation (comma, period and capital letters) Finally, have them underline the leisure activities mentioned in the text. Congratulate the winners and the class for their good reading and writing skills!

▶ PRESENTATION 1

1. Write the months in the corresponding place.

Use the Word Bank.

Prior to doing the exercise, have students do some picture exploitation of the cultural program. Ask students to name the events in the program, if they go to any of them, and when they go. Invite students to work in groups of four and take part in a 60 second competition. Call on a volunteer to read the instructions and the Word Bank. Remind them to use capital letters for the first letter of months of the year. Ask them to cross-check answers before socializing them as a whole class. Congratulate them with a warm round of applause.

▶ PRESENTATION 2 Track 36 - 37

2. Organize the conversations from 1 to 3. Then, listen and check.

Draw students' attention to both the Useful and Key Expressions. Give examples relevant to their context. Now, invite pupils to take a look at the ordinal numbers, compare them to the cardinal ones and play the audio for them to listen to and repeat. Then call on a volunteer to read the instructions. Next, ask learners to do a quick search for the Key and Useful Expressions in the dialog. Ask them what Amy, Ben and Tom are planning to celebrate and to name the leisure or cultural activities suggested. Stress that the first part of the dialog is marked with number 1. Challenge them to read the dialog in pairs and organize the rest of the conversation. Finally, play the audio as many times as necessary for students to confirm their arrangement or to organize the conversation. Prior to checking the answers as a whole class, have them compare their answers with another pair next to them.

▶ PRACTICE

3. Check ✓ the correct answer based on the text.

Before checking the answers, advise students to keep in mind that Amy, Ben and Tom are planning to celebrate their friend's birthday in a particular month and on a particular date. Let them know that paying special attention to dates and times helps them correctly identify detailed information. Finally, get them into pairs and ask them to go over the exercise.

▶ EXTRA IDEAS

Encourage students to stand up and go around the class asking and answering the question: *When is your birthday? My birthday is on....* Make sure they use ordinal numbers. You can make a poster to remember birthdays and display it on the walls of the classroom. Do not forget to praise them for their good work by saying: *Great!* or *Well done!*

▶ APPLICATION Track 38

4. Go back to the conversation and complete the chart with *in*, *at*, or *on*.

To revise the previous lesson, have students recall the prepositions of time (*at* to talk about the hour, and *on* to talk about the days of the week). Afterwards, draw students' attention to the Reflect on Grammar box and ask them to work individually to draw conclusions on the use of time prepositions by going back to the conversation. Then encourage them to cross-check answers before socializing them as a whole class.

After that, invite students to look at the Pronunciation box and read the words *three* and *the*. Tell them that there are two ways of pronouncing the cluster *th*: voiceless /θ/, without vocal cord vibration, and voiced /ð/ or with vocal cord vibration. Then, play the audio for them to listen to and do choral and individual drills. Tell them we make the sound /θ/ by putting the tip of our tongue below our front teeth, showing it a little bit and allowing the air pass through. Then, ask them to place the tips of their fingers on their throat (where they can feel their), place their tongue in the correct position and say *birthday*, *third*, *thin*, *mouth* and *teeth* (they will notice it is voiceless as there is no vocal cord vibration). Likewise, tell them we make the sound /ð/ by putting the tip of our tongue behind our front teeth and saying the word. Again, ask them to place the tips of their fingers on their throat, place their tongue in the correct position and say *this*, *that*, *their*, *them* (they will notice that there is vocal cord vibration.) Play the audio as many times as needed for them to check the corresponding sound and again, do some choral and individual drills after socializing answers with the whole class. Praise them for their good listening skills.

▶ PRACTICE

5. Look at the flyers. Then, complete the sentences with the correct preposition of time.

Invite learners to come up with a definition of the word flyer. Go to the Glossary on page 46 to check. Then center students' attention on the heading, *What's on in the city?*, and let them know we use it to ask about cultural events that are happening or will happen in the city. Next, get students to work in pairs to talk about their favorite cultural event. After that, have them complete the sentences in pairs. Go around the classroom, see if they have any difficulty in using prepositions of time and provide help when necessary. Finally, ask students to cross-check answers before socializing them as a whole class. Congratulate them by saying: *That's Great!* or *Perfect!* to keep students motivated.

6. Use the flyers in exercise 5 to ask a partner about the events.

Center students' attention on the Speaking Strategy. Model an example with a volunteer. Get them to work in pairs. Go around the classroom and check if they have any difficulty asking and answering questions, and check pronunciation if necessary.

Project Stage 2

Refer students to the three steps. Tell them that because they all have different preferences, it is important to make a unique decision about the art festival they want to advertise and promote. Emphasize that designing a flyer is an excellent opportunity to practice what they have learnt in the English lessons in a cooperative and enjoyable way. Likewise, make them realize that this project also promotes independent learning since they can work at their own pace and further improve their skills and talents. Go around the classroom and provide help if necessary.

4. Go back to the conversation and complete the chart with *in*, *at*, or *on*.

Reflect on Grammar

Prepositions of Time 2

When is the event?

It's **in** October.

It's **on** September 7th / weekends.

It's **in** the morning / afternoon / evening.

It's **at** noon / 3:00 PM / night.

Conclusion

in → months

on → dates

in → long periods

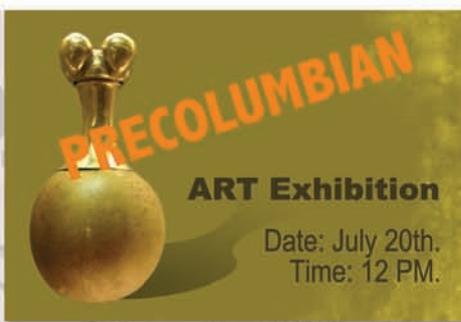
at → specific time

5. Look at the flyers. Then, complete the sentences with the correct preposition of time.

What's on in the City?



Reading Festival
Date: February 1st
Time: 2:30 PM



PRECOLUMBIAN
ART Exhibition
Date: July 20th.
Time: 12 PM.



FILM Festival
Date: October 31st - Time: 12:00 PM



Salsa concert
Date: May 18th
Time: 9:00 PM



JAZZ FESTIVAL
Date: April 2nd - 3rd
Time: 10:00 AM



CARTOON FESTIVAL
August 12th - 3:00 PM



Dance Festival
Date: December 24th
Time: 7:30 PM



FOOD FESTIVAL
Date: March 30th
Time: 8:30 AM

- a. The reading festival is on February 1st. It's in the afternoon in 2:30 PM.
- b. The Jazz festival is in April. It's in the morning at 10:00 AM.
- c. The art exhibition is in July. It's on July 20th at noon.
- d. The dance festival is in December. It's on Christmas at night.

6. Use the flyers in exercise 5 to ask a partner about the events.

Speaking Strategy

Use "Really?" to show interest in a conversation.

When is the salsa concert?

Really?

It's on the weekend at 9:00 PM.

Yeah! It's on Sunday.

Project Stage 2

- Choose an art festival of your interest and name it.
- Create a logo to promote your festival and include the name.
- Draw it on a piece of paper.

E.g. *Music Fest*



Lesson 3

Famous Fests

1. Check the festivals you are familiar with.

Answers may vary.

<input type="checkbox"/> Rock in Rio Festival In August and September	<input type="checkbox"/> Cannes Film Festival In May
<input type="checkbox"/> Rock al Parque Festival In July	<input type="checkbox"/> Sundance Film Festival In January

Reading Strategy

Use images and key words to remember what you read in the new language.



2. Read the magazine article and write the name of the festival under the correct picture.

Art festivals are special occasions for fans of culture and arts. In art festivals, people see actors, singers and dancers at a specific time of the year. In South America, for example, three important cultural fests exist. The first one is the World Tango Festival in Argentina. The second one is the Viña del Mar International Song Festival in Chile. And the third one is the Ibero-American Theater Festival in Colombia.

In March or April, theater fans celebrate the Ibero-American Theater Festival in Bogota, the capital of Colombia. They go to different events in the morning, in the afternoon and at night. They get in touch with actors from all the continents of the world: North & South America, Asia, Europe, Africa and Australia.

The actors prepare different activities to celebrate this international event. For example, they perform plays in theaters and streets. They participate in parades and dances. They wear make-up, colorful wigs and costumes to celebrate this magic fest.



a. *Viña del Mar International Song Festival*



c. *Ibero-American Theater Festival*

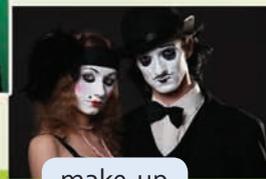
b. *World Tango Festival*



dance



costume



make-up



play



wig



parade



Lesson 3

Famous Fests

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to understand and remember details in texts dealing with famous cultural events.	<ul style="list-style-type: none"> Recognizes names, dates, time, activities, and places where people celebrate cultural events. Distinguishes true, false and non-mentioned information. Completes paragraphs using mind maps and prompts. 	Vocabulary Dance, costume, wig, make-up, play, parade, celebration, festivals	<ul style="list-style-type: none"> Using images and key words to remember what you read in the new language Using mind maps to organize information before writing

WARM UP (books closed)

Prepare a presentation about various famous festivals and the corresponding matching cards with the names and places where they take place or are celebrated. Introduce each festival to the class (*the... festival is in...*). Tell students what people do in those festivals (*listen to and dance to rock music, make friends, go sight-seeing, watch movies, get in touch with actors and movie makers, go to restaurants, etc.*) Challenge students to tell you about other famous festivals they know about.

PRESENTATION 1

Pre-Reading

1. Check ✓ the festivals you are familiar with.

Call on a volunteer to read the instructions. Get students to work individually. Finally, have them share their choices and then challenge them to tell you what people do in those festivals. Congratulate them for their contributions.

PRACTICE Track 39

While-Reading

2. Read the magazine article and write the name of the festival under the correct picture.

Before having students read the magazine article, go over the Reading Strategy and let them know that we can use images and key words to remember what we read and the new language, more easily. Then get them do some picture exploration and see if they can come up with the name of the three festivals in the pictures on the left side (World Tango Festival, Viña del Mar Intentional Song Festival and Ibero-American Theater Festival). Ask them to label the pictures without reading. Next, ask them to carefully look at the pictures on the right side and challenge them to describe a parade: people walk or go on trucks, while they dance and wear costumes, make-up and wigs to celebrate cultural events. Now, play the audio and have them read and listen to the passage to confirm their initial predictions, or write the name of the festival under the correct picture. Finish the activity by socializing the answers as a class. Praise them by saying: *Well Done!* or *Great!*

EXTRA IDEAS

Divide the class into two big teams: A and B. Encourage them to prepare and mimic a parade they know well for the other group to guess. Allow them a few minutes to get ready for the mimic game.

▶ APPLICATION

Post-Reading

3. Go back to the text and check ✓ T (true), F (false) or NI (no information).

As the purpose of the exercise is to have students identify false and true statements, and information not given in the passage, make them aware of the reading skill they need to develop: scanning. Tell them that they need to scan the text quickly and underline the specific or detailed information that lets them decide if the statement is true or false. Now, ask them to work individually to read each statement one at a time, and then go back to the reading to look for the information, and label it as T (true), F (false) or NI (no information). Go around the class to see if they have any problems and provide guidance if needed. Next, have them compare with their partners and finish by socializing the answers as a whole class, challenging them to tell you why the statement is false (the World Tango Festival is in Buenos Aires, Argentina; the theater fans do not prepare different activities, the actors do). Reward them by saying, *Perfect!* in order to keep their learning motivation up.

▶ PRESENTATION 2

Pre-Writing

4. Think of a festival in your country and make a mind map.

Focus students' attention on the Writing Strategy. Afterwards, let them know that mind maps are visual ways to organize information. Then get them to brainstorm some characteristics of mind maps: the principal concept is in the center; branches connect the themes; the themes are key words. Now, have them observe the mind map on page 41, and identify the characteristics. Have them do the task individually, allowing enough time for the completion of the task. Go around the classroom, check if they have difficulty to identify the aspects, and provide guidance if necessary. Express your satisfaction with their discipline and good work!

▶ PRACTICE

While-Writing

5. Complete the paragraph using your mind map.

Invite learners to share their celebration with a partner. Encourage them to ask: *What's your celebration? When is it? Where is it? Is it a city or a town? What are the activities?* Next, invite students to start completing the paragraph by using the mind maps they did in the previous exercise. Go around the class and provide help and guidance if needed. Do not forget to congratulate them for their effort and discipline by saying: *That's great!*

▶ APPLICATION

Post-Writing

▶ EXTRA IDEAS

To expand on the exercise, have students leave their books open on their desks. Then invite them to stand up and browse through what their classmate's wrote. Alternatively, call on some volunteers to read their paragraphs aloud for the rest of the class to listen to and learn about other festivals and celebrations.

Project Stage 3

Ask pupils to continue working in their groups. Tell them this is the last chance they have to improve and finish their projects. Highlight the importance of giving all the members in the group the opportunity to help and contribute based on his/her skills. Call on a volunteer to read the three steps. Allow enough time for the completion of the task while you go around the classroom and check if they have any difficulties with structures or spelling, and provide help if needed. Remind them to use a clear and large font. Tell them not to forget to check their grammar and spelling. Finally, advise them to practice the presentation of their flyers and remind them that since all the groups chose different festivals, their flyers must be an exhibition of creativity!

3. Go back to the text and check T (true), F (false) or NI (no information).

	T	F	NI
a. Art festivals are special celebrations.	✓		
b. Food festivals are famous in South America.			✓
c. The World Tango Festival is famous in Chile.		✓	
d. The Ibero-American Theater Festival is a Colombian celebration.	✓		
e. The theater fans prepare different activities.		✓	
f. The actors of the Ibero-American Theater Festival are tall and athletic.			✓
g. The actors perform activities in the streets.	✓		

4. Think of a festival in your country and make a mind map.

Answers may vary.

Writing Strategy

Use mind maps to organize information before you write.



5. Complete the paragraph using your mind map.

People celebrate _____ in _____, a beautiful city in

(name of the festival) (city)

_____. The festival is _____. *Answers may vary.*

(country) (date)

The _____ prepare different activities. For example, _____

(artists) (activities)

Project Stage 3

- Think of two or three activities for your festival and create the schedule.
- Discuss the design of the flyer and include the logo, the name, the schedule and contact information.
- Create the flyer on a computer and check grammar and spelling.



Lesson 4

Are You a Culture Vulture?



1. Listen and complete the conversations with the expressions in the Word Bank.

Word Bank

- the flavor of the month
- a culture vulture
- the life of the party

a.

- Your sister is fond of art!
- Yes, she is _____

a culture vulture



b.

- Let's invite Ted to the party!
- Yes, he is always the center of attention. He is _____

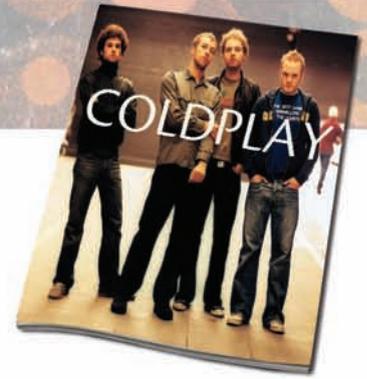
the life of the party



c.

- Coldplay is on TV and the radio.
- Of course, they are now _____

the flavor of the month



2. Read the sentences. Then, replace the ideas in blue with the expressions in the Word Bank.

- a. People invite Susan to parties. She is **sociable**. She is *the life of the party*.
- b. I'm an **art lover**. I'm *a culture vulture*.
- c. **Coldplay** is **famous at the moment**. The band is *the flavor of the month*.

3. Ask your partners.

Questions	partner 1	partner 2	partner 3
a. Who is the life of the party in our classroom?			
b. Who is a culture vulture in our school?		<i>Answers may vary.</i>	
c. Who is the flavor of the month?			

Reflect on Values

	Always	Sometimes	Never
■ I participate in different cultural events in my free time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am informed of my city's festivals.	<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

Are You a Culture Vulture?

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to use idioms in informal conversations about cultural events.	<ul style="list-style-type: none"> Recognizes and uses informal language to describe culture related topics. 	Vocabulary <i>A culture vulture</i> <i>The life of the party</i> <i>The flavor of the month</i>	<ul style="list-style-type: none"> Catching new expressions and using them in informal conversations

▶ WARM UP (books closed)

Get students work in pairs and have them ask each other the following questions: *Are you fond of art? What's your favorite festival? Are you the center of attention at school? What's your favorite music band?* Congratulate them on their contributions.

▶ PRESENTATION 1 Track 40

1. Listen and complete the conversations with the expressions in the Word Bank.

Do picture exploitation by asking: *Where is the girl in the first picture? Where is the boy in the second picture? and What is Coldplay?* (a British alternative rock band). Call on a volunteer to read the Word Bank and tell students that there are context clues that give hints to help deduce the meaning of the expressions. Then, encourage them to complete the conversations individually without listening to the recording, while you provide help if necessary. Now, have them listen to the audio to confirm their answers or to fill in the blanks with the correct expression. Finally, socialize the answers as a class and have them do some choral and individual drills of the three idioms.

▶ PRESENTATION 2

2. Read the sentences. Then, replace the ideas in blue with the expressions in the Word Bank.

Get students work in groups of four and tell them they will participate in a competition in order to develop the task. Let them know that you will count to ten while they quickly complete the task. To help students internalize the expressions, do choral and individual repetitions of the expressions given. Do not forget to praise them for their excellent work by saying: *Superb!* or *Terrific!*

▶ PRACTICE

3. Ask your partners.

Advise pupils to look for partners who they do not often work with. Allow enough time for them to survey three classmates. After that, invite the class to socialize their findings as you write them on the board to find out who in the classroom is the life of the party, who is a culture vulture, and who is the flavor of the month. As soon as they finish reporting, ask for a round of applause for the three elected students. Do not forget to praise them for their good work!

▶ Reflect on Values

Make students realize the importance of both being informed of their city's festivals and participating in different cultural events in their free time. Stress that leisure activities help them relax and have a better and more enjoyable life. Remind students to be very honest when reflecting on values. Wrap up the message of this session by saying that people around the world express their culture through celebrations and festivals.

Gap Activity

Invite students to look for a partner and sit face-to-face with each other leaving some space between them. Tell them they have to ask questions to complete the agenda. Let them know that when Student A asks questions using the clues given, Student B has to answer them by scanning the schedule. As soon as they finished, have them socialize their answers as a class. Do not forget to praise them for their hard and effective work.

Share Your Project

1. Discuss your experience.

Check ✓ what you like about the project.

Invite students to reflect on their experience while creating their flyers. Stress the value of making flyers as a learning tool that allows them to work at their own pace, learn independently and improve their skills and talents. Tell them: *I've kept an eye on all your flyers! I'm all ears! I'm ready to enjoy this fantastic session with all of you!*

Now, invite students to check ✓ what they like about the project: group work, the name, the logo or the schedule. Have students raise their hands as you ask: Who liked the group work? Who liked the name? *Who liked the logo?* and *Who liked the schedule?* Congratulate them by saying: *Fantastic!* or *Wonderful!*

2. Read and label the characteristics of a flyer.



Draw students' attention to the flyer and ask: *What is it about? Are you fond of salsa / rap / rock? When is it? What time is it? Where can we get more information?*

Next, challenge them to create a mind map of this cultural event including a theme, sub-topics (the name of the event, the date, the time, the contact information and the activities available). Then remind students of the definition of a *flyer* and write it on the board and encourage them to recall the characteristics of their flyers. Copy and number them on the board. Play the audio once for students to learn about both the concept of a flyer and its characteristics. Now, play the audio again for students to compare their definition and characteristics to the ones they heard in the audio. Draw a happy face next to those that are correct.

3. Give your Presentation.

Refer the students to the Useful Expressions box. Ask them to read the expressions individually. Then do individual and choral drills and take advantage of the exercise to check pronunciation and intonation.

Arrange the classroom in a special way to have students present their projects to the class. Invite them to do it with enthusiasm. Highlight the fact that there is a relation between the Give your Presentation box and the Useful Expressions box. Encourage them to practice them with a partner. Encourage students to make constructive comments about their classmates' flyers, and creativity using expressions such as: *Congratulations! That's Fantastic! Excellent! Superb!* and so forth.

Share Your Project

1. Discuss your experience.

Check what you like from the project.

Group work

The name

The logo

The schedule



Answers may vary.



2. Read and label the characteristics of a flyer.

A Flyer

It is a piece of paper with information to advertise and promote an event. The basic information on a flyer includes the name of the event, the date, the time, the contact information and the activities. A good flyer has the following characteristics:

1. An appropriate heading: the title and logo of the festival.
2. Complete information: the schedule of the activities (date and time) and a contact phone number or e-mail address.
3. A creative design: nice colors, illustrations and big font are important to attract people's attention.

a. Heading

MUSICFEST

SEPTEMBER

b. Information

Thursday Friday Saturday
SALSA RAP ROCK
 17th 18th 19th

c. Design

6:30 - 7:30 PM

Information: whatsoninthecity.com

Give your Presentation

- Say hello to the audience.
- Present the name of your event.
- Mention the activities of your event and their date and time.
- Say thank you to the audience.

Useful Expressions

- Hi / Hello / Good morning / Good afternoon.
- We invite you to...(name of the festival).
- The (activity) is at / in / on...
- For more information go to...
- Thanks for your attention.



Comic

A Cultural Contact



Listen and Read.

Let's go to the museum.

Mom! It's my favorite sci-fi movie.

Thanks!

I'm not a culture vulture.

Good observers see fantastic things.

Hi, I'm Cuauhtemoc. The last Aztec governor.

Ah??

Keep an eye on the special exhibition.

Are you real?

All the historical pieces in this room are real.

History and art are real testimonies of our world.

I see the importance now!

When is the next exhibition?

Tony, are you OK, sweetie?

Mom, history and art are fascinating.

A Cultural Contact

Listen and read.

Pre-Reading (books closed)

Make students aware of the benefits of comic strips in their foreign language learning process. First, comic strips help them learning an enjoyable pleasant way. Second, visual and linguistic aids help learners understand more easily. Third, comic strips help them improve the linguistic and visual-spatial intelligences.

To contextualize the topic, draw students' attention to the heading. Ask them: *How can we be in contact with culture? What cultural events can you enjoy? Are you familiar with museums? What's your favorite cultural event? Why is it important or necessary to go to cultural events?*

Then, invite student to look over the comic and write their answers on the board. *Who are these people?* (The mom and the son) *Where are these people?* (They are in a museum!) *Are you familiar with this cultural event?*

While-Reading Track 42

Play the audio once for them to read and listen to the comic strip. Encourage students to work in pairs to answer these questions: *What's the boy's initial reaction?* (He doesn't like museums) *What's the boy favorite movie genre?* (Sci-fi) *What's his mom's favorite cultural activity?* (To go to museums) *Is the boy a culture vulture?* (Yes, he changes his mind; now he likes museums!). Next, draw students' attention to the information in the purple rectangle that reads: "Good observers see fantastic things". Play the audio for the second time and ask them to answer these questions: *What's the boy's fantastic experience?* (The realization that all the historical pieces in the museum are real and speak with the visitors!) After that, ask students: *Who is the lady in the painting?* (The Mona Lisa! La Gioconda!) *What's her comment about?* (that history and art teaches us about the evolution of the world) *What is the final reaction of the boy?* (he changes his opinion about museums; now he is interested in art and wants to see the exhibition).

Post-Reading

Get students to work in groups of five to think about a) the message / moral of the comic b) three reasons to go to cultural events c) three disadvantages of not going to cultural events.

Allow enough time for the completion of the task and then, encourage them to socialize their ideas. Invite students to reward themselves with round of applause!

EXTRA IDEAS

Alternatively, divide the class into two big teams: team A and team B. Each team should recreate the story by adding real historical pieces (of their own culture) to the special exhibition. Allow enough time for the completion of the task while you go around the classroom to provide help where necessary. Then invite students to socialize their adapted version of the comic strip. Do not forget to praise them for their creativity.

Quiz Time

Before the test

Stress that the Quiz Time is a friendly review that gives them the opportunity to show what they have learned in the unit's lessons. Likewise, highlight the fact that the quiz lets them discover and look for solutions for their mistakes or learning problems. Finally, invite students to answer the quiz individually and then cross-check their answers with a partner before socializing them as the whole class. Cross-checking answers is a strategy to reduce the anxiety that tests and evaluations usually generate. Tell them it benefits both students and the teacher because it is a friendly way of becoming aware of their mistakes and it facilitates students understanding as well as teachers' grading of the work. It also builds cooperative learning and self-confidence and it changes the negative perception of tests and evaluations.

1. Look at the posters and complete with **in**, **at**, **on**.



To reduce students' anxiety, go over the usage of the time prepositions they learned in the previous lessons. Challenge them to recall when we use **at**, **in**, and **on**. Call on a volunteer to read the instructions and get them to work individually to observe the posters carefully and complete the sentences with the correct preposition of time.

2. Use the posters to write the correct questions.



Have students read the instructions, take a look at the posters, and see if they have any questions that need clarifying. Advise them to pay special attention to specific information or details like: the name of the event, the date and the time (hour) in which they happen / occur. Next, elicit the Wh-questions learned in the lessons to ask for information about events (*When is the event? What time is the event?*). Now, have them read the instructions and write the correct questions.

3. Listen to four conversations and complete the chart.

Call on a volunteer to read the headings of the columns. Ask students: *What are these words about?* (about movies!) Then, ask: *What are the names in the first column about?* (names of movies) *What are the types of movies?* (horror, animated, action, and science fiction) *What are the days of the week? What time is it?* Now, play the audio as many times as necessary for students to complete the information.

4. Read and complete the information. Use the numbers in parentheses.

Recommend that they pay special attention to the numbers in parentheses that refer to the month and the day of the event. Allow enough time for the completion of the task while you go around the classroom and provide guidance where required.

Finally, invite students to correct their quizzes in the classroom. This time, encourage students to exchange their quizzes with the partner sitting next to them. Advise them to be very honest since it will help them identify their mistakes and the corresponding strategies to correct them. Next, hand color pens out to students. Then invite them to correct their partner's quiz while you socialize the answers as a class. Finally, reward students by saying: *Lovely!* or *Great work!*

Self-Evaluation

Remind students to be as honest as possible about their ability to tell the time, ask and answer questions about schedules, and talk about cultural events. Now, invite them to complete the table individually and silently. Do not forget to praise them verbally for their honesty and learning effort in order to keep their motivation up.

Glossary

Have students read the Glossary. Tell them to pay attention to specific elements in each definition. For example, they need to pay attention to see if the word is a noun, a verb or an adjective. They also need to know if the words have

synonyms or antonyms. Once you have clarified some possible doubts about the words, students can solve the Glossary Activities on page 95. Please, bear in mind that this page corresponds to page 46 in the teacher's guide.

Quiz Time

1. Look at the posters and complete with *at*, *in*, *on*.

2. Use the posters to write the correct questions.

a. *When is the art exhibition* _____ ?

It's on weekdays.

b. *What time is the cine club* _____ ?

It's at five o'clock.

c. *What time is the food festival* _____ ?

It's at half past ten.

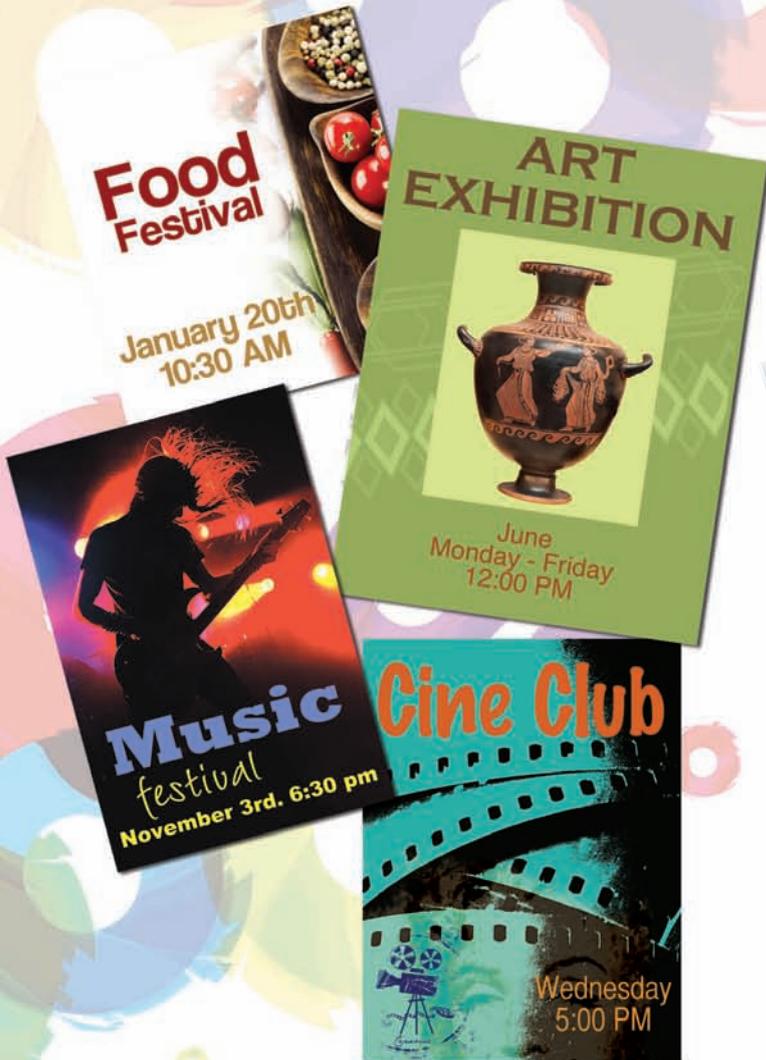
d. *When is the music festival* _____ ?

It's in November.

3. Listen to four conversations and complete the chart.



Name	Genre	Day	Hour
a. <i>The Wolfman</i>	<i>horror</i>	Friday	6:00
b. <i>Transformers</i>	<i>action</i>	<i>Tuesday</i>	4:30
c. <i>Toy Story</i>	animated	<i>Wednesday</i>	11:30
d. <i>Inception</i>	<i>sci-fi</i>	Friday	7:00



a. The food festival is on January 20th. It's in the morning at 10:30.

b. The art exhibition is in June on weekdays at noon.

c. The cine club is on Wednesday at 5:00 PM.

d. The music festival is on November 3rd at 6:30 PM.

4. Read and complete the information. Use the numbers in parentheses.

a. Halloween is on October 31st (10/31).
(month) (date)

b. Christmas Day is on December 25th (12/25).
(month) (date)

c. S. Valentine's is on February 14th (2/14).
(month) (date)

d. New Year's Eve is on December 31st (12/31).
(month) (date)

Self-Evaluation

Now I can...

- tell the time.
- ask and answer questions about schedules.
- talk about cultural events.

Very Well

OK

A Little

Glossary

A-F

advertise: **v.** to create publicity. (syn. publicize)
afternoon: **n.** the time of the day between noon and 6:00 PM.
cinema: **n.** place where people see movies.
club: **n.** a group of people forming an association.
concert: **n.** music show.
costume: **n.** dress and accessories to wear in celebrations.



dance: **n.** a series of movements that follow a particular kind of music. *Tango is the typical dance in Argentina.*
dancer: **n.** the person who participates in a dance.
date: **n.** a specific day in a month and year. *Halloween is on October 31st.*
event: **n.** a special activity. (syn. occasion)
exhibition: **n.** collection of things to show an audience. (syn. exposition)



festival: **n.** a cultural show in a city or country.
flyer: **n.** piece of paper with information to advertise an event.

G-P

genre: **n.** a category or type of movie (action, horror, sci-fi, animated).
heading: **n.** title of a document.
kind: **n.** type. (syn. class) *What is your favorite kind of movies?*
logo: **n.** the symbol of a company or event.
make-up: **n.** cosmetics.
mind map: **n.** diagram to organize ideas.
morning: **n.** the time of day between midnight and noon.



movie: **n.** a sequence of images that shows a continuous story. (syn. film)
noon: **n.** 12 o'clock in the middle of the day. 12:00 PM.



o'clock: **adv.** expression that represents the exact hour as a number. *It's three o'clock.*
party: **n.** a fun celebration. *My birthday party is in September.*
play: **n.** presentation or show in a theater.
parade: **n.** a public procession.
perform: **v.** to do something to entertain people.
promote: **v.** to persuade people to support a product or activity. (syn. sell)

S-Z

schedule: **n.** program of events. (syn. agenda)
show: **n.** presentation.
singer: **n.** professional vocalist.



soundtrack: **n.** the music of a movie.
theater: **n.** a building for the presentation of plays and movies.
time: **n.** number that indicates the hour of the day. *What time is it? It's 1:00 o'clock.*
tool: **n.** elements you use to do homework with. *The computer is a technological tool.*
unreal: **adj.** not real. (syn. imaginary) *Science fiction is unreal.*
weekdays: **n.** the five working days of the week (Monday, Tuesday, Wednesday, Thursday and Friday).
weekend: **n.** the two non-working days of the week (Saturday and Sunday).
wig: **n.** artificial hair.

Colloquial Expressions

To be the life of the party: to be happy and sociable.

To be a culture vulture: to be an arts lover.

To be the flavor of the month: to be famous at the moment.

What's on?: What movies or activities?

No way: impossible.





Glossary Activities

1. Match these words with their synonyms.

A	B
a. event	<u>d</u> film
b. exhibition	<u>g</u> imaginary
c. kind	<u>f</u> agenda
d. movie	<u>c</u> class
e. advertise	<u>a</u> occasion
f. schedule	<u>b</u> exposition
g. unreal	<u>e</u> publicize

2. Find ten words related to cultural events.

I	F	A	L	P	O	S	H	I	W
D	C	O	N	C	E	R	T	K	A
A	B	U	R	D	C	A	P	E	M
N	F	E	S	T	I	V	A	L	C
C	S	D	O	H	P	E	R	M	I
E	A	C	P	E	D	I	A	R	N
S	H	O	W	A	B	P	D	C	E
K	U	V	I	T	A	L	E	Y	M
C	L	U	B	E	C	A	S	O	A
D	I	P	A	R	T	Y	H	E	R

3. Complete the sentences with five words from the previous exercise.

- I go to the cinema and see movies on weekends.
- Salsa is a typical dance in my country.
- We go to the theater and see fantastic plays on weekdays.
- In Latin America, Viña del Mar is home to a famous song festival.
- My birthday party is on September 15th. I'm very happy!

4. Look at the pictures and find the corresponding time expression.

a. 5:30 PM	a. <u>f</u> <u>t</u> <u>e</u> <u>r</u> n <u>o</u> <u>o</u> n
b.	d. <u>a</u> <u>t</u> e
c. 8:00 AM	m. <u>o</u> <u>r</u> <u>n</u> <u>i</u> <u>n</u> g
d.	w. <u>e</u> <u>e</u> <u>k</u> <u>e</u> <u>n</u> d
e. 12:00 PM	n. <u>o</u> <u>o</u> n
f.	w. <u>e</u> <u>e</u> <u>k</u> d <u>a</u> <u>y</u> s

5. Replace the words in bold with the corresponding concept.

- The **symbol** of the event is very creative.
l o g o
- I use a **diagram** to organize my ideas.
m i n d m a p
- We create a colorful **paper with information** to promote the festival.
f l y e r
- The movie **category** for today is horror.
g e n r e
- The computer is a good **element** to do my homework with.
t o o l
- Listen! The **music of the movie** is great.
s o u n d t r a c k

Street Life 4



Skills

CEF Standards

Indicators

**Listening
Comprehension**

Can understand specific information in texts dealing with familiar and famous neighborhoods.

- Uses visual aids and word endings to classify singular and plural clothing items.
- Identifies clothes people are wearing.
- Recognizes specific information in idiomatic expressions by using visual aids and context.

**Reading
Comprehension**

Can identify and classify specific information in descriptive texts dealing with familiar and famous neighborhoods.

- Recognizes clothes, activities people do on the street and seasons in familiar neighborhoods and famous places.
- Classifies clothes according to the seasons.

**Oral
Interaction**

Can ask and answer questions about people's activities in familiar neighborhoods.

- Describes clothes using demonstrative pronouns.
- Recognizes informal language to describe popular clothing items, collaborative work and admiration/respect.

**Oral
Expression**

Can express what people are doing at the moment of speaking and describe what people are wearing.

- Describes activities people are doing, clothes they are wearing, and what the weather is like in a familiar neighborhood or famous place.

**Written
Expression**

Can produce a short text about familiar and famous neighborhoods guided by prompts.

- Writes short descriptions including activities people are doing, clothes they are wearing, and the weather in a familiar neighborhood or famous place.
- Uses *so* to talk about the result or consequence of an action.

Street Life

▶ **General Objective**

You will be able to talk about your neighborhood.

▶ **Communication Goals**

You will learn how to

- express what people are doing at the moment of speaking.
- describe what people are wearing.

▶ **CLIL**

- Street Life
- Clothes
- Famous Neighborhoods

▶ **Vocabulary**

- Words related to street activities
- Words related to clothes

▶ **Grammar**

- Present Progressive tense
- Demonstrative Pronouns

▶ **Idioms and Colloquial Expressions**

- *Work hand in glove*
- *Take my hat off*
- *In fashion*

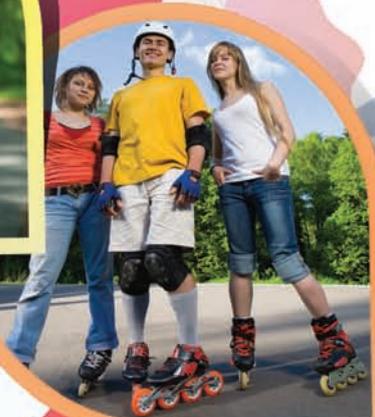
▶ **Project**

Collage

You will make a collage about your neighborhood to describe activities and clothes.

Discuss:

- Look at the pictures and identify the activities.





Lesson 1

What Are You Doing?

1. Find and circle the following actions in the picture of exercise 2.



skate



walk the dog



talk on the phone



ride a bike



go to



listen to music



eat



run



2. Listen and read. Then, identify the characters in the picture.

a. Mary: Hi, Mike. What are you doing?

Mike: Hello! I'm in the park with my parents and Rex. I'm listening to music.

Mary: Are they walking Rex?

Mike: No, they aren't. My mom is talking on the phone and my dad is eating an ice cream.

Mary: And Rex?

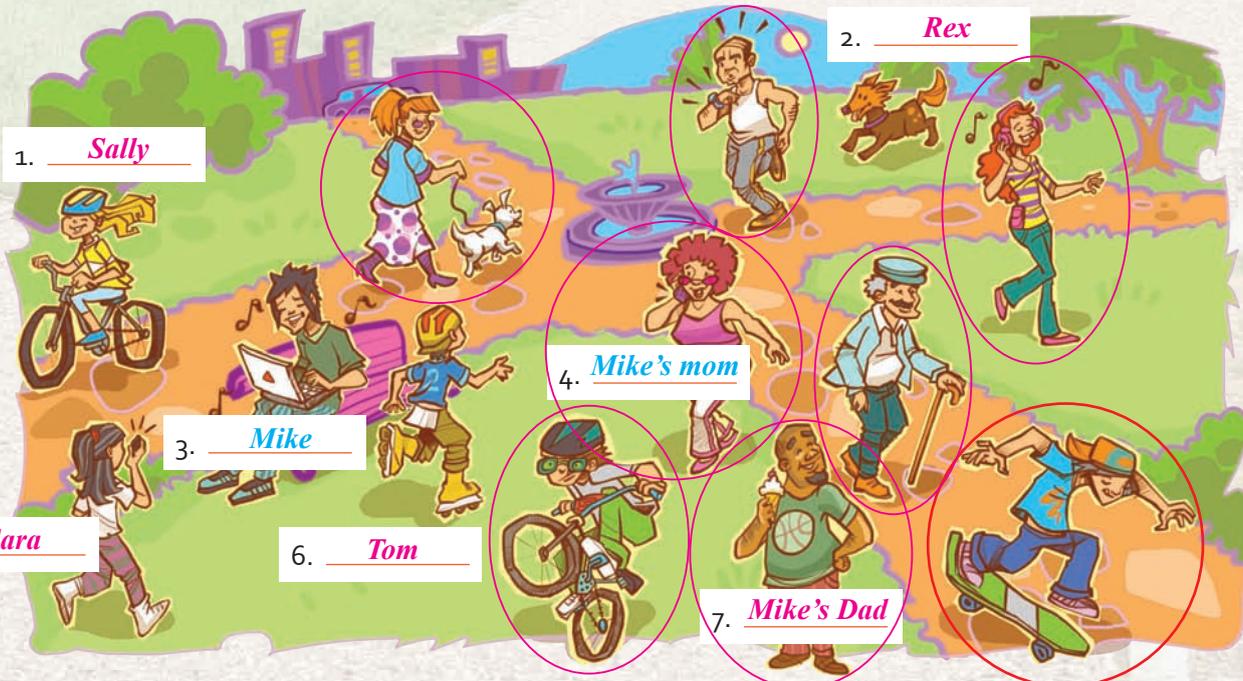
Mike: Rex is running.

b. Brian: Hello, Where are you going?

Sara: Hi, I'm going to the park with my siblings.

Brian: Is Tom skating?

Sara: Yes, he is. And Sally is riding her bike as usual.



1. Sally

2. Rex

3. Mike

4. Mike's mom

5. Sara

6. Tom

7. Mike's Dad



Lesson 1

What Are You Doing?

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to talk about what people are doing at the moment of speaking.	<ul style="list-style-type: none"> Identifies and expresses actions that people are doing at the moment of speaking. 	<p>Vocabulary Activities on the street: skate, walk the dog, talk on the phone, ride a bike, go to, listen to music, eat, run</p> <p>Structures The Present Progressive tense</p>	<ul style="list-style-type: none"> Creating mental images to identify activities

WARM UP (books closed)

Make a mind map of the actions people do in the park. Start by writing "In the park I..." and get students to brainstorm actions. As they mention the actions (even in Spanish), write them in English in a mind map. Then, invite students to mime those actions. Congratulate them for their good work!

			listen to music
	In the park I...		

PRESENTATION 1

1. Find and circle the following actions in the picture of exercise 2.

Invite students to identify and compare the actions they mentioned in the warm up with the silhouettes shown in the pictures. Motivate them to repeat after you the actions. Call on a volunteer to read the instructions. Allow enough time for the completion of the task and have them cross-check their answers with their partners before socializing them as a class.

PRESENTATION 2

2. Listen and read. Then, identify the characters in the picture.

Do some picture exploitation by asking: *Where are these people? Who are these people? Are they young or old? Who is chubby? Who has red curly hair? Who has long blond hair? What does the boy in picture number 3 look like? Who are siblings? Who are parents? Can you find two dogs? Can you find 2 bikes? Can you see an ice cream? Can you find a computer?*

Use the numbers as references. Call a volunteer to read the instructions. Make sure they understand the idea of the task. Now, play the audio as many times as necessary for students to identify the characters in the picture. Advise students to go back to exercise 1 if needed. Finally, get students to cross-check answers prior to socializing them as a class. Praise them for their good work!

EXTRA IDEAS

Invite students to play the game "Tic-Tac-Toe". Divide the class into 2 teams and ask them to take a piece of paper and two different colored pens: red and blue. Draw a 3x3 grid on the board and write the 9 action verbs in red. Then, on the right side, make a list of words written in blue, as shown below. Invite them to write this on their papers.

listen	ride	eat	<i>soccer to music an ice cream the dog the park a bike an e-mail a mile/kilometer</i>
play	walk	skate	
run	go to	write	

Tell the teams they are expected to form language expressions in the cells (*E.g. Ride a bike*). To have them play as a class, ask the teams to toss a coin (Heads for Team A and Tails for Team B) and get them take turns saying the language expression aloud for you and the class to decide if they are correct or not (listen to music, ride a bike, eat an ice cream, play soccer, walk the dog, skate in the street, run a mile/ km, go to the park and write an e-mail). The first team to have three correct guesses in a row (vertical or horizontal) is the winner. Praise the teams for their wonderful job by saying: *Great work!*

PRACTICE L V I  Track 45

3. Complete the e-mail with the Present Progressive tense.

Refer students to the Reflect on Grammar box and tell them we use the Present Progressive tense to talk about actions that happen at the moment of speaking. Direct students' attention to the dialog on the previous page (exercise 2), get them identify and say aloud actions that happen at the moment of speaking, and provide models by giving real examples. Then, have students read the affirmative, negative and interrogative statements individually. Elicit the elements of a sentence: subject, verb *to be* (is, are), an action ending in *-ing*. Likewise, emphasize the order for the *yes/no questions*. Now, center students' attention on the *Wh-questions*, invite them to read the examples individually and make them realize the use of *what* (to ask about the action someone is doing at the moment of speaking) and *where* (to ask about the place where someone is going or doing something). Encourage students to go back to the dialogs to find the questions *Where are you going?* (conversation b, first line) and *What are you doing?* (conversation a, first line). Finally, draw students' attentions to the Spelling box and explain the different rules.

Call on a volunteer to read the instructions. Do some picture exploitation by asking: *Where are the kids?* (the kids are in the street/ in a park/ in the neighborhood; A boy is looking through the window) *What are they doing?* (there are playing soccer, skating, riding a bike, etc.) Highlight that the place/ area where people usually live is called a *neighborhood*. Then get students to work in pairs and have them complete the e-mail without listening to the audio. Allow enough time for the completion of the task while you go around the classroom to provide guidance and check spelling and pronunciation if needed. After that, play the recording as many times as necessary for students to confirm or fill in the blanks with the correct information. Encourage them to cross-check their answers with another pair of students before socializing answers as a whole class. Congratulate students for their wonderful effort by saying *Excellent! Lovely!*

APPLICATION L V I  Track 46

4. Listen to the sounds and identify the actions.

Before asking students to do the exercise, refer them to the Listening Strategy and let them know that to identify activities, we can create mental images or imagine what we are listening to in our minds. Model by asking students to close their eyes and concentrate while you say: *Imagine a beautiful park with beautiful green grass and trees where many kids are having fun. Six boys and six girls are playing, riding bikes and eating ice cream, and two boys are listening to music.* Challenge them to recall the activities you mentioned by saying them aloud. If they answer correctly, tell them they are excellent listeners! Now, play the audio twice or three times if necessary for students to identify the activities. Ask them to cross-check answers with their classmates, and finish by socializing them as a whole class.

Project Stage 1 L V I

Let students know they will make a collage about their neighborhood to describe activities people do and clothes people wear. Tell them they will develop the project in three stages and will socialize it in the session called Share Your Project. Next, ask students to look the word collage up in the Glossary on page 58. Expand by saying they can also use decorations/ ribbons or bits of colored papers for their photographs. To facilitate understanding and inspire students to make their collages, show them the sample given on page 55. Otherwise, bring in a real collage. Socialize the three steps. Finally, encourage them to be very creative to capture as many activities as possible that people do. Be aware of the role model you are as both teacher and guider of this process, so you can to help students maximize this learning opportunity. Insist on the individual responsibility in achieving the groups' goals. Stress the fact that when working as a team, they should put the interest of the group before their own. In other words, they should always work hard and subordinate their personal goals to the shared goals of the team.

Reflect on Grammar

Present Progressive Tense: Use it to talk about actions happening at the moment of speaking.

Affirmative			Negative			Yes / No questions		
I	am	going to the park.	I	am not	riding a bike.	Am	I	riding a bike?
He			He			Is	he	
She	is	running.	She	is not	listening to music.		she	going to the park?
It			It				it	
You			You			Are	you	skating?
We	are	walking Rex.	We	are not	skating.		we	
They			They				they	

Wh-questions							
What	am	I	doing?	Where	am	I	going?
	is	he she it			is	he she it	
	are	you we they			are	you we they	

Spelling
talk + ing = talking
skate + ing = skateing
run + ing = running



3. Complete the e-mail with the Present Progressive tense.



To: karen12@ooya.com

Subject: Hello!

Hello, Karen!

I am writing (write) from my new neighborhood. My friends are doing (a. do) different activities today. Steve and Randy aren't walking (b. not walk) the dog as usual. They are skating (c. skate). Sally aren't talking (d. not talk) on the phone. She is riding (e. ride) her bicycle. And Ben, well, he is playing (f. play) soccer. What are you doing (g. do)?

Fred



4. Listen to the sounds and identify the action.

a. What is Nick doing?	<i>He is eating.</i>
b. What is Vanessa doing?	<i>She's talking on the phone.</i>
c. What is Robert doing?	<i>He's skating.</i>
d. What is Kathy doing?	<i>She's listening to music.</i>



Listening Strategy
Create mental images to identify the activities.

Project Stage 1

- Form groups of three and select one of your neighborhoods.
- Get a camera and take pictures of people's activities.
- Describe what the people are doing in the pictures.

E.g. *He is listening to music.*



Street Fashion

Word Bank

1. jacket
2. scarf
3. pants
4. T-shirt
5. gloves
6. sneakers
7. shoes
8. skirt
9. sunglasses
10. hat
11. cap
12. slippers
13. sweater
14. jeans
15. boots
16. coat
17. shirt
18. shorts

1. Listen and practice. Then, classify the words into singular or plural.



Singular		Plural	
<i>a jacket</i>		<i>shorts</i>	
<i>a scarf</i>	<i>a T-shirt</i>	<i>pants</i>	<i>gloves</i>
<i>a skirt</i>	<i>a hat</i>	<i>sneakers</i>	<i>shoes</i>
<i>a cap</i>	<i>a sweater</i>	<i>sunglasses</i>	<i>slippers</i>
<i>a coat</i>	<i>a shirt</i>	<i>jeans</i>	<i>boots</i>

Vocabulary Strategy

Look at the ending of the words to identify if they are singular or plural.

Grammar Strategy

Write the color before the clothes you are describing.

2. Look at the pictures and complete the description.

Street Fashion Magazine

What's he wearing?

He is wearing a long scarf, a blue jacket and a brown shirt. He is wearing blue jeans and white sneakers. Cool combination!

What's she wearing?

She is wearing a black hat, a red shirt,

and a white T-shirt. She is wearing blue

jeans and blue sneakers.



Street Fashion

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to describe what people are wearing.	<ul style="list-style-type: none"> Describes clothes using demonstrative pronouns. 	<p>Vocabulary Words related to clothes</p> <p>Structures Demonstrative pronouns (<i>this, that, these, those</i>)</p>	<ul style="list-style-type: none"> Looking at the ending of the words to identify if they are singular or plural Writing the color before the clothes people are wearing

WARM UP (books closed)

Prior to this lesson, ask students to organize themselves into pairs and ask them to bring one of the 18 clothes articles listed on page 50, some clothes hangers and 18 pieces of white paper. You need to bring all the names of the clothes items written on white pieces of paper, using the same numbers assigned to each garment in exercise 1, page 50.

Invite them to imagine the classroom is a clothing store. Encourage them to let their imagination fly while organizing or making the clothes arrangements. Now divide the class into two teams: A and B. Team A members should place the labels of clothes items and Team B should write the color of each of the clothes items. Take advantage of this lively activity to introduce the Grammar Strategy by telling them that they should write the color before the clothes you are describing and then, have them do some choral and individual drills of the new vocabulary.

EXTRA IDEAS

Take advantage of the clothing store arrangement and divide the class into four teams, inviting them to choose a representative to dress up in the clothes they brought in order to play the Catwalk Game. Emphasize that the models should walk along the catwalk while the spectators should sit and take notes of the clothes they are wearing. Do not forget to praise them with a warm round of applause.

PRESENTATION 1 Track 47

1. Listen and practice. Then, classify the words into singular or plural.

Have students quickly identify the clothes that you say aloud (*E.g. Show me a jacket.*). Next, play the audio twice and invite students to do some choral and individual drills of the clothes. Then, center their attention on the Listening Strategy. Now, get students to work in pairs and ask them to complete the chart with singular and plural clothing items. Go around the classroom to correct spelling and pronunciation. Encourage students to cross-check their answers with another pair of students before socializing them as a class. Have students come up to the board and complete the chart you have previously drawn. Congratulate them for their effort by saying: *Cool! Perfect!*

PRESENTATION 2

2. Look at the pictures and complete the description.

Draw students' attention to the Grammar Strategy. Continue by highlighting that the following model is another strategy they should use to answer the question, *What's she wearing?* Invite them to first work individually, and then have them compare their descriptions with a partner before calling on a volunteer to write and socialize the answers with the whole class by writing them on the board.

EXTRA IDEAS

Bring in newspaper cutouts or flashcards of people wearing different types of clothes. Then get students to work in groups of four, giving a flashcard to each group and invite them to describe it by following the model given in this exercise. Finally, encourage students to go up to the board to socialize their description with the rest of the class.

PRESENTATION 3 Track 48 - 49

3. Listen and complete the dialog.

Tell students there are places where people go to buy different types of clothes like malls, stores, or flea markets. Ask them to describe the people in the picture and the clothes they are wearing. Ask: *Who are they? What do they look like? What are they doing? What are they wearing?* Have them name some of the clothes items shown in the picture. Play the audio as many times as necessary for students to complete the dialog. Ask students to cross-check their answers with their classmates before socializing them as a class. Lead students to conclude that there are two types of clothes - *formal* (that we wear on special occasions like birthday celebrations and wedding ceremonies) and *informal* or *casual* (what we wear on weekends or to go to barbecue or a picnic) - by asking *how many types of clothes are there? What do you wear on special celebrations/occasions? What do you wear on weekends/ to go to a picnic?*

Invite learners to take a look at the picture of the snake and the apple to explain the notion of *near* and *far*. Then, refer pupils to the Reflect on Grammar box. Help them to identify the use of demonstrative pronouns: which ones are used to describe things far away and which are used to describe things nearby. Also, help them discover the singular and plural changes. Direct students' attention to the examples of *yes/no questions* for both singular and plural objects that are near or far away. Highlight the word order. Ask them to do some choral and individual drills of the examples given. Finally, center their attention on the interrogative statements. Call on a volunteer to read aloud the examples, have the students do some choral and individual drills of those examples. Encourage them to underline the demonstrative pronouns in exercise 3. Ask students to cross-check answers with another pair of students before socializing them as a class.

Guide students' attention to the Pronunciation box and have them listen to the sound /s/ and do some choral and individual drills. Stress that in English the sound /s/ has a pronunciation that is totally different to the /s/ in Spanish. Make them notice that in English the vowel e is not included in the sound /s/, unlike in Spanish.

EXTRA IDEAS

Draw a fancy snake wearing these clothes items and write this tongue twister on the board: *A small snake is wearing a skirt, a scarf, black sneakers and sunglasses.*

4. Complete the descriptions with the correct demonstrative pronouns.

First, invite students to look at the pictures and identify the clothes (a T-shirt, a hat, gloves, and boots). Second, ask them to describe the clothes by saying the color before them (a white T-shirt, a blue hat, grey gloves, and pink boots). Encourage them to work in pairs to read the questions and complete the exercise before asking them to cross-check answers with another pair of students. Finish by socializing answers as a whole class. Praise them for their good work.

Project Stage 2

After getting students to recall the concept of a collage, tell them that they will continue working in groups. Emphasize that designing a collage is a wonderful opportunity to practice what they are learning in the English lessons at their own pace, to work in a cooperative and enjoyable way, and to improve their language skills and talents. Recommend that they choose and go to one of the streets in their neighborhood (with a family member). Suggest that they should pay special attention to people's clothes and then take pictures. Advise them to follow the examples given in class and in the book to write the descriptions of what the people are wearing. Go around the classroom and provide help if necessary.

3. Listen and complete the dialog.



Ted: Hi, I'm reporting on the Flea Market. Let's talk about clothes. What is this?
Vendor: These are clothes for special occasions. This is a blue scarf, this is a red skirt (a) and these are shorts (b).
Ted: Is that a new collection?
Vendor: Yeah, those are informal clothes for men. That is a brown coat (c), that's a hat (d) and those are sneakers (e).
Ted: Are those sunglasses (f) for boys or girls?
Vendor: Those are for boys, but I have some for girls, too.
Ted: Thank you. We invite all the TV viewers to visit this Flea Market. Now...

Pronunciation

The sound /s/

Listen and repeat.

skate scarf
sneakers slippers



Reflect on Grammar

Demonstrative Pronouns

Affirmative

	Singular	Plural
Near	This is a black skirt.	These are shorts.
Far	That is a hat.	Those are sunglasses.

Yes / No Questions

	Singular	Plural
Near	Is this a black skirt?	Are these formal clothes?
Far	Is that a new collection?	Are those sunglasses for boys?

Wh-questions

	Singular	Plural
What	is this? that?	are these? those?

4. Complete the descriptions with the correct demonstrative pronouns.

<p>a. What is this?</p> <p><i>This is a <u>T-shirt</u>.</i></p>	<p>b. What is that?</p> <p><i>That is a <u>blue hat</u>.</i></p>
<p>c. What are these?</p> <p><i>These are <u>grey gloves</u>.</i></p>	<p>d. What are those?</p> <p><i>Those are <u>pink boots</u>.</i></p>

Project Stage 2

- Go to one of the streets in your neighborhood.
- Pay attention to people's clothes and take pictures.
- Describe what the people are wearing.

E.g. *She is wearing a blue skirt.*



Lesson 3

What's the Weather Like?

1. Classify the words in the Word Bank according to the seasons.

It's warm and cool.

Spring

- a. **T-shirts**
- b. **shorts**



It's sunny and hot.

Summer

- e. **sunglasses**
- f. **caps**



It's snowy and cold.

Winter

- c. **sweaters**
- d. **scarves**



It's windy and cold.

Fall

- g. **coats**
- h. **gloves**



Word Bank

- sunglasses
- sweaters
- shorts
- scarves
- T-shirts
- caps
- coats
- gloves

2. Read and match the texts with the corresponding pictures.

a. Hello! I'm Karolina Novak from Prague. Today, I'm reporting on my famous neighborhood: Old Town. It's spring, so people are wearing shorts and T-shirts. It's warm, so people are walking, running and talking on their cell phones. Old Town is famous for the Prague Orloj, a very old astronomical clock. It's surprising that it's working at the moment.

b. Hi! My name is Lara and I live in Rio de Janeiro. I'm reporting on my neighborhood, Copacabana. It's summer, so people are wearing sunglasses and caps. The weather is perfect for practicing sports, so people are skating, swimming, surfing and playing volleyball. Copacabana is famous for its beaches and it's also a fantastic place to relax.

c. What's up? I'm Felipe Alvarez from Barcelona. I'm reporting on a cultural neighborhood: El Raval. It's fall and windy, so people are wearing sweaters and scarves. Classes are starting, so students are going to school, listening to music and riding their bikes. Our neighborhood is famous for the MACBA, Museo de Arte Contemporáneo de Barcelona.

d. Good morning, my name is Kenji and I live in Tokyo, Japan. Today I'm reporting on Akihabara Electric Town, my neighborhood. It's winter, so people are wearing coats and gloves. It's very snowy too, so people are doing activities at home. They are playing video games, watching TV and drinking tea. This place is famous for hi-tech buildings.

c



d



a



b





Lesson 3

What's the Weather Like?

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide learners to identify and classify specific information in descriptive texts.	<ul style="list-style-type: none"> Recognizes seasons, clothes, and activities on the street, and famous places. Classifies clothes according to the seasons. 	<p>Vocabulary Warm, cold, sunny, hot, snowy, windy. Surf, go to school, play video games, watch TV, drink tea, neighborhood</p> <p>Connector So</p>	<ul style="list-style-type: none"> Paying attention to the categories to identify information Using so to talk about the result or consequence

WARM UP (books closed)

Draw a grid on the board with 4 cells with a sunshine face, a rainy cloud, a blowing cloud and a snowy cloud. Get students work in pairs and invite them to observe and copy the drawings on a piece of paper. Then ask: *What are these drawings? What's the topic of the lesson?* Afterwards, write the words *sunny, windy, snowy* and *rainy* on the right side of the grid and encourage them to do the same on their papers. Next, tell them they will participate in a 30-second contest to match the drawings to the words: sunshine face (*sunny*), rainy cloud (*rainy*), a blowing cloud (*windy*) and a snowy cloud (*snowy*). Time students and shout *Time!* when the time is up! Call on some volunteers to socialize their answers on the board. Congratulate the winners.

PRESENTATION 1

Pre-Reading

1. Classify the words in the Word Bank according to the seasons.

Make a mind map about the word *weather*. Invite students to come up to the board and write down all the words related to it (*hot, warm, cool, cold, sunny, windy, snowy, rainy, summer, spring, winter, fall*). Allow Spanish if necessary. Next, ask students to look at the illustration on the left side: *What is this? (It is a thermometer/barometer?); What is it useful for? (to measure temperature/ to predict changes in the weather)*. Then make them realize that the higher the degrees, the warmer or hotter the weather. Now, get students work in pairs and call on a volunteer to read the instructions and the words in the Word Bank. Make them realize that for each season, people wear specific clothes. Allow enough time for the completion of the task while you go around the classroom to provide guidance if necessary. Ask students to cross-check answers with another pair of students before socializing them as a class.

PRACTICE

While-Reading

2. Read and match the texts with the corresponding pictures.

Do some picture exploitation. Encourage students to name the clothes people are wearing. Ask them what the weather is like in each picture (*It's cool and windy, it's snowy and cold, it's warm, it's hot and sunny*), then, ask them: *What's the weather like today?*

Tell students they will play the game "Search, Find and Say it Aloud!" Say, for example: *Look for the word summer (It's in text b); Look for the word spring (It's in text a) Look for four activities people do in summer (skating, swimming, surfing and playing volleyball, in text b); Look for the word winter (It's in text d); Look for 3 activities people do at home (playing video games, watching TV and drinking tea in text d); Look for the word spring (It's in text a); Look for four famous places/cities (Prague, Rio de Janeiro, Barcelona and Tokyo in paragraphs a, b, c, and d) and so on.* Next, invite students to work individually and call on a volunteer to read the instructions. Play the audio as many times as needed while you go around the classroom to provide help and guidance. After that, encourage students to cross-check their answers with their partners before socializing them as a class. Praise students for their learning effort!

▶ APPLICATION

Post-Reading

3. Go back to the text and complete the chart.

As the purpose of the reading is to classify information under different headings, refer students to the Reading Strategy and let them know that to classify or group the information in the texts they should pay attention to the categories: neighborhood, city, season, weather, clothes, activities, and famous places. Go over the reading skill they need to develop: scanning. Let them know that to classify information under different categories, they need to scan the text or move their eyes quickly while they read. Now, ask them to work individually first to go back to the texts and complete the chart. Next, have them compare with their partners and finish by socializing the answers as a class. Reward them by saying: *Perfect!*, to keep their learning motivation up.

▶ PRESENTATION 2

Pre-Writing

4. Read and match the statements.

Direct their attention to the Writing Strategy. Call on a volunteer to read the instructions, get them work in pairs and allow enough time for the completion of the task. Go around the classroom, check if they have any difficulty in identifying the consequence or the result of an action, and provide guidance if necessary. Encourage students to cross-check answers with another pair of students before socializing them as a class.

▶ EXTRA IDEAS

Invite students to continue working in pairs. Ask them to take a clean sheet of paper and cut it into two equal pieces. Tell them to write an action on one of the pieces, and the result or consequence on the other piece, preceded by the word *so*. Allow enough time for the completion of the task while you go around the classroom checking sentence structure and spelling when necessary. As soon as they finish, gather the pieces of paper from all the pairs of students and mix them up. Then, re-distribute them among the students and have them go around the classroom reading their partner's fragments and putting them together. See if they can match the two corresponding halves and come up with the whole statement showing the result of an action. As they identify and arrange the statements, stick them on the board or wall. Encourage them to decide if the two halves go together. Do not forget to praise them for their discipline and good work!

▶ PRACTICE

While-Writing

5. Complete the paragraph about your neighborhood.

As students are both linguistically and emotionally prepared to do this exercise, invite them to start completing the paragraph by following the prompts underneath the blanks / gaps. Go around the classroom to provide help and guidance if necessary and check spelling. As answers may vary, call on some volunteers to read their paragraphs aloud. Do not forget to congratulate them for their effort and discipline by saying: *You're excellent writers*. Invite students to do peer correction. Get students to sit in pairs, read and then correct each other's work. Make sure you go around the classroom and monitor them.

Project Stage 3

Refer students to the Project Stage 3 and ask them to continue working in their groups. Tell them this is the last opportunity they have to improve and finish their collages before presenting them to the class. Stress the importance of giving all the members in the group an equal opportunity to contribute based on his/her skills. Read the two steps. Finally, advise them to practice the presentation of their collage before the socialization and let them know you are expecting their collages to be an exhibition of creativity!

3. Go back to the text and complete the chart.

Neighborhood	City	Season/ Weather	Clothes	Activities	Famous place
a. Old Town	Prague	spring warm	shorts T-shirts	talking on their phones, running, walking	The Prague Orloj
b. Copacabana	Rio de Janeiro	summer hot	sunglasses caps	skating, surfing, playing	Its beaches
c. El Raval	Barcelona	fall windy	sweaters scarves	going to school, listening to music, riding bikes	MACBA
d. Akihabara	Tokyo	winter snowy	coats gloves	playing video games, watching TV, drinking tea	hi-tech buildings

Reading Strategy

Pay attention to the categories to classify the information.

4. Read and match the statements.

action

result / consequence

- a. It's sunny in my neighborhood,
- b. It's snowy in Tokyo,
- c. It's windy in Barcelona,
- d. It's warm in Old Town,

SO

- c 1. people are wearing sweaters and jackets.
- a 2. people are surfing and playing volleyball.
- d 3. people are walking and running.
- b 4. people are doing activities at home.

Writing Strategy

Use **so** to talk about the result or consequence of an action. Use a comma before you write it.

5. Complete the paragraph about your neighborhood.



Hi, my name is _____ and I live in _____
(name) (city)

Today I'm reporting on _____. It's _____,
(neighborhood) (season)

so people are wearing _____,
(clothes)

and _____. It's very _____, so
(clothes) (weather)

people are _____, _____ and
(activities)

_____. My neighborhood is famous for _____.
(activities) (place)

Answers may vary.

Project Stage 3

- Cut and paste the pictures from stage 2 to make a creative collage.
- Prepare the description of your collage.



Lesson 4

Are You Working Hand in Glove?

1. Match the expressions in bold with the corresponding picture.

- a. work hand in glove
- b. take my hat off
- c. in fashion



1.

b.

2.

c.

3.

a.



2. Listen and complete with the expressions in exercise 1. Then, circle the correct meaning.

- a. – These are my new sneakers.
– Everybody is wearing these sneakers. They are **in fashion**.



These sneakers are...

- old.
- **popular.**
- nice.

- b. – Ann, is this your project? It's very interesting.
– Well, it's a team project. I **work hand in glove** with Mark.



I work...

- with the teacher.
- alone.
- **in collaboration.**

- c. – Look at Diane's homework!
– Wow, that painting is great. I **take my hat off** to Diane.



I...

- look at Diane.
- **admire Diane.**
- invite Diane.

3. Answer the survey and compare with a partner.

Survey

Answers may vary.

- a. At the moment, _____ are in fashion. hats caps other
- b. For my homework, I work hand in glove with _____. my best friend my brothers other
- c. At school, I take my hat off to _____. my best friend the teacher other

Reflect on Values

	Always	Sometimes	Never
■ I appreciate my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I take care of my clothes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I respect people's way of dressing.	<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

Are You Working Hand in Glove?

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide learners to recognize and deduce meaning of idioms in informal conversations.	<ul style="list-style-type: none"> Recognizes informal language to describe popular/trendy clothing items, collaborative work and admiration/respect. 	Vocabulary <i>Work hand in glove</i> <i>Take my hat off</i> <i>In fashion</i>	<ul style="list-style-type: none"> Using images and the context to deduce meaning of idioms/colloquial expressions

WARM UP (books closed) L I I

Write these three scrambled words on the board: *pulapor*, *cobollatoran* and *amidre*. Make sure the first and the last letters remain in their correct places and see if students can unscramble them. To help them recognize the words, give them two types of clues: the grammatical category and the synonyms. *Popular* (adjective: fashionable), *collaboration* (noun: group work) and *admire* (verb: show respect for). Congratulate them by saying: *Correct! You're right!* or *Excellent!*, when they come up with the words.

PRESENTATION 1 L V I

1. Match the expressions in bold with the corresponding picture.

Ask students to associate the pictures to the words: popular (picture 2), collaboration (picture 3) and admire (picture 1). Call on a volunteer to read both the instructions and the expressions in the Word Bank. Make students notice that visual images give clues. Now, get them work individually and allow enough time for the completion of the task. Have them cross-check their answers with their partners' before socializing them as a class. Finish by asking them to do some choral and individual drills of the idioms and praise them for being good students!

PRACTICE L V I I Track 51

2. Listen and complete with the expressions in exercise 1. Then, circle the correct meaning.

Call on a volunteer to read the instructions and the words in the Word Bank from the previous exercise. Invite students to complete the conversations individually without listening to the audio while you go around the classroom to provide help. Now, play the audio for students to confirm their predictions or to fill in the blanks with the correct expression. Do choral and individual drills. Do not forget to praise them for their hard and effective work by saying *Superb!*

APPLICATION L I

3. Answer the survey and compare with a partner.

Call on some volunteers to read the instructions and the survey. Emphasize that they should answer it individually. Allow enough time for them to do it. After that, go over the three questions in the survey and listen to students' choices. Do not forget to praise them for their good work!

Reflect on Values L I

As usual, invite students to work individually and to be as honest as possible when reflecting on values. Make them notice the importance of appreciating their neighborhood, taking care of their clothes, and respecting other people's way of dressing. Wrap up the message of this session by saying that in our present society, people need to be open-minded and respect and value the diversity of peoples' clothing and living styles.

Gap Activity L V I I

Let learners know that while Student A asks yes/no questions by following the model, Student B is expected to answer them by taking a look at his/her drawings and following the model. Go around the classroom and listen to students' questions and answers and take advantage to check structure, spelling and pronunciation.

Share Your Project

1. Discuss your experience.

Invite students to think about their learning experience while creating their collage. Continue by highlighting the value of making a collage, since it is a cooperative learning resource that allows them to work hand in glove with their partners and at their own pace. Stress that it also favors development of individual and group abilities and talents. Take the opportunity to revise some idiomatical expressions and say: *I've kept an eye on all your collages, I'm all ears! I'm ready to take my hat off to all of you for your fantastic work!*

Invite students to work individually and check ✓ what they liked about the project. Then, group students into four teams: those who like *exploring the neighborhood (Team A)*, those who like *taking pictures (Team B)*, those who like *making collages (Team C)* and those who like *writing descriptions (Team D)*. Make them realize that as they share the same preference and abilities they can *work hand in glove with their peers*. Ask them to sit together and discuss two reasons that made this experience enjoyable. Congratulate them by saying: *Lovely!* or *Wonderful!*

2. Read the steps to make a collage. Track 52

Encourage learners to work in their groups to recall the steps they followed when creating their collage. Afterwards, have them compare their steps to the ones in the text by checking ✓ those they actually did follow. Now, play the audio once to practice their receptive skills. Highlight that if the sequence of the steps is different, there are no wrong ways of doing it, but rather alternative ways of doing things.

3. Complete the sentences based on the reading.

Begin by asking: *What's the principal element in a collage? Are the images in your collages equal/identical? How many types of images can we include in a collage? Are there more topics to work in a collage? If yes, can you mention three themes/ topics?* Allow enough time for students to finish the task while you go around the classroom to provide help if needed. Then encourage them to compare their answers with their partners before socializing them as a whole class. Praise them for their excellent reading skills!

4. Give your Presentation.

Center students' attention on the Useful Expressions box and ask them to read those individually. Then, get them do individual and choral drills of the expressions and take advantage to check pronunciation and intonation.

Invite students to arrange the classroom in a special way to give students an individual space to present their projects to the class. Invite students to do it with confidence and enthusiasm. Inform them that there is a connection between the Give your Presentation box and the Useful Expressions box.

Divide the class into two teams A and B, and get them sit in front of each other. Team A members take turns to read the communicative functions of the Give your Presentation box, whereas Team B members take turns look for the corresponding expression in the Useful Expressions box and saying it aloud. Then, as a Memory Game, get students to work individually to draw the lines that join the corresponding communicative function and expression in their books.

Invite students to praise their classmates' collages and value creativity by saying: *I honestly take my hat off to all of you for your fantastic work!*

Share Your Project

1. Discuss your experience.

Check what you like about the project.



Exploring the neighborhood



Taking pictures

Answers may vary.



Making the collage



Writing descriptions



2. Read the steps to make a collage.

A Collage

It is a creative visual work that includes different kinds of images to talk about a topic. Follow these steps to make a collage about your neighborhood.

1. Take many pictures of people in your neighborhood.
2. Select and classify the pictures into two groups: actions and clothes.
3. Cut the pictures in different shapes. For example, circles, squares, triangles and rectangles.
4. Select the materials for the collage. Use cardboard, color paper, markers, paint, glue, glitter and so on.
5. Paste the pictures.
6. Decorate the collage and write the title *My Neighborhood* to show it to the class.

Making a collage is an opportunity to show visual information. It helps you to present your ideas in an original way.



3. Complete the sentences based on the reading.

- a. Cut the pictures in different shapes.
- b. It is a creative visual work that includes different kinds of images.
- c. Making a collage is an opportunity to show visual information.

Give your Presentation

- Introduce your group and say hello.
- Show the collage and mention the neighborhood.
- Talk about people's activities.
- Describe the clothes.
- Say thank you to the audience.

Useful Expressions

- Hi / Hello / Good morning / afternoon. We are...
- This is our collage.
- The neighborhood is... (name).
- People are... (activities)
- He / She is wearing... (clothes)
- Thanks for your attention.



Game Blackjack

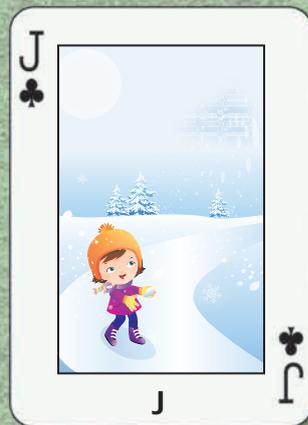
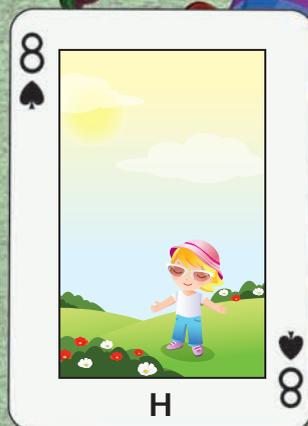


- Take turns playing Blackjack (21) with a partner.
- Write the letters A-L on slips of paper and put them in a bag.
- Take two slips to start playing.
- Add the points and describe the pictures.
- Choose more letters to get **21 points** or get closer.
- You win if you get close to 21 and your description is correct.



Ace =
1 or 11 points

Jack, Queen, King = 10 points



Game

Blackjack



Prepare students for the Blackjack Game by explaining the key vocabulary: *slip, bag, to add, to choose.*

Next, as you show students, say the word add aloud and simultaneously write it on the board. Make sure students have understood by asking: *Show me.... Add 10 + 10!*

Tell them this game is also called "Twenty-One" since the objective of the game is to add the card numbers together to get 21 points or as close as possible without going over 21.

Get them to sit in pairs and call on some volunteers to read the instructions aloud. Next, draw students' attention to: the Ace which has a value of 1 or 11 points and the Jack (J), the Queen (Q) and the King (K) which all have a value of 10

points. Explain to them that if they get the Ace plus any of the J, Q, or K cards, they make 21 points and they win! If they happen to get the other cards (from B to I), they add the corresponding values (e.g. B and H, you add their respective values which are $2 + 8 = 10$). In such a case, they will need to choose more cards and describe them to get the 21 points or as close to it as possible.

To check understanding and to model the picture descriptions, call on some volunteers and ask them to make their best attempt at describing the pictures. Now, invite students to start playing and learning while having fun! Go around the classroom and provide help if required. Do not forget to congratulate the winners!



Quiz Time

Before the test

To reduce students' anxiety, ask them to stand up, take a deep breath and do some stretching exercises for their neck, shoulders, hands, fingers and wrist. Then continue with some stretching exercises for the waist and legs. Emphasize that in order to learn effectively, they first need to eliminate learning barriers or negative feelings towards learning; second, to make the decision to learn; third, identify their favorite learning strategies and activities; and fourth, commit themselves by devoting time to study and practice.

1. Describe the picture using the Present Progressive tense and the verbs in the Word Bank.

Recall the use of the Present Progressive tense to talk about actions that happen at the moment of speaking. Challenge them to describe what they are doing now and describe what you are wearing by asking: *What are you doing now?* (we are answering the quiz); *What am I wearing today?* Then, call on a volunteer to read the instructions and the words in the Word Bank, taking advantage to check pronunciation. Now, ask students to work individually and give them enough time to finish the exercise while you go around the classroom to provide clarification. Finally, invite students to compare answers with their classmates.

2. Listen and check ✓ what these people are wearing.

Have students read the instructions and read the clothes items in the first column. Advise them to pay attention to the names of the characters to check ✓ the clothes they are wearing. Then, play the audio as many times as necessary

for students to do the exercise individually. Next, encourage students to cross-check their answers with their partners. Go around the classroom and guide them if needed.

3. Complete the conversation with the correct demonstrative pronoun.

Elicit the use of demonstrative pronouns. Remind learners that we use *this* to refer to a singular object that is near and *that* to refer to a singular object that is far away. Similarly, tell them that we use the demonstrative pronoun *these* to refer to various objects that are near and *those* to refer to several objects that are far away from us. Now, get students to work individually to complete the conversation. Finally, ask students to cross-check answers with their classmates.

In order to make sure the answers are correct, invite students to take turns reading the exercises and answers while you write them on the board. Suggest students to circle their mistakes and correct them with a different color. Take advantage to check pronunciation and to do some choral and individual drills. Finally, invite students to add all the correct answers, write the number and contrast it with the total number of questions /items asked (19). If they get less than 12 correct, they need to make an extra effort and devote more time to study and practice. If they get more than 13 correct, it means they are on their way to learning!

Self-Evaluation

Emphasize that students need to be very honest about their ability to express (*Very well; OK; and A Little*) what people are doing and wearing. Now, invite them to complete the table individually and silently. Do not forget to say that you are very proud of them for their honesty and learning effort!

Glossary

Have students read the Glossary. Tell them to pay attention to specific elements in each definition. For example, they need to pay attention to see if the word is a noun, a verb or an adjective.

They also need to know if the words have synonyms or antonyms. Once you have clarified any possible doubts about the words, students can solve the Glossary Activities on page 96. Please, bear in mind that this page corresponds to page 58 in the teacher's guide.

Quiz Time

1. Describe the photograph using the Present Progressive tense and the verbs in the Word Bank.



Word Bank

- skate
- ride
- eat
- walk
- talk
- listen
- wear (x4)

In this picture we are celebrating cultural diversity at school. Patty is wearing (a) a kimono. Pedro, my best friend, is wearing (b) a Mexican hat. Look at him, he is skating (c). The tall girl is Sally. She is listening (d) to music. She is wearing (e) a typical French cap or "beret." Santiago is a sports fan, so he is riding (f) a bicycle. He is Spanish. My teacher is wearing (g) a traditional Colombian hat. She is eating (h) an ice cream. And me? Well, I am talking (i) on the phone.



2. Listen and check what these people are wearing.

clothes	Carol	David	Alison
green jeans		✓	
pink skirt	✓		
black boots			✓
purple coat	✓		
yellow skirt			✓
red cap		✓	

3. Complete the conversation with the correct demonstrative pronoun.



- Amy:** Look at this (a) coat. It's beautiful.
Emma: Yeah, and these (b) shoes are great.
Amy: What about that (c) jacket?
Emma: Mmm, I prefer those (d) pants.

Self-Evaluation

Now I can...

- express what people are doing.
- describe what people are wearing.

Very Well

OK

A Little

Glossary

A-P

beach: **n.** area of sand near an ocean or a sea.



boots: **n.** what you wear on your feet and cover half your legs.

building: **n.** structure for living or working.

cap: **n.** what you wear to protect your head from the sun.

classify: **v.** to organize according to categories.

clothes: **n.** articles made of different materials for wearing. (syn. garments)



coat: **n.** a long jacket to protect your body from the cold.

collage: **n.** a creative visual work that includes different kinds of images.

fall: **n.** season of the year when the leaves fall from the trees. It's windy.

far: **adj.** distant. (ant. near)

fashion: **n.** popular style in clothes.
flea market: **n.** a market for old and curious articles.

gloves: **n.** what you wear to cover your hands.

hat: **n.** a covering to protect your head from the cold.

jacket: **n.** what you wear to protect your upper body from cold temperatures.

jeans: **n.** casual pants made of tough material.

near: **adj.** close. (ant. far)

neighborhood: **n.** the area where you live. (syn. vicinity)

pants: **n.** a piece of clothing extending from the waist to the ankles to cover your legs.

place: **n.** particular region or location. *My neighborhood is a nice place.*

plural: **n.** more than one unit. (ant. singular) *The plural of jacket is jackets.*

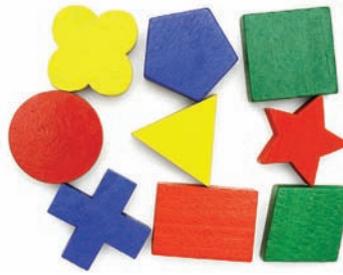
R - Z

report: **v.** to give information about an event. (syn. inform)

scarf: **n.** a long piece of cloth to cover your neck.

season: **n.** one of the four natural divisions of the year (spring, summer, fall, winter).

shape: **n.** form of an object.



shirt: **n.** a garment with a collar and long sleeves for your torso.

shoes: **n.** a covering for people's feet.

shorts: **n.** pants with short legs.

silhouette: **n.** black image representing a person or thing.

singular: **adj.** one unit. (ant. plural)

skirt: **n.** a piece of cloth for women usually from the waist to the knees.

slippers: **n.** soft shoes to wear at home.

sneakers: **n.** informal sports shoes. (syn. tennis shoes)

sound: **n.** what you hear/listen to.

spelling: **n.** the correct form of writing words. (syn. orthography)

spring: **n.** season of the year when flowers bloom and trees have leaves. It's warm.

street: **n.** a public road in a city.

summer: **n.** season of the year when it's hot. It's very sunny.

sunglasses: **n.** dark lenses to protect your eyes from the sun.

survey: **n.** a document with questions.

sweater: **n.** a garment usually made of wool for the torso.

team: **n.** people who work in collaboration.

topic: **n.** a subject of conversation. (syn. theme) *Geography is my favorite topic.*

town: **n.** a small city. *My friends live in the city and I live in a town.*

T-shirt: **n.** a collarless piece of cloth with short sleeves.

viewer: **n.** person who watches a TV program.

wear: **v.** to put on clothes. *I'm wearing jeans today.*

way: **n.** manner. (syn. style)

weather: **n.** the atmospheric condition (sunny, snowy, windy, rainy).



winter: **n.** season of the year when it's very cold. It's snowy.

Colloquial Expressions

In fashion: popular.

Work hand in glove: to work in cooperation.

Take one's hat off: to admire a person.





Unit 4

Glossary Activities

1. Unscramble and classify the words below.

	Sunny 	Windy 
a. losgev		<i>gloves</i>
b. keject		<i>jacket</i>
c. thirs-T	<i>T-shirt</i>	
d. scraf		<i>scarf</i>
e. naussglass	<i>sunglasses</i>	
f. atco		<i>coat</i>
g. tah	<i>hat</i>	
h. aterswe		<i>sweater</i>
i. napst		<i>pants</i>
j. pac	<i>cap</i>	

2. Match the beginning of the idea in column A with the corresponding ending in column B.

A	B
a. In fall,	<u>e</u> are seasons of the year.
b. Sunny, snowy, windy and warm	<u>a</u> it's windy.
c. In spring,	<u>f</u> it's snowy.
d. In summer,	<u>c</u> it's warm.
e. Spring, summer, fall and winter	<u>d</u> it's hot.
f. In winter,	<u>b</u> are atmospheric conditions.

3. Complete the conversations with the corresponding colloquial expressions.

- a. **Tim:** Wow, Laura's collage is fantastic.
Amy: Yeah, she is very creative.
Tim: I take my hat off to her.
- b. **Alex:** Look. Amy is wearing new sunglasses.
Pete: They are beautiful and popular.
Alex: Yes, those sunglasses are in fashion.
- c. **Bob:** This poster is for science class.
Patty: Are you working with Pilar?
Bob: Yes, she is my friend and we work hand in glove.

4. Circle the correct word to complete the sentences.

- a. A **building** / **beach** is an area of sand near the ocean or the sea.
- b. **Slippers** / **Boots** are soft shoes to wear inside the house.
- c. A **silhouette** / **shape** is the form of an object.
- d. **Shorts** / **Jeans** are informal pants made of tough material.
- e. A **town** / **street** is a public road in a city.
- f. A **survey** / **sound** is a document with questions.
- g. To **classify** / **report** is to organize according to a category.
- h. A **team** / **collage** is a creative visual work that includes different kinds of images.
- i. A **neighborhood** / **viewer** is the area where you live.

Test Training B

Before the test

Tell students that before taking a test, they should study for short periods of time for 1 week, rather than study everything the night before the test. Advise them to form a study group to solve doubts and talk about relevant aspects of the class.

▶ Listening Track 54

Listen to the recording twice. For questions 1 - 5 mark A, B or C in the answer box.

Refer students to the Answer box and ask them to observe that there are five questions in the black column and that each one has three options (A, B, and C) for them choose one. Next, have them study the example. Then, make them notice that in this exercise they have both visual images and the context which give them clues or hints to identify the answer more easily. Also, let students know they should explore the visual images and recall word sounds before listening. Additionally, recommend that they pay special attention to identify the clothes items that the people in the descriptions are wearing. Finally, play the audio twice for students to complete the task silently and individually.

▶ Speaking Candidate A

Discover the activities they are doing in Candidate B's picture. Ask questions.

Tell students that the purpose of the task is to discover the activities that Hannah, George, Nick, Matt, Jenny and Karen are doing in Candidate B's picture. Remind them they need to construct their questions and answers by using the Present Progressive tense.



Test Training B

Listening

Listen to the recording twice.
For questions 1 - 5 mark A, B or C in the answer box.
Example:

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

Answer

0. Susan is wearing a



A

C

1. Annie is wearing a



A

C

2. Fred is wearing



A

C

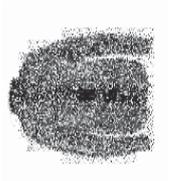
3. Linda is wearing a



A

C

4. Brian is wearing a



A

B

C

5. Jenny is wearing



A

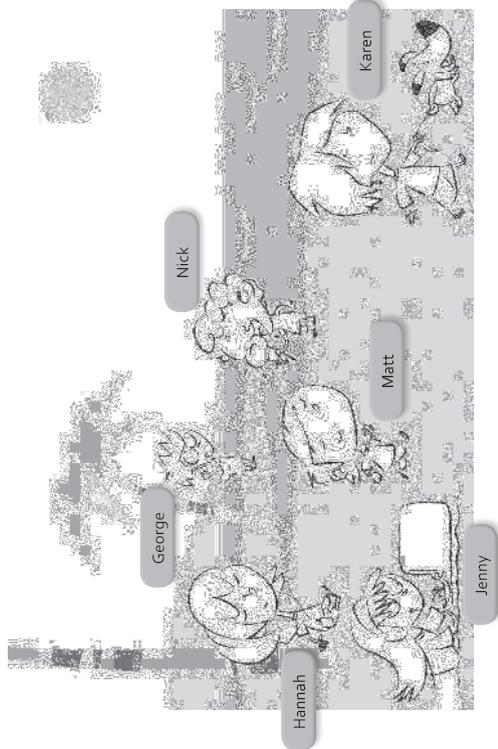
B

C

Speaking

Candidate A

Discover the activities they are doing in Candidate B's picture. Ask questions.



Reading

Read the article about Disney and Pixar.
For sentences 6 - 11 mark True (A), False (B) or No Information (C) in the answer box.

Disney and Pixar's Secret

Ratatouille, Wall-E, Toy Story and Cars are famous for many people. Are these movies familiar to you? Well, a big American company is responsible for their popularity. This company is the result of a merging of Disney and Pixar. They are famous in the computer animation industry. Disney is in Burbank, California, and Pixar is in Emeryville, California.

Edwin Catmull is the leader of Walt Disney and Pixar Animation Studios. He is from Parkersburg, Virginia, and is a computer scientist. He is very intelligent and his vision of the company is very clear. He is combining technology and ideas to invent memorable stories. He is creating a new generation of animated movies.

Teams are necessary to create good movies in the company, so its employees are creative, innovative and collaborative. They are studying technology and animation and making great movies for children and adults.

Catmull is happy with the results and his opinion is: "People are the secret of the company. We are working with an excellent team and that's our principal factor."

George Simmons
Movie Magazine



Answer

6	A	F	C
7	A	B	C
8	A	F	C
9	A	B	C
10	A	F	C
11	A	B	C

Example:

0. Disney and Pixar are one company.
 A. True
 B. False

6. Edwin Catmull is a computer teacher.
 A. True
 B. False
 C. No Information

7. Toy Story and Cars are famous in Latin America.
 A. True
 B. False
 C. No Information

8. The company is creating a new generation of people.
 A. True
 B. False
 C. No Information

9. All the people at the company are from California.
 A. True
 B. False
 C. No Information

10. They are making movies only for children.
 A. True
 B. False
 C. No Information

11. People are important for Disney and Pixar.
 A. True
 B. False
 C. No Information

Writing

Complete the text.
Write ONE word for each space 12 - 22.
For questions 12 - 22, write your words in the answer box.

Example: 0 in in

December Vacation

Ready for vacation? These are the activities (0) _____ December. You can go to the cinema (12) _____ the morning. The movies are (13) _____ :10 AM. The action movie is (14) _____ weekdays and the sci-fi movie is (15) _____ the weekend.

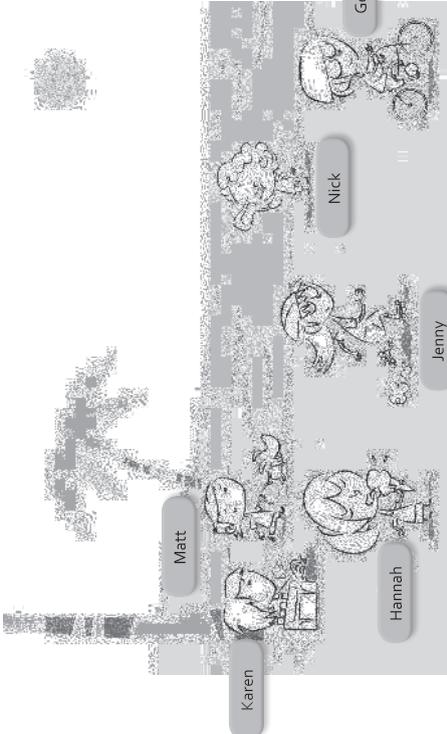
You can also go to the theater. The plays are (16) _____ noon (17) _____ Tuesdays, Thursdays and Saturdays. There are more options (18) _____ the afternoon: food, art and music. The food festival is (19) _____ December 15th (20) _____ 6:30 PM. Are you a culture vulture? So you can go to the art exhibition (21) _____ Wednesday or Friday. Are you fond of pop? So you can go to the concert. It's (22) _____ December 21st. Join it. It's really fun.

Answer

0	in
12	in
13	at
14	on
15	on
16	at
17	on
18	in
19	at
20	on
21	on
22	on

Speaking Candidate B

Discover the activities they are doing in Candidate A's picture. Ask questions.



▶ Reading

Read the article about Disney and Pixar. For sentences 6 - 11 mark True (A), False (B) or No Information (C) in the answer box.

Draw students' attention to the title of the article and the picture to have a general idea of the text. Tell them to read the questions before reading the article to know the purpose of the reading or to know what to center their attention on while reading. Advise students to underline key words to identify details such as names, dates, time, places, activities, and results while reading the article. Focus students' attention on the Answer box. Ask them to observe that there are six questions in the black column (starting with number 6 and finishing with number 11) and that each one has three options (A, B, and C) for them choose from. Then, have them observe the example. Now, make them realize that to better concentrate on a reading activity, they should do it silently or mentally, without making any sort of noise that may interfere with their classmates' reading. Finally, encourage students to start reading and answering the questions individually and silently.

▶ Writing

Complete the text. Write ONE word for each space 12 - 22. For questions 12 - 22, write your words in the answer box.

Start by having students carefully read the instructions. Then, center their attention on the Answer box. Ask them to observe that there are eleven questions in the black column (starting with number 12 and finishing with number 22) and that each one has three options (A, B, and C) for them choose from. Next, have them consider the example. Then, make them aware of the purpose of the reading, which is to complete the text by writing one word in the space given. To make students' feel at ease, invite them to recall what they did in their flyer to advertise and promote a cultural event in their city. Also, have them mentally evoke the use of prepositions of time, time expressions, and the type of letters for the days of the week and the months of the year, and the colloquial expressions they learned to refer to culture lovers. Finally, get them to do the writing exercise silently and individually.

▶ Speaking Candidate B

Discover the activities they are doing in Candidate A's picture. Ask questions.

Tell students that the purpose of the task is to discover the activities that Hannah, George, Nick, Matt, Jenny and Karen are doing in Candidate A's picture. Remind them they need to construct their questions and answers by using the Present Progressive tense.



5 Amazing Places



Skills

CEF Standards

Indicators

Listening
Comprehension

Can recognize specific information in oral texts dealing with cities and tourist places.

- Uses visual clues and context to recognize prepositions of place.
- Gives and follows instructions to get to a place by using city maps.

Reading
Comprehension

Can identify the topic and specific information in informative texts about tourist places.

- Recognizes details about the weather, buildings/architecture and the transport system in tourist places.
- Relates headings to paragraphs dealing with tourist places.
- Uses prior knowledge to associate professions and places.

Oral
Interaction

Can ask and answer questions about places in the city.

- Identifies places in the city.
- Asks for and gives information about the location of places in the city.
- Uses idioms in informal conversations to describe tourist places.

Oral
Expression

Can make a short description of a city and its tourist places.

- Describes a tourist place including the weather, buildings and the transportation system.

Written
Expression

Can produce a short text about a familiar city and its tourist places.

- Uses *but* to contrast ideas.
- Writes short descriptions of a tourist place including the weather, buildings and the transportation system.

Amazing Places 5



► General Objective

You will be able to talk about places in the city.

► Communication Goals

You will learn how to

- identify places in the city.
- ask for and give information about location.
- give and follow instructions to get to a place.

► CLIL

- Places in the City
- Tourist Places
- City Maps

Vocabulary

- Words related to tourist places
- Words related to places in the city

Grammar

- There is - There are
- Prepositions of place
- Imperatives

► Idioms and Colloquial Expressions

- *Awesome*
- *Sticks out a mile*
- *Worth its weight in gold*
- *On the map*

► Project

Tourist Brochure

You will make a brochure about a touristic city in your country.

Discuss:

Look at the pictures and identify the cities.



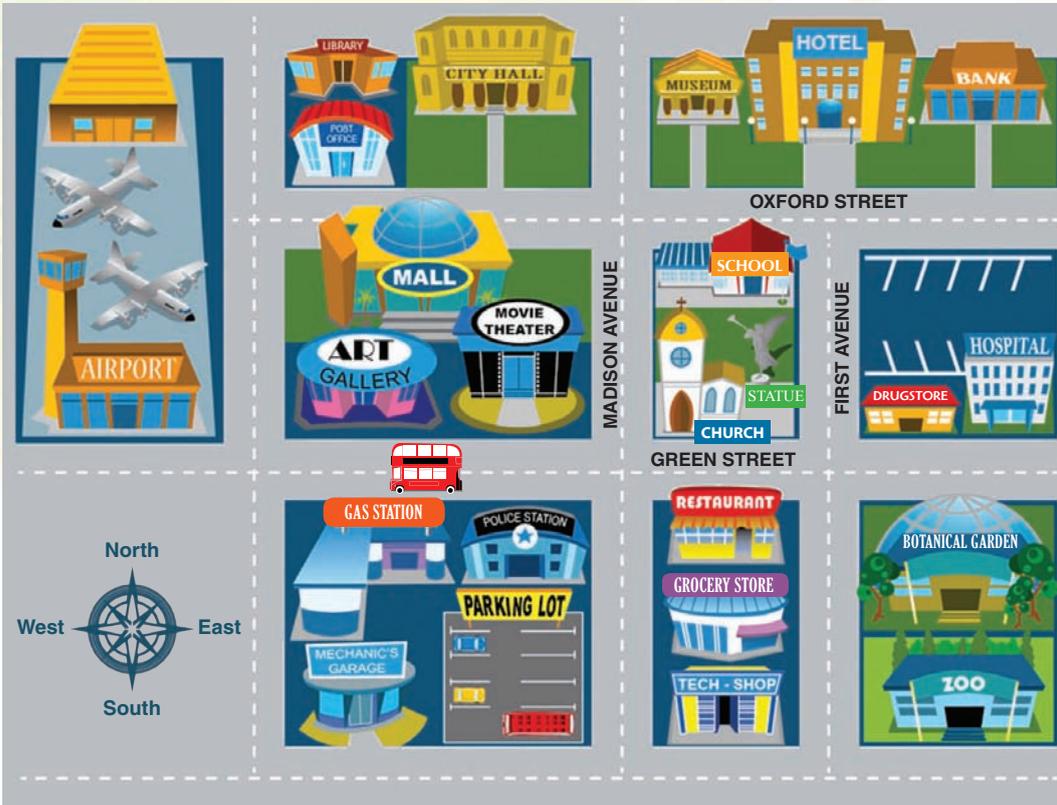


Lesson 1

Exploring the City



1. Listen and complete the conversation. Use the Word Bank.



Word Bank



between



across from



next to



behind



on the corner of



on

Guide: Hi! I'm Diego, your tourist guide. Over there is an old statue. It's 200 years old. It's next to the church.

Tourist A: Excuse me, are there any grocery stores around?

Guide: Sure, there is one between (a) the restaurant and the tech-shop. Look! It's across from (b) the parking lot.

Tourist B: Are there any parks in the city?

Guide: Well, there aren't any parks but there is a botanical garden on (c) Green Street.

Tourist C: Excuse me, Diego. I need some money. Is there a bank near this place?

Guide: No, there isn't a bank near here but there is one in the mall. It's across from (d) the post office or behind (e) the movie theater.

2. Look at the map and write the correct preposition of place.

- There is an art gallery across from the gas station.
- There is a hotel between the bank and the museum.
- There is a mechanic's garage next to the parking lot.
- There is a police station on Green Street and Madison Avenue.
- There is a school behind the church.



Lesson 1

Exploring the City

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to talk about places in the city.	<ul style="list-style-type: none"> Identifies places in the city. Asks for and gives information about the location of places. 	<p>Vocabulary Words related to places in the city Words related to city maps</p> <p>Structures There is/There are Prepositions of place</p>	<ul style="list-style-type: none"> Using visual clues and context to recognize prepositions of place

WARM UP (books closed)

Before the class, write the names of these places found in a city on pieces of colored paper: *school, church, city hall, bank, mall, zoo, hotel, museum, hospital, restaurant, airport, movie theater, drug store, grocery store, botanical garden, parking lot, police station, gas station, post office, and mechanic garage*. Choose some magazine cutouts of these places. Next, show students the magazine cutouts. Elicit the name of the places by asking: *What place is this? (This is a school)*; and stick them on the board. After that, divide the class into two big teams, and give each one a set of words. Encourage each team to match the words to the magazine cutouts on the board. Revise pronunciation by having them do some choral and individual drills. Reward the teams for their wonderful job by saying: *That's incredible! Outstanding performance!*

PRESENTATION 1 Track 55

1. Listen and complete the conversation. Use the Word Bank.

Invite students to look at the map in their book and get them to point at the streets, the avenues and some places. Make them repeat all the places' names. Next, focus students' attention on the Word Bank and have them repeat the prepositions. Make them notice the location of the ball in relation to the box, to understand the meaning of each preposition. Have them work in groups of four to represent the prepositions with real school objects/ tools.

Challenge them to complete the conversation without listening to the audio. Then, play the audio for them to confirm their predictions or write the correct prepositions. Finally, invite them to cross-check their answers before socializing them as a class. Congratulate them with a warm round of applause.

PRACTICE

2. Look at the map and write the correct preposition of place.

To prepare students for the exercise, get them into pairs and tell them they will play a Word Game! Then, ask them to close their books and take a clean sheet of paper to make a list of the prepositions they have just learned in the previous exercise. Have them do some choral and individual drills and praise them for their excellent memory! Next, challenge them to continue by making the corresponding drawing next to each preposition while you go around the classroom to provide help. After that, ask them to do the exercise in pairs, have them cross-check answers with another pair of students, and finish by socializing answers as a class. Again, praise them for their effort!

EXTRA IDEAS

Use the pieces of colored paper with the words of the places from exercise 1. Divide the class into two teams. Assign each team 10 or 11 places and invite them to quickly draw them on separate sheets of paper. They are expected to stick them next to the corresponding word.

Cut each word into separate letters, mix them up, and put them into two envelopes so as to have two sets of words (10 and 11). Encourage students to match the words they have arranged with the flash cards or magazine cutouts of the city places you used in the warm up.

PRESENTATION 2

3. Go back to the conversation and complete the chart with *is/isn't/are/aren't*.

Refer students to the Reflect on Grammar box and ask them to find examples of the expressions used in the conversation to express existence (There is- singular and There are- plural). Then, make them notice the contractions (*isn't/aren't*) in the conversation and ask them to complete the chart. Make them realize the word order for questions by answering these questions: *Is there a hotel nearby?* (There is a hotel between the bank and the museum.) *Is there a police station?* (There is a police station on the corner of Green Street and Madison Avenue). Then, make them conclude the use of the contractions by asking about several places: *Are there any parks in the city?* (No, there aren't.) *Are there any grocery stores around?* (Yes, there is one between the restaurant and the tech shop.) Congratulate students for their learning effort!

PRACTICE

4. Complete the conversation. Use the correct form *there is/isn't - there are /aren't*.

Before asking students to do the exercise, refer them to the Key Expressions box. Ask students to close their eyes for a couple of seconds and think of a place in their city that they consider awesome. As they mention the places, write them on the board. Get students to work in pairs to fill in blanks and then, to practice or rehearse the conversation. Ask them to cross-check answers with another pair of students and finish by socializing then as a whole class.

APPLICATION Track 56

5. Listen and check ✓ T (True) or F (False).

Inform students the purpose of the listening exercise is to identify true and false statements, and that they should pay special attention to the city places mentioned by the speakers. Additionally, ask them to read the statements before having them actually listen to the audio. Play the audio as many times as necessary, and ask them to check answers with their classmates before socializing them as a class.

6. Use the map on page 62 to ask about the location of these places.

Take advantage of the exercise to have students do choral and individual repetitions of the places in the box. Then, make them quickly recall the prepositions of place learned in exercise 1 by using class resources like pencils, books, pens, notebooks, erasers, etc. Next, get them work in pairs to ask each other questions about the location of the places in the city. Go around the classroom to provide guidance if needed.

Project Stage 1

It is always advisable to go through the four sections of the project presentation section, as a stated on page 69, to get a complete idea of the brochure students are expected to make. Inform them that by doing this brochure, they will further develop several intelligences. Again, let them know that working in groups implies both individual and collective responsibility in achieving the groups' goals.

Now, present Project Stage 1 by telling students that they will make a brochure about a tourist city in their country. Then elicit as much information as you can from students and write it on the board. Ask students: *What is a brochure?* Go to the Glossary if needed. Now ask: *What else is there in a brochure?* There are short texts and eye-catching pictures to promote tourism, events and products. Go over the three steps. Monitor their work.

3. Go back to the conversation and complete the chart with *is/isn't/are/aren't*.

Reflect on Grammar				
There is - There are				
Use <i>there is</i> and <i>there are</i> to express existence.				
	Affirmative	Interrogative	Negative	Contractions
Singular	There <i>is</i> a statue.	<i>Is</i> there a bank?	There <i>isn't</i> a bank.	There's There isn't
Plural	There <i>are</i> two airplanes.	<i>Are</i> there any parks?	There <i>aren't</i> any parks.	There aren't

4. Complete the conversation. Use the correct form *there is/isn't - there are/aren't*.



- Diego, where are you from?
- Interesting! *Is there* a zoo in Buenos Aires?
- Awesome! What about castles? *Are there* any castles in your city?
- Really? What places?
- Oh yes, San Martin. An important leader of South America's independence.

- I'm from Buenos Aires.
- Yes, *there is* (a) a big zoo, The National Zoo. There are many exotic animals to see.
- No, *there aren't* (c) any castles, but there are other places to visit.
- *There is* (d) an important stadium: the Bombonera, and *there is* (e) a beautiful square: San Martin Square.



Key Expressions
Awesome: fantastic



5. Listen and check T (True) or F (False).

	T	F
a. There are two important stadiums in Rome.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. There isn't a botanical garden in Rome.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. There is a famous castle in London.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. There is a famous stadium in London.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. There is a zoo in San Salvador.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f. There aren't any museums for children in San Salvador.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

6. Use the map on page 62 to ask about the location of these places.

- movie theater
- airport
- library
- hotel
- drugstore
- hospital
- city hall
- museum
- tech-shop



Project Stage 1

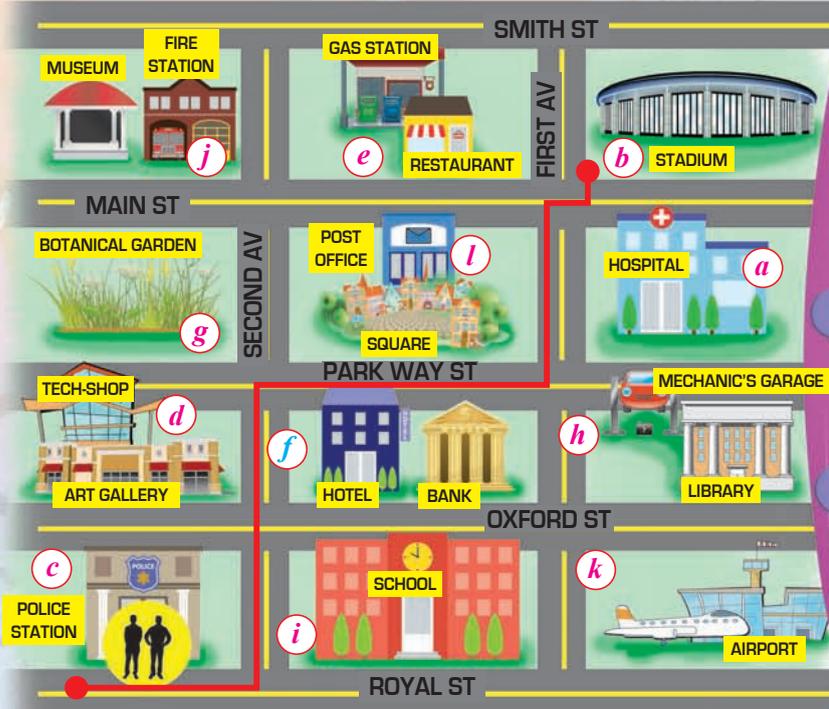
- Form groups of three and choose a city in your country.
- Get cardboard to make your brochure and fold it in 3 parts (six panels). Make a cover with the name of the city and a picture.
- Find pictures of the tourist places and paste them on the second panel. Write the title *Tourist Places*.



Lesson 2

How Can I Get To...?

1. Match the profession with the corresponding place.



2. Listen to the conversation and circle the directions you hear.



Tourist: Excuse me, officer. I'm new in town. How can I get to the stadium?
Officer: Go straight / walk one block and turn left / turn right (a). Walk on Second Avenue two blocks and turn left / turn right (b). Go straight / Walk one block (c), turn left and go straight / walk one block (d). It's on the corner of Main Street and First Avenue.
Tourist: Thanks for your help.

Vocabulary Strategy

Use your knowledge to associate professions and places.

Reflect on Grammar

Imperatives

Affirmative: Use imperatives to give directions.

Negative: Use imperatives to give warnings.



Turn left.



Turn right.



Don't turn left.



Don't turn right.



Go straight (1/2... blocks).



Walk (1/2... blocks).



Don't go straight.



Lesson 2

How Can I Get To...?

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to talk about tourist places in the city.	<ul style="list-style-type: none"> Asks for and gives information about the location of tourist places in the city. Gives and follows instructions to get to a place by using city maps. 	<p>Vocabulary Words related to places in the city and tourist places Words related to city maps</p> <p>Structures Imperatives</p>	<ul style="list-style-type: none"> Using prior knowledge to associate professions and places

WARM UP (books closed) L M I

Write the word *tourism*, on the board and elicit related words. Then, let them know that the expression *get to* means *to go to a place*. Finally, invite students to take a look at the heading of the lesson and ask: *When do you ask this question?*

PRESENTATION 1 L V I

1. Match the professions with the corresponding places.

Invite students to explore the map by asking: *Is there a museum?* (Yes, there is one next to the fire station) *Is there a restaurant?* (Yes, there is one across from the post office) *Are there any parks?* (No, there aren't any parks, but there is a botanical garden on Main Street), etc. Then, draw students' attention to the Vocabulary Strategy. Call on a volunteer to read the instructions and get them to work in pairs to participate in a 60-second contest! As soon as they finish, socialize answers as a class and take advantage to have them do choral and individual repetitions of the jobs. Immediately, encourage them to continue working in pairs to take turns saying the job, and then spelling it. Go around the classroom, see if they have any difficulty with spelling or correct pronunciation. Congratulate them for their effort by saying: *Cool!* or *Perfect!*

EXTRA IDEAS K L

Encourage students to sketch a 12 square Hopscotch grid on the floor by using chalk or masking tape. Then, ask them to write a number and a city place in each square. Next, elicit as many jobs or occupations as you can from students and write them on the board using the vocabulary stated in the previous exercise. Divide the class into two big teams and tell them they are expected to relate a place to a job by saying: *There is a doctor in a hospital; there are teachers in*

the school. Invite them to choose a representative each time to throw the flat stone. Each time they are correct, they add the numbers of the respective square. The group with the most points wins.

PRESENTATION 2 L V I Track 57

2. Listen to the conversation, look at the map in exercise 1, and circle the directions you hear.

To help students become familiar with the directions, do some choral and individual drills. Then, play the audio as many times as necessary for students to circle the correct direction. Finally, encourage students to cross-check their answers with their classmates, before socializing them as a class.

Center students' attention on the Reflect on Grammar box and have them read the directions and warnings. Next, ask them to think of possible ways of representing them by using body language or gestures. Call on volunteers to model the sign (direction or warning) and have the rest of the class guess either the direction or the warning. Make students realize the use of imperatives by asking: *Are affirmative imperatives useful? What's the function of affirmative imperatives? What are some examples of directions? What are warnings? What are negative imperatives? What are the action verbs for directions and warnings? Are negative imperatives useful? What's the function of negative imperatives? What are some examples of warnings?* Reward them with a warm *Superb!* or *Great!*

PRACTICE L V I  Track 58

3. Based on the map on page 64 fill in the blanks with the correct directions. The starting point is the police station. Then, listen and check.

Call on a volunteer to read the instructions. Get students to observe and analyze the map on the previous page, and read the imperatives in the Reflect on Grammar box. Make sure they know where to start. Play the audio as many times as needed for students to confirm their answers or to fill in the blanks with the correct information. Praise students for their predictions and good learning effort!

Ask learners to take a look at the Key Expressions and find them in the conversations. Challenge them to guess when we use this expression *I am new in town* (when we are in a city we don't know). Then, focus their attention on the Useful Expressions box. Encourage them to identify the expressions of gratitude in the conversation.

EXTRA IDEAS K I L

Invite them to role-play/rehearse/practice the conversations by taking turns to perform / assume both roles: the police officer and the tourist.

4. Listen to two conversations, draw the directions, and circle the final destination.

L V I  Track 59

Refer students to the map. Let them know the abbreviations of street (St) and avenue (Av). Invite them to identify them. Ask them to name the places in the city. Next, show them the starting point (across from the parking lot). Challenge them to recall the question to ask for directions: *How can I get to...?* Encourage them to work in pairs. Call on volunteers to read the instructions. Play the audio several times before asking them to cross-check answers with another pair of students and finish by socializing answers as a class. Alternatively, scan the maps and project them on the wall and have students go up to the board to draw the directions and circle the final destinations.

APPLICATION L V I

5. Where are these signs? Match them with the correct place on the map. Then, use the Word Bank to give warnings.

Make students notice that in the previous exercise they listened to people using imperatives to give directions. Ask them: *What are these signs?* (warnings!) *How do we warn people?* (using negative imperatives). Call on a volunteer to read the instruction. Refer students to the Word Bank and the example. Encourage them work in pairs to write the warnings while you go around the classroom to provide help and correct spelling if necessary. Socialize answers as a class by calling on some volunteers to write the warning on the board. Congratulate them by saying: *Great! or Excellent!*

PRACTICE

Project Stage 2 L V I

Remind students of the socialization of their brochures in the Share Your Project section. Make sure all the groups have already made a cover with the name of the city and stuck pictures of the tourist places on the second panel with the corresponding title, *Tourist Places*. To keep their motivation up, praise them for their beautiful covers and attractive photographs. Encourage them to be as creative as possible when making a map with the places they identified in the Project Stage 1. To further motivate students to work on their brochures, bring in some real samples for them to gain ideas about the layout or design. Likewise, advise them to paste the map on the third panel of the brochure and write the title, *City Map*. Finally, recommend that they follow the examples given in the book.



3. Based on the map of page 64 fill in the blanks with correct directions. The starting point is the police station. Then, listen and check.



Key Expressions

I'm new in town:
I'm new in this city or place

a. **Pilot:** I'm new in town, officer. How can I get to the airport?

Police officer: Walk on Royal Street two blocks. It's across from the school.

Pilot: Thank you very much.

b. **Fire fighter:** Excuse me, I'm lost. I need to go to the fire station.

Police officer: Walk one block. Turn left and go straight three blocks. It's on the corner of Main Street and Second Avenue.

Fire fighter: Thanks a lot. I really appreciate it.

c. **Receptionist:** Can you help me please? Where is the new hotel?

Police officer: Walk on Second Avenue one block and turn right. It is next to the bank.

Receptionist: Thanks for your help.



4. Listen to two conversations, draw the directions, and circle the final destination.



Useful Expressions

- To express gratitude use:
 - I really appreciate it.
 - Thanks a lot.
 - Thanks for your help.

5. Where are these signs? Match them with the correct place on the map. Then, use the Word Bank to give warnings.

a.	<u>Don't smoke at the gas station.</u>	c.	<u>Don't walk the dog at the mall.</u>
b.	<u>Don't talk at the phone at the bank.</u>	d.	<u>Don't take pictures at the museum.</u>

Word Bank

- take pictures
- talk on the phone
- walk the dog
- smoke

Project Stage 2

- Make a map with the places in stage 1.
- Paste the map on the third panel of the brochure. Write the title *City Map*.
- Write the location of the places on the fourth panel. E.g. *There is a church next to the hotel.*



Lesson 3

The Future City



1. Check what you know about Dubai. Then, listen and confirm.



- | | | | |
|-------------------------------|-----------------------------------|--|--|
| a. Dubai is a city located in | <input type="checkbox"/> Africa. | <input type="checkbox"/> Europe. | <input checked="" type="checkbox"/> Asia. |
| b. It is famous for | <input type="checkbox"/> coffee. | <input checked="" type="checkbox"/> oil. | <input type="checkbox"/> plants. |
| c. You see artificial | <input type="checkbox"/> animals. | <input type="checkbox"/> trees. | <input checked="" type="checkbox"/> islands. |



2. Read the text and put the following headings into the correct paragraph.

Extraordinary Architecture

High-tech Transport

Geography and Weather

a. *Geography and Weather*

Dubai is a city on the Arabic Peninsula in Asia. It is famous for its oil industry mainly. The city is in a desert, there is no rain and the weather is sunny, so the climate is very **arid**. Summers are hot and windy. The temperature is different depending on the month, from 31° C to 49° C, **but** the **average** temperature is 40° C on a regular day. Winters aren't cold **but** warm and short.



b. *Extraordinary Architecture*

Dubai is an **innovative** city. There aren't any old buildings just new ones. There is also an amazing construction project: The Palm Jumeirah, an island in the shape of a **palm**. It is similar to a tropical plant **but** it isn't natural. The Palm Jumeirah is the first artificial archipelago with apartments and restaurants for tourists.



c. *High-tech Transport*

T ransport is also popular. There aren't any camels in the center of the city **but** there is an **automated** train: The Dubai Metro. There aren't any drivers **but** there are electronic systems operating the train. In the interiors of the metro, there are artistic and decorative **themes**. They represent ideas; for example, the four elements: earth, water, fire and air.





Lesson 3

The Future City

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to identify specific information in informative texts dealing with tourist places.	<ul style="list-style-type: none"> Recognizes details about the weather, buildings/ architecture and the transportation system in tourist places. Relates headings to paragraphs dealing with tourist places. 	<p>Vocabulary Arid, average, innovative, palm, automated, themes, architecture, transport, geography</p> <p>Connector But</p>	<ul style="list-style-type: none"> Paying attention to the words before or after to infer the meaning of words Using <i>but</i> to contrast ideas

▶ WARM UP (books closed)

Invite student to play the game *Hot Seat* and make some groups. Put a chair, or a *hot seat*, at the front of the class, facing away from the board. Call on a member of a group to sit on it. He/She must guess the word written behind him/her by listening to the descriptions or clues his/her teammates say. Write words like continents or countries. Guide their descriptions with these drills: *it is a (continent, country), the first letter is...*, *the weather is ...* Every time a student guesses the word invite the class to give him/her a warm round of applause.

▶ PRESENTATION 1 Track 60

Pre-Reading

1. Check ✓ what you know about Dubai. Then, listen and confirm.

Before having students do the listening activity, do some picture exploitation. Ask: *Is it an island? Is it a city? What city is it? Is it small or big? Is it modern or traditional? Are there any old buildings? Is there water? Are there any new buildings? Are there any trees? Are there any parks?* etc.

Call on a volunteer to read the instructions and challenge them to do the exercise individually before listening to the audio. Allow enough time for the completion of the task. Then, get them to work in pairs and play the audio twice for them to confirm their choices or tick the correct information. Finish by socializing answers as a whole class. Congratulate students on their learning effort!

▶ PRACTICE Track 61

While-Reading

2. Read the text and put the following headings into the correct paragraph.

Prior to having students do the reading comprehension exercise, focus their attention on the three pictures. Ask: *Is it a park / island / desert?* (picture 1) *Is it a river / the sea / a beach / a city?* (picture 2) and *Is it a building / plane / train / bus?* (picture 3).

Play the audio for students to get familiar with the text. Next, play the audio for the second time and ask them to underline the location of Dubai, its weather, its buildings, and its main means of transportation.

Then, invite students to read the three headings and give examples of each heading: *Extraordinary architecture* (tall/ high buildings, new buildings, modern stadiums); *High-tech Transportation* (buses, train, metro, airport); and *Geography and Weather* (islands, mountains, temperature, sand, desert, mountains, hot and cold weather, trees, etc.) Get students to work in pairs and challenge them to read and put the previous headings into the correct paragraphs. Encourage them to cross-check answers with another pair of students. Go around the classroom to provide help and guidance. Praise students for their correct answers by saying: *Fantastic, Superb! or Cool!* Finish by socializing answers as a class.

▶ APPLICATION

Post-Reading

3. Go back to the text and circle the meaning of the word in red.

Draw a line on the board and write three months of the year (*January, June, December*) and tell them that *January is before June*, and that *December is after June*. Otherwise, divide a piece of paper with three paragraphs written on it and cut it into three parts; use the 1st, 2nd, and 3rd paragraphs to teach the concepts, *before* and *after*. As the purpose of the reading is to deduce the meaning of words, direct students' attention to the Reading Strategy. Read the first example, invite them to go back to the first paragraph, find the word **arid** and read the words before and after it (before: *there is no rain and the weather is sunny*; after: *summers are hot and windy*). Now, challenge them to choose between the two possibilities given. Invite them to work individually at first, to go back to the texts and circle the meaning of the words in red. Next, have them compare answers with their partners and finish by socializing the answers as a class. Reward them by saying: *Perfect!* to keep their learning motivation up.

▶ PRESENTATION 2

Pre-Writing

4. Read the sentences. Then, connect them with *but*.

Draw students' attention to the Writing Strategy. Invite students to go back to the reading to identify and analyze sentences with the word *but*. Then, ask: *How many ideas are there in the examples? Are the ideas similar? Are the ideas different? What is the function of the word but?* You can go a bit further giving examples relevant to students' context. Now, call on a volunteer to read the instructions, get them to work in pairs and allow enough time for the completion of the task. Go around the classroom, check if they have difficulty in identifying the meaning of the words and provide guidance if necessary. Encourage students to cross-check answers with another pair of students before socializing them as a class.

▶ PRACTICE

While-Writing

5. Paste a picture of your city and describe the picture by using *but*.

Prior to the activity, ask students to bring newspaper or magazine cutouts of their city. Otherwise, have them draw a picture of their city. Advise them to choose or draw them by paying special attention to aspects like the weather, the buildings and the transportation system. As soon as they have stuck or drawn the pictures, invite them to start completing the paragraph by following the prompts given in front of the lines. Go around the classroom to provide help if necessary and check sentence structure and spelling. As answers may vary, get students to work in pairs and take turns showing their pictures and reading their descriptions to each other. Take advantage to revise an expression of gratitude by having them say: *Thanks a lot, I like your city/ description*. Alternatively, encourage students to leave their books on the desk for their classmates to browse through. Do not forget to congratulate them by saying: *You're excellent writers!*

Project Stage 3

Refer students to the Project Stage 3, get them to work in their groups and tell them this is the last opportunity they have to finish and add the last touches to their brochures before presenting them to the class. Emphasize the importance creating informative and effective brochures. Let them know that using full color panels, high-quality photographs or eye-catching pictures, and a clear or easy to read font attracts people's attention. Go over the steps. Remind them to check grammar and spelling, and practice the presentation of their brochure before socialization. Let them know you are looking forward to seeing their brochures in the Share Your Project session.

3. Go back to the text and circle the meaning of the words in red.

- a. The climate is very **arid**. It means it isn't rainy / **hot**.
- b. The **average** temperature is 40° C. It means this temperature is **typical** / **unusual**.
- c. Dubai is an **innovative** city. It means the city is **traditional** / **modern**.
- d. The Palm Jumeirah is an island in the shape of a **palm**. It is similar to a **tree** / **building**.
- e. The Dubai Metro is **automated**. It means this train is **manual** / **computerized**.
- f. There are artistic and decorative **themes**. They are **ideas** / **decorations**.

Reading Strategy

Pay attention to the words before or after to infer the meaning of unfamiliar words.

4. Read the sentences. Then, connect them with **but**.

- a. In Monterrey, Mexico, winters aren't cold. They are warm.
In Monterrey, winters aren't cold but warm
- b. In Bogota, Colombia, there isn't a zoo. There is a botanical garden.
In Bogota, there isn't a zoo but there is a botanical garden.
- c. In Casco Viejo, Panama, there aren't any malls. There are colonial buildings and museums.
In Casco Viejo, there aren't any malls but there are colonial buildings and museums.
- d. In Cusco, Peru, there aren't any castles. There are pre-Columbian temples.
In Cusco, there aren't any castles but there are pre-Columbian temples.
- e. In La Habana, Cuba, there isn't a metro. There is a system of buses called "Guaguas."
In La Habana, there isn't a metro but there is a system of buses called "Guaguas."
- f. There is a seaport in the majority of South American countries. There isn't a seaport in Bolivia.
There is a sea port in the majority of South American countries, but there isn't a sea port in Bolivia.

5. Paste a picture of your city and describe the places by using **but**.

Writing Strategy

Use **but** to contrast ideas.

Answers may vary.



_____ is my city. _____

_____ (weather)

_____ (buildings)

_____ (transport)

Project Stage 3

- Write a description of the city on the fifth panel including the *weather*, the transport and the buildings. Write the title *Information*.
- Write the group's information on the sixth panel (names and e-mails). Write the title *Contacts*.



Lesson 4

Wonders of the World



1. Read the test and circle the correct answer. Then, listen and check.

The Seven Modern Wonders Test PART 1



a. *Chichen Itza* is a pyramid in Mexico. This wonder is in _____.
• Guadalajara • **Yucatan** • Monterrey



b. *Machu Picchu* or the "Lost City of the Incas" is in _____.
• Ecuador • Bolivia • **Peru**



c. *Christ the Redeemer* is a Brazilian statue in the city of _____.
• **Rio de Janeiro** • Brasilia • Sao Paulo



d. The *Colosseum* is a European structure in _____.
• **Italy** • France • Spain



e. *Petra* is an archeological city in Jordan. It is located in _____.
• Africa • Europe • **Asia**



f. The *Taj Mahal* is a beautiful monument in _____.
• **India** • Thailand • Arabia



g. The *Great Wall* is 8,851.8 km long. It is located in _____.
• Japan • **China** • Taiwan

2. Read the second part of the test and circle the correct meaning of the expressions in red.

NEXT

The Seven Modern Wonders Test PART 2

Christ the Redeemer **sticks out a mile**. Everybody sees it from a long distance.

a. is a small place b. is an old place **c. is a visible place**

The *Great Wall* is **on the map**. Many people around the world recognize this place.

a. a distant place **b. a famous place** c. a new place

Petra is **worth its weight in gold**. UNESCO says it is a cultural patrimony for humanity.

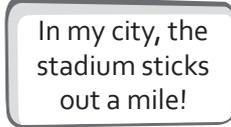
a. very expensive b. very big **c. very valuable**

3. Socialize your ideas in the class.

SCORE



In my city, the National Museum is worth its weight in gold.



In my city, the stadium sticks out a mile!

Reflect on Values

	Always	Sometimes	Never
■ I visit the tourist places in my city.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I demonstrate solidarity in the streets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I appreciate my city.	<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

Wonders of the World

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to use idioms in informal conversations about tourist places.	<ul style="list-style-type: none"> Deduces meaning of informal language to describe tourist places. Uses idioms or colloquial expressions to describe tourist places. 	<i>Sticks out a mile</i> <i>Worth its weight in gold</i> <i>On the map</i>	<ul style="list-style-type: none"> Using images, the context and prior knowledge to deduce meaning of idioms / colloquial expressions

▶ WARM UP (books closed)

Encourage students to play the game “They Are All...” Tell them you will say and copy a list of three items for them to write down and identify the category. The categories are: *Latin-American countries, tourist places, continents, cities, metals, and units of measurement*. Make sure to name *mile and gold*. Call on some volunteers to come up with other sets of three items for the rest of the class to identify the category.

▶ PRESENTATION 1

1. Read the test and circle the correct answer.
Then, listen and check.

Do some heading and picture exploitation. Challenge them to come up with a definition for Wonders of the World. Ask some questions for them to identify the picture: *Is there a statue?* (Yes, there is a statue in picture c); *is there a pyramid?* (Yes, there is a pyramid in picture a); *is there a coliseum?* (Yes, there is a coliseum in picture d); *Are there any mountains?* (Yes, there are some mountains in pictures b and g); *Is there a monument?* (Yes, there is monument in picture f) Play the audio or let them work through part 1 of the test individually; allow enough time for the completion of the task. Socialize answers.

▶ PRACTICE

2. Read the second part of the text and circle the correct meaning of the expression in red.

Before answering Part B of the test, challenge students to recall the Seven Modern Wonders by numbering them using ordinal numbers: the first wonder, Chichen Itza pyramid in Mexico; the second wonder, Machu Picchu in Peru; the third wonder, Christ the Redeemer in Brazil; the fourth wonder, the Coliseum in Italy; the fifth wonder, Petra in Jordan; the sixth wonder, the Taj Mahal in India; and the seventh wonder, the Great Wall of China.

Now, encourage students to answer Part B of the quiz in pairs. Call on some volunteers to socialize answers as a class.

▶ APPLICATION

3. Socialize your ideas with the class.

Call on some volunteers to read the instructions and the examples given. Then, elicit as many famous tourist places as they can name. Next, get them to work in pairs. Suggest that they first make a list of three tourist places in their city that they can relate to the expressions learned.

Reflect on Values

Remind students to work individually and to be very honest when reflecting on values. Make them aware of the benefits of visiting the tourist places of their city, demonstrating solidarity in the streets by giving direction to tourists, and appreciating the tourist value of their city.

Gap Activity

Tell students the purpose of the task is writing the places in the spaces given by asking for and giving directions. Then, refer them to the speech bubbles and encourage them to use them as prompts to answer their partner’s questions. Go around the classroom and listen to students’ questions and answers and take advantage to check sentence structure, spelling and pronunciation if necessary. Do not forget to praise them for their excellent work by saying: *Outstanding performance!*

Share Your Project

1. Discuss your experience.

Think about your participation in the group and check ✓ the options.

Invite students to think about their learning experience while making their brochure. Take advantage to revise some idiomatic expressions and say: *I've kept an eye on all your brochures, I'm all ears! I take my hat off to all of you for your fantastic work! And I guess your brochures are worth their weight in gold!* Encourage students to be very honest while checking their alternatives individually. Ask them to raise their hand if the question applies to them: *Who listens and respects other's opinions? Who participates actively? Who is responsible with their homework, and Who is cooperative in their team work.* Congratulate them by saying: *Fantastic work! or It couldn't be better!*

2. Read the text. Then, circle the correct option to complete the sentences.

Make learners realize that the purpose of the readings is to identify details or specific information. Suggest that they should first, read the questions and then, *scan* the text by paying attention to the details or the specific information asked in the question. Then, play the audio twice for students to read, listen and choose their options. Next, have them compare their choices with other groups before socializing their answers as a class. Stimulate students by drawing a happy face next to right answers.

3. Give your Presentation.

Focus students' attention on the Useful Expressions box and ask them to read the expressions individually. Then get them do individual and choral drills of the expressions, checking pronunciation and intonation.

Encourage students to arrange the classroom so that each group has an individual space to present their brochures to the class. Invite them to do it with confidence and enthusiasm. Inform them that there is a relation between the Give your Presentation box and the Useful Expressions box. Get students to work in their groups and invite them to practice or rehearse their presentation of about 5 minutes. Next, do some choral and individual drills of the communicative functions in the first column, and the corresponding expressions in the second one. Take advantage to correct pronunciation and intonation.

Remind students to set a good example by listening to their classmates attentively. Likewise, stress that they should praise their classmates' brochures and value creativity by saying: *Congratulations, your project is worth its weight in gold!*

Share Your Project

1. Discuss your experience.

Think about your participation in the group and check the options.

Answers may vary.



2. Read the text. Then, circle the correct option to complete the sentences.

A Brochure

It is a paper folded in two or three parts containing information about a place. A brochure usually has short texts and eye-catching pictures to promote tourism, events and products.

The information in a brochure is divided into sections, so people can read it easily. In this case, the tourism brochure contains six panels divided into three important sections:

Section 1: representative and tourist places.

Section 2: map and locations in the city.

Section 3: additional information about the city and the contacts.

a. People use brochures to promote _____.

1. parts 2. tourism 3. maps

b. _____ are necessary for the promotion of an event.

1. Pictures 2. Texts 3. Pictures and texts

c. This brochure is divided into three _____.

1. panels 2. papers 3. sections



Give your Presentation

- Introduce your group and say hello.
- Give samples of the brochure to the class.
- Talk about the cover and the tourist places.
- Show the map and give directions.
- Explain the description of the city.
- Say thank you to the audience.

Useful Expressions

- Hi/Hello/Good morning/afternoon. We are...
- Our brochure is about... (city).
- In this city, there is/are... (tourist places).
- Don't/Go straight/Turn left/right to get to the... (place).
- There isn't a/aren't... (places) but...
- Thanks for your attention.

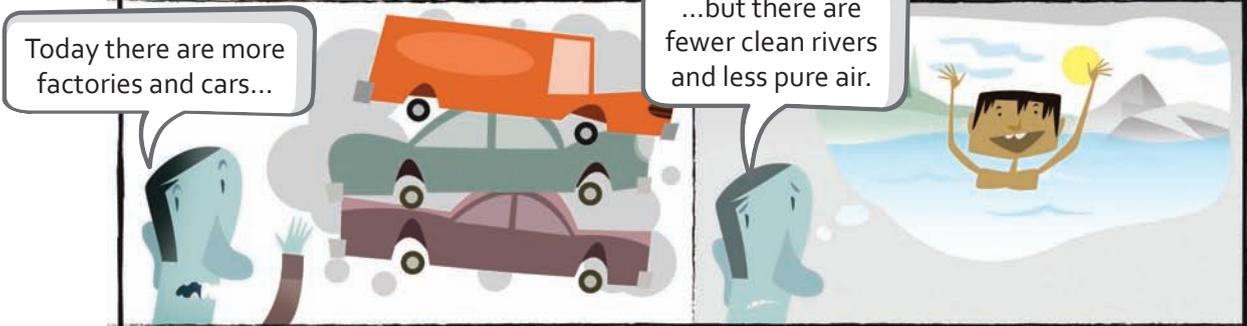
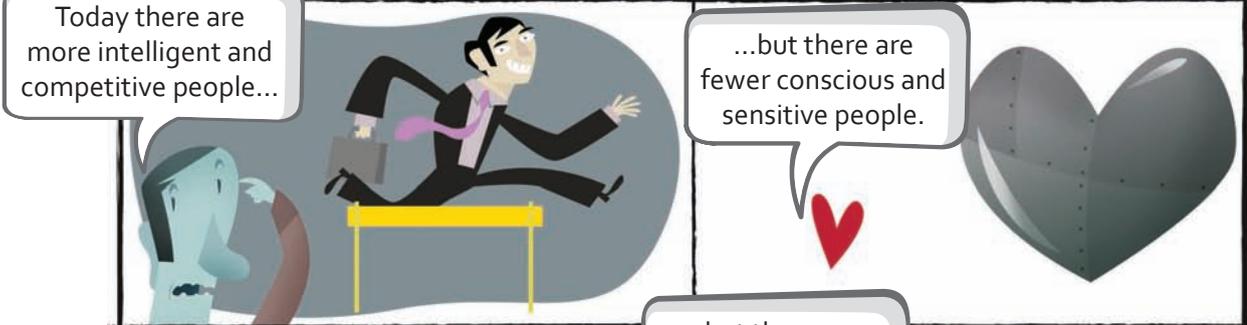
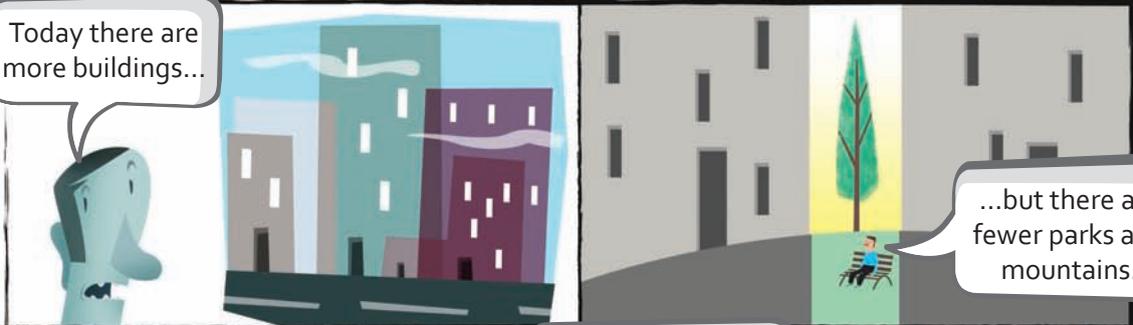


Comic

Today's Contrasts



Listen and Read.



Today's Contrasts

Listen and read.

Pre-Reading (books closed)

Start by saying that living in developed societies has its advantages and disadvantages. Mention that the invention of online communication like e-mails, chats and social networks, have changed the way people interact and socialize. Then, ask: *Are you fond of chatting? Are you familiar with e-mails? Are you/your parents/grandparents fond of online communication? Are you fond of social networks? Are e-mails, chats and social networks good for people? Is online communication good/bad for people?*

Similarly, ask: *Is your city modern? Are there any tall buildings, wide roads and motor ways in your city? Are there many forests/trees, rivers, mountains, beaches in your city? Is there clean air/fresh air in your city?* Continue by saying that today's society promotes competition but sometimes forgets values. Ask: *Are values important to you? Are values necessary in our family life? Are values essential to have socially conscious and sensitive people?*

Invite students to read the title of the comic strip. Ask: *What is a contrast?* (They may say two different or opposed things). Then, have students look at the pictures and ask: *Are there any contrasts in the comic strip?* (Yes, there are several contrasts) *What contrasts are there in the comic strip?* (There are contrasts in the architecture, communication and technology, people's abilities and skills, and industries).

While-Reading Track 64

Get students to work in pairs to underline in blue the positive aspects and in red the negative aspects of living in modern societies while reading and listening to the comic strip. Play the audio once or twice for students to do their task while you go around to provide guidance if necessary.

Post-Reading

As a follow-up activity, encourage students to continue working in pairs and think about a possible answer to the question posed at the end of the comic strip: *Are we going in the correct direction?* Tell them there are no right or wrong answers because we are all different and have different lifestyles. Besides this, highlight the fact that every situation in life has its advantages and disadvantages. Likewise, let them know that the secret is to look for sustainable development. This means to have development in our society, to have more factories, more information and communication technologies without affecting or devastating our natural resources. Similarly, tell them that we need people with excellent abilities and skills, but at the same time, we need sensitive and environmentally conscious human beings.

Quiz Time

Before the test

Start the session by stressing that the QuizTime is a pleasant review that gives them the opportunity to show what they know and identify what they need to refine or improve. Remind students that in order to succeed in the quiz time, they should follow a series of tips. First, to feel at ease they need to take a deep breath and do some stretching exercises. Second, in order to eliminate negative feelings towards learning they need to distance themselves from those learning barriers by thinking positively or optimistically. Third, to read the instructions carefully and make sure they understand what they have to do. Fourth, to pay special attention to the learning strategies they have applied in the lesson. Finally, invite students to enjoy completing the quiz.

1. Look at the map and write the directions to answer the questions. Pay attention to the silhouettes.

Prepare students for the activity by having them carefully observe the places in the map and to identify the location of the three silhouettes and their location. Then ask them to recall the questions use of affirmative imperatives to give directions. Challenge them to name the imperative verbs they use to give directions. Ask them to work individually and give them enough time to finish the exercise. Finally, invite students to compare their answers with those of their classmates.

2. Look at the map and write the location of the places. Use the Word Bank.

Call on a volunteer to read the instructions and the prepositions of place in the Word Bank aloud. Encourage some volunteers to represent those prepositions by drawing them on the board. Take advantage to check pronunciation. Then advise them to identify the places mentioned in the sentences. Next, invite them to do the exercise individually. After that, get them to cross-check their answers with their partners. Go around the classroom and give guidance if necessary.

3. Read the conversation and circle the correct options.

Prior to asking students to do the exercise, elicit the use of *There is /There are* to express existence. Likewise, ask them to tell you the contractions. Ask for examples. Now, invite students to complete the exercise individually, and then get them to cross-check answers with their classmates.

Self-Evaluation

Remind students to be as honest as possible when answering the Self-Evaluation. Recommend that they read the three aspects of the evaluation and see if they can identify places in a city; ask for and give information about locations; and give and follow instructions to get to a place. Then, encourage them to complete the table silently and individually by choosing among the three options in relation to the aforementioned abilities. Do not forget to tell them that you are very proud of them for their honesty and learning effort!

EXTRA IDEAS

Again, invite students to complete their quizzes in the classroom. This time, get students to grade their own quizzes. Advise them to be very honest since it will help them recognize potential problem areas and identify the corresponding strategies to solve them. Hand color pens out among students. Socialize the answers as a class. Finally, reward students by saying: *Congratulations!*

Glossary

Have students read the Glossary. Tell them to pay attention to specific elements in each definition. For example, they need to pay attention to see if the word is a noun, a verb or an adjective.

They also need to know if the words have synonyms or antonyms. Once you have clarified some possible doubts about the words, students can solve the Glossary Activities on page 97. Please, bear in mind that this page corresponds to page 72 in the teacher's guide.

Quiz Time



1. Look at the map and write the directions to answer the questions. Pay attention to the silhouettes.



a. How can I get to the stadium?

Walk...

Answers may vary.



b. How can I get to the church?

Answers may vary.



c. How can I get to the botanical garden?

Answers may vary.

2. Look at the map and write the location of the places. Use the Word Bank.

Word Bank

- between
- across from
- next to
- behind
- on the corner of

- a. There is a square between the parking lot and the church.
- b. There is a drugstore on the corner of First Avenue and Peter Street.
- c. There is a church across from the square.
- d. There is a police station next to the restaurant.
- e. There is a bank behind the hospital.

3. Read the conversation and circle the correct options.

Man: Excuse me, _____ any museums near here?

- a. • there are • **are there** • there aren't

Officer: No, _____ any museums in the city.

- b. • there isn't • **there aren't** • there are

Man: Mmm, _____ a zoo near this place?

- c. • there is • are there • **is there**

Officer: Yes, _____ one across from the park.

- d. • there isn't • there are • **there is**

Man: How can I _____ there?

- e. • run • **get** • walk

Officer: Walk two blocks and turn _____.

- f. • corner • **right** • straight

Self-Evaluation

Now I can...

- identify places in the city.
- ask for and give information about locations.
- give and follow instructions to get to a place.

Very Well

OK

A Little

Glossary

A-D

airport: n. area where airplanes land.

amazing: adj. fantastic. (syn. wonderful)

art gallery: n. a place for the exhibition of artistic paintings.

bank: n. a place where people get and save money.

biologist: n. a person who studies plants and animals.

block: n. a rectangular area in a city surrounded by streets. *Walk two blocks.*



botanical garden: n. institutions that exhibit plants, trees and flowers.

castle: n. a large building with fortified walls.

church: n. a place where people have spiritual ceremonies.

cook: n. a person who prepares food.

desert: n. arid and hot land with little vegetation.

doctor: n. a person who cures people.

driver: n. a person who drives a car.

drugstore: n. a place where people buy medicine.

E-L

fire fighter: n. a person who extinguishes fire.

fire station: n. a building for fire fighters.

gas station: n. a place where people buy gasoline.

get: v. to arrive. *How can I get to the hotel?*

grocery store: n. a mini market where people buy products.

help: n. cooperation. *Thanks for your help.*

hospital: n. a building where doctors cure people.

hotel: n. the place where tourists sleep.

island: n. area of land with water around it.

library: n. a place where people read and have access to books.

location: n. position of a place. *The castle is next to the square.*

M - R

mall: n. a building with stores where people shop.

map: n. representation of a region to locate places.

mechanic: n. a person who repairs cars.

metro: n. an electric train.

museum: n. a place for the exhibition of things.

parking lot: n. a public area where people park their cars.

police officer: n. a person who helps people and protects the city.

police station: n. a building where police officers work.

postal office: n. a building where people send and get letters.

postal employee: n. a person who delivers letters to people.

receptionist: n. a person who gives information at the hotel.

S - Z

sign: n. an image indicating the directions in a city.



square: n. a public place where people have social and cultural activities.

stadium: n. a large building where people watch and play sports.

statue: n. a large human or animal sculpture.

systems engineer: n. a person who operates and repairs computers.

teacher: n. a person who teaches a particular subject.

tech-shop: n. a building where people find technological elements.

tourist guide: n. a person who gives information about tourist places in a city.

tourism: n. the act of visiting other countries and cities.

train: n. transport system consisting of railway vehicles.

transport: n. a system of travelling and moving from one place to another.

tree: n. a woody plant with a trunk and branches.



work: v. to do physical or mental activity to earn money.

wonder: n. a beautiful and spectacular place.

zoo: n. a place with animals for public exhibition.

Colloquial Expressions

Awesome: fantastic.

I'm new in town: I'm new in this city.

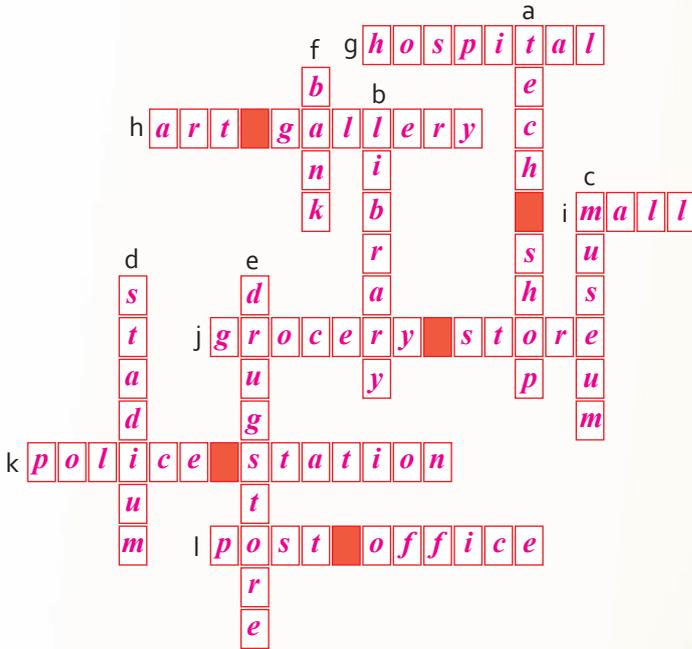
On the map: a famous place.

Sticks out a mile: a visible place.

Worth its weight in gold: a valuable place.

Glossary Activities

1. Answer the crossword puzzle.



Down ↓

A place...

- a. where people find technological elements.
- b. where people read and have access to books.
- c. for the exhibition of historical things.
- d. where people watch and play sports.
- e. where people buy medicine.
- f. where people get and save money.

Across →

A place...

- g. where doctors cure sick people.
- h. for the exhibition of artistic paintings.
- i. with stores where people shop.
- j. or mini market where people buy products.
- k. where police officers work.
- l. where people send and get letters.

2. Match the professions with their corresponding activities.

<u>g</u> biologist	a. delivers letters to people
<u>e</u> fire fighter	b. prepares food
<u>a</u> postal employee	c. teaches a particular subject
<u>h</u> systems engineer	d. repairs cars
<u>d</u> mechanic	e. extinguishes fire
<u>b</u> cook	f. gives information at a hotel
<u>f</u> receptionist	g. studies animals and plants
<u>c</u> teacher	h. operates and repairs computers

3. Unscramble the expressions to complete the dialog.

Tim: Welcome to Rio de Janeiro. I'm Tim, your tourist guide. Here, you can see this famous and visible building: Rio Sul. It's a business center and it's 163 meters high. It sticks out a mile (a. sisckt tou a meli)!

Tourist 1: Excuse me, is there a park in this city?

Tim: Yes, Tijuca is a National Park. There are beautiful animals, plants and trees. It's a valuable place for the city and the world, so it's worth its weight in gold

(b. rowth sit twghie ni dlog).

Tourist 2: Is there a beach near here?

Tim: Of course! Walk three blocks and turn right. You'll see the Copacabana beach. It's very famous. Everybody recognizes this place in the world. It's on the map (c. no eth pam).

Daily Routines 6



Skills

CEF Standards

Indicators

Listening
Comprehension

Can recognize specific information in oral texts dealing with people's lifestyles.

- Listens attentively to confirm people's activities.
- Listens and classifies verbs according to the final sounds.
- Uses the context to recognize idioms or colloquial expressions.

Reading
Comprehension

Can identify specific information in texts dealing with people's personality, routines and regular or common activities.

- Uses context clues and connectors of sequence to organize a text.
- Recognizes specific information in texts dealing with people's personality, routines and regular or common activities.

Oral
Interaction

Can talk about people's routines, lifestyles and regular or common activities.

- Asks for and gives information about people's regular or common activities.
- Uses *What about you?* to ask about people's activities.
- Uses idioms in informal conversations to describe people's routines on weekends.

Oral
Expression

Can interview a person about lifestyles.

- Asks for and gives information about people's daily routines, lifestyles, and regular or common activities.

Written
Expression

Can produce a short text about people's daily routines.

- Writes affirmative, negative and interrogative statements about peoples' daily routines.
- Writes his/her daily routine and uses connectors of sequence to organize ideas.

6 Daily Routines



► **General Objective**

You will be able to talk about lifestyles.

► **Communication Goals**

You will learn how to

- talk about routines and lifestyles.

► **CLIL**

- Routines
- Lifestyles
- Famous People

Vocabulary

- Words related to lifestyles
- Words related to personality

Grammar

- Simple Present tense

► **Idioms and Colloquial Expressions**

- *Jump out of bed*
- *Crawl out of bed*
- *Sleep like a log*
- *Spend quality time*
- *OMG*

► **Project**

Interview

You will interview a person to talk about his / her lifestyle.



Discuss:

- Look at these people. What lifestyle do they have?

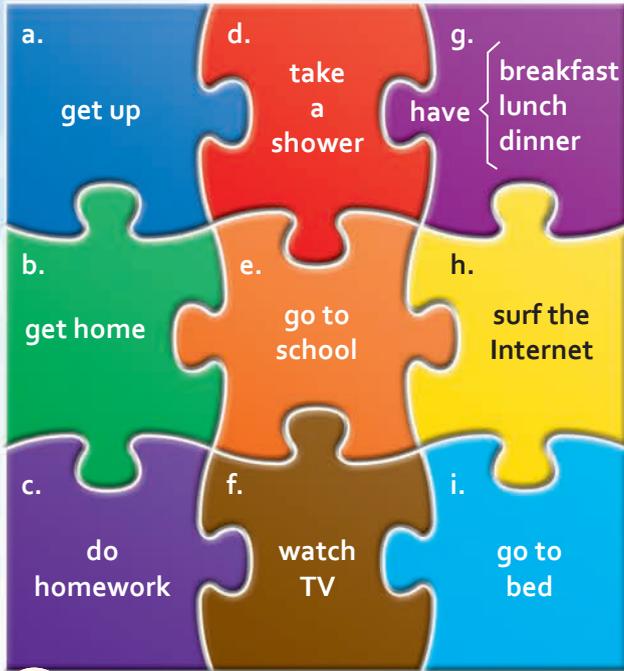




Lesson 1

A Regular Day

1. Match the actions with the pictures. Follow the color code.



2. Read the text and unscramble the words in parentheses. Then, listen and check.



Hi, I'm Harry and I live in South Kensington, London. I start school at 9:00 AM so I don't get up (teg pu) early. I usually get up at 7:00 AM and take (a. kate) a shower. I have cereal for breakfast at 7:30 and go (b. og) to school at 8:00 AM. I don't have (c. vaha) lunch at home; I eat at school. I finish classes at 3:30 PM and go home. In the afternoon, I do (d. od) homework and surf (e. frsu) the Internet. My parents don't study. They have a clothing store. In the morning, they get up early and go to work at about 7:00 AM. My mom and dad have lunch at home and then go back to the store until 5:30 PM. We have (f. vaha) dinner together but we don't go (g. og) to bed at the same time. They go to bed at 11:00 PM and I at about 10:00 PM.

3. Circle the option that applies to you.

You *Answers may vary.*

- a. I **get up** / **don't get up** early.
- b. I **have** / **don't have** lunch at home.
- c. I **take** / **don't take** a shower at 7:30 AM.

Your parents

- d. My parents **study** / **don't study**.
- e. They **get up** / **don't get up** early.
- f. They **work** / **don't work** until 5:30 PM.

You and your parents

- g. We **watch** / **don't watch** TV together.
- h. We **go** / **don't go** to bed at the same time.
- i. We **play** / **don't play** video games.

Key Expressions

At about: approximately



Lesson 1

A Regular Day

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable students to talk about people's routines.	<ul style="list-style-type: none"> Identifies people's activities. Asks for and gives information about people's daily routines. 	<p>Vocabulary Get up, take a shower, have lunch / breakfast / dinner, get home, go to school, surf the Internet, do homework, watch TV, go to bed</p> <p>Structures Simple Present tense to talk about routines</p>	<ul style="list-style-type: none"> Using "What about you?" to ask about people's activities

▶ WARM UP (books closed) **L V I**

Before students show up, write these 10 scrambled colors on the board (*yollew, bule, ongrae, bwron, geern, rde, pplure, vleiot, bcalk, gery*). Get them to work in pairs and invite them to participate in the game Unscramble the Colors! Allow enough time for the completion of the task while you go around providing help. Invite some volunteers to go up to the board to write the unscrambled colors. Congratulate them on their work!

▶ PRESENTATION 1 **L V K I**

1. Match the actions with the pictures. Follow the color code.

Call on a volunteer to read the instructions and ask them to do the task following the color code. Monitor their work. Socialize answers as a class. To help students internalize the new vocabulary, encourage some volunteers to mimic them for the rest of the class to guess the actions while you write them on the board. Take advantage and have them do some choral and individual drills of the expressions.

▶ EXTRA IDEAS

Encourage students to participate in a dictation game with the words from exercise 1. Let them know the idea is to complete the activities with their correct complement. Start by saying the word and then draw or pause to represent a gap or blank, for them to finish the expression: *Get _____; take a _____; have _____; go to _____; get _____; have _____; do _____; play _____; watch _____; surf the _____; have _____, go to _____*. The first one to finish shouts *Stop Writing!*

▶ PRACTICE **L V I** Track 65

2. Read the text and unscramble the words in parenthesis. Then, listen and check.

Focus students' attention on the Useful Expression box. Have students work in pairs and call on a volunteer to read the instructions. Encourage them to do the task without listening to the audio. Allow enough time for the completion of the exercise while you go around the classroom to provide help and guidance if necessary. Once they have done it, play the audio for them to confirm or write the correct information. Finally, have students cross-check answers with another pair of students before socializing them as a class. Praise them for their effort!

▶ PRESENTATION 2 **I L**

3. Circle the option that applies to you.

Start by asking students: *Do you get up early? Do you have lunch at home? Do you take a shower at 7:30 AM?* Then based on their answers go over the affirmative and negative forms (do – do not=don't). Call on some volunteers to read the instructions and the statements about them, their parents, and they and their parents. Make sure they do this exercise individually while you go around the classroom to see if they have any difficulty circling the options. Direct students' attention to the Reflect on Grammar box. Tell them we use the Simple Present tense to talk about routines. Make them notice the affirmative statements for the personal pronouns (I, you, we and they), and the use of the auxiliary for the negative statements, as in the examples given.

PRESENTATION 3 Track 66

4. Listen and complete the video chat with the auxiliaries *do / don't*.

Begin by asking students: *Do you like to chat? Do you chat with your friends? Do you chat with your family members? Is it good to chat? What is good about chatting? What are the advantages of chatting? How many people do you chat with?*

Invite students to take a look at the Useful Expression box and explain the expressions. Next, ask them to find the two expressions in the video chat (*OMG* is in Harry's 4th line and *spend quality time* is in Larry's 6th line). After that, get students to work in pairs and have them fill in the blanks in the video chat. Allow enough time for the completion of the task while you monitor their work; check spelling and provide help and guidance if necessary. Ask them to cross-check their answers with another pair of students and finish by socializing the answers as a class.

Draw students' attention to the Reflect on Grammar box. Make them notice the use of the auxiliary in the *yes/no questions* and the particular word order. Read the examples given. Similarly, refer students to the *wh-* questions with the auxiliary *do* and have them read the examples given.

EXTRA IDEAS

Ask these questions to review the vocabulary studied and the time expressions. Remind them to use short answers (*Yes, I do* or *No, I don't*) or to use the sentence structures taught according to the case:

Do you get up at 5:00 AM?

Do you take a shower at 5:30 AM?

Do you have breakfast at 6:00 AM?

Do you surf the Internet at 10:00 AM?

What do you do at school?

What do you do at home?

What do you do in the afternoon?

What time do you go to bed?

What time do you start classes?

What time do you have dinner?

APPLICATION

5. Answer ✓ the survey. Then, ask a partner.

Center students' attention on the Speaking Strategy. Ask them to read the example given. Then, have students work in pairs and invite them to practice following the example. After that, call on some volunteers to read both the instructions and the question in the survey. Make students realize that there are *yes/no questions* (a-d) that they should answer choosing one of the short forms?: *Yes, I do* or *No, I don't*. Likewise, make them notice that there are also *wh-* questions (e-g) that they should answer by choosing from the two time alternatives; otherwise they should give their specific time using the time preposition *at* + the hour. Now, invite students to answer the Regular Day Survey individually, and then to look for a partner to ask each other the questions.

Project Stage 1

Present Project Stage 1 by telling students that they will interview two famous or influential people. Then check the concept of interview in the Glossary on page 84. Go over the two steps and motivate them to do their best in this last project.



4. Listen and complete the video chat with the auxiliaries *do* / *don't*.



Harry:

- Hi, Diane. How are you?
- Fine. Do (a) you miss London?
- Really!!! Do (c) you have a different schedule?
- OMG! But do (d) you finish classes at 3:30 PM?
- What do (f) you do at home?
- Do (g) you spend quality time with them?
- That's good. And, what time do (h) you go to bed?
- I understand. You're tired. See you soon.

Diane:

- Hello, Harry! I'm fine. And you?
- Yes, I do (b). School life in Thailand is very different.
- Yes, I do. I get up at 6:00 AM. We start classes at 7:30 AM.
- No, we don't (e). We do homework at school, so I get home at 5:00 PM.
- I watch TV and then have dinner with my parents.
- Yes, sometimes we talk about my situation at school and their work.
- I usually go to sleep at 10:00 PM. Well, it's nice talking to you, but I have to go now.
- See you around. Bye.

Key Expressions

OMG: oh my God
Spend quality time: to share a good time

Reflect on Grammar

Simple Present Tense

Use it to talk about routines.

Affirmative		Negative		Yes/No Questions		
I		I		Do	you	Yes, I do . / No, I don't . Yes, we do . / No, we don't . Yes, they do . / No, they don't .
You	get up at 6:00 AM.	You	don't get up at 6:00 AM.	we	get up at 6:00 AM?	
We		We		they		
They		They		Wh- questions		
				What	do	- I surf the Internet.
				What time	you	- I get up at 6:00 AM.
					get up?	

5. Answer the survey. Then, ask a partner.

Answers may vary.

A Regular Day Survey

- a. Do you surf the Internet?
 Yes, I do. No, I don't.
- b. Do watch TV at night?
 Yes, I do. No, I don't.
- c. Do your parents get up early?
 Yes, they do. No, they don't.
- d. Do you and your parents spend quality time together?
 Yes, we do. No, we don't.
- e. What time do you have breakfast?
 at 5:30 AM at 7:30 AM
 other _____
- f. What do you do at home?
 watch TV do homework
 other _____
- g. What time do you go to bed?
 at 10:00 PM at 10:30 PM
 other _____

Speaking Strategy

Use "What about you?" to ask about people's activities.



Where do you have lunch?



I have lunch at home. What about you?

Project Stage 1

- Get in pairs and choose two famous and influential people.
- Find information about what they do at home, school or work on a normal day.



Lesson 2

Lifestyles

Vocabulary Strategy

Associate new language with familiar words to remember vocabulary.

1. Match the verbs with their complements.



a. work



c. play



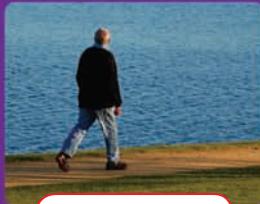
e. stay



g. travel



b. take



d. go



f. hang out



h. play

- b** 1. a nap
- c** 2. video games
- f** 3. with friends
- a** 4. at the office
- d** 5. for a walk
- h** 6. basketball
- g** 7. abroad
- e** 8. home



2. Listen to the conversation. Then, write the corresponding names below.

A Chat with Celebrities



TV host:

- Juanes, welcome to our show.
- Tell us, what lifestyle do you have?
- I see. And what about your wife? Does she have the same lifestyle?
- What does she do in the afternoons?
- Does she work?
- That's true. Let's talk about your children. You have three kids, right?
- Tell us about them.
- Juanes, thanks for your time.



Juanes:

- Thanks for the invitation. It's nice to be here.
- Hmm, I work and travel abroad from Monday to Saturday. I don't have a relaxed lifestyle.
- Well, Karen plays tennis and goes for a walk in the morning with the baby.
- She stays home with the kids. So, she has an active lifestyle, too.
- No, she doesn't. But, any mother has a lot of work.
- Yeah. They are Luna, Paloma and Dante, the baby boy.
- Luna and Paloma study in the morning. In the afternoon, Luna plays basketball, Paloma watches TV and Dante usually sleeps all day. He has a relaxed routine, ha ha ha.
- You're welcome.

a. Karen and the kids stay home.

b. Karen plays tennis.

c. Luna plays basketball.

d. Juanes travels abroad.

e. Dante sleeps all day.

f. Paloma watches TV.

Lifestyles

Planning			
Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will enable learners to talk about people's lifestyles.	<ul style="list-style-type: none"> Asks for and gives information about people's regular or common activities. Listens to and classifies verbs according to the final sounds. 	<p>Vocabulary Work at the office, play video games, stay home, travel abroad, take a nap, go for a walk, hang out with friends</p> <p>Structures The Simple Present tense to talk about regular or common activities</p>	<ul style="list-style-type: none"> Associating new language with familiar words to remember it vocabulary.

▶ WARM UP (books closed)

Start by writing the word *Lifestyles* and getting students to brainstorm actions about active and passive lifestyles. As they contribute, (with daily or regular activities, leisure and cultural activities learned in this and previous units) use a mind map to organize the information. Ask them: *Are you an active person? Are you a passive person? Do you have an active lifestyle? Do you have a passive lifestyle?* Congratulate them on their good work!

▶ PRESENTATION 1

1. Match the verbs with their complements.

Go over the Vocabulary Strategy. Call on a volunteer to read the instructions and get them to work in pairs to do the activity. Go around the classroom to provide hints that can guide them to complete the task. Have them cross-check answers with another pair of students before socializing them as a class. Do some choral drills. Praise them verbally by saying: *Wonderful!* or *Excellent!*

▶ EXTRA IDEAS

Write down the activities from exercises 1 in lessons 1 and 2 on pieces of paper. Cut them out dividing the action from its complement. Invite students to participate in a Matching Game. Tell them they have to join the verbs with their complement. Divide the class into two teams, A and B, and give each team a set of cards. Ask them to match the verbs with their complements and mimic them by using both their prior knowledge and the information given. Once they have done it, reward the teams with a warm round of applause. Take advantage and have them do some choral and individual drills.

▶ PRESENTATION 2 Track 67

2. Listen to the conversation. Then, write the corresponding names below.

Invite students to take a look at the heading: *A Chat with Celebrities*. Remind them of the Key Expression *VIP* and the celebrities studied in unit 1. Invite students to mention three celebrities.

Do picture exploitation: *Who is the celebrity? Who is the host?* Let students know that as the objective of the exercise is to identify the people and their routines, they should pay special attention to both their names and to the activities. Make students realize that even though celebrities have active lifestyles, they also have normal routines and spend quality time with their family. Then, get them to recall the family member words. Teach them the use of *kids* to refer to the children of a couple. Now, play the audio twice for students to identify the information individually. Ask them for the names of Juanes' wife, daughters and son. Check the answers as a group.

PRACTICE

3. Use the verbs in parenthesis to complete the texts about Will Smith and Jaden Smith.

Center students' attention on the first two columns of the Reflect on Grammar box and make them aware of the use of Simple Present tense to talk about regular or common activities. Make them notice the third person singular subject pronouns and the conjugation: *-s/-es/-ies/* as in the examples given. Continue with examples relevant to students' context. After that, emphasize the use of the auxiliary verb for the third person singular in negative form. Finally, invite students to go back to Juanes' interview and identify the activities his family does in the chart.

Now, ask students to take a look at the pictures. Encourage them to say their names, to describe them and to define the relationship between both of them. Call on a volunteer to read the instructions. Next, encourage students to work in pairs to complete the text with the correct conjugation of the verbs in parentheses, as shown in the example. After that, ask them to compare their answers with another pair of students and finish by socializing them as a class.

EXTRA IDEAS

Write the base form of some verbs studied on the board. Challenge them to come up to the board to write the verb in the Simple Present form for the third person singular.

4. Organize the questions and answer them. Then, ask a partner.

To prepare students for the exercise, ask them to go back to Juanes' interview and identify some questions with their corresponding answers for students to notice the word order when asking and answering questions. Focus students' attention on the two last columns of the Reflect on Grammar

box and make them aware of the use of the auxiliary *does* in the *yes/no* and *wh-* questions, as in the examples given, as well as the answers. Write examples relevant to students' context. Likewise, stress that for *wh-* questions, they should give a complete answer with the verb in the third person singular.

Now, encourage students to work individually to organize the questions and then, to answer them. Allow enough time for the completion of the exercise while you go around the classroom to see if they have any sentence structure or spelling difficulty and provide help. Finally, invite them to ask a partner. Congratulate them by saying: *Great!*

APPLICATION Track 68

5. Listen and classify the verbs according to the final sound.

Let students know that the final sounds of the conjugations in third person are different. Play the audio once to identify the three final sounds. Then play it as many times as necessary for students to classify the verbs according to the final sound. To help students internalize the sound, have them do some choral and individual drills of the whole set of words.

Project Stage 2

Tell students there is a socialization of their interviews with two famous characters in the Share Your Project section. Mention that they will continue working in pairs. Make sure all the students have already chosen the famous people and found information about what they do at home, school or work on a normal day. Go over the three steps. Monitor their work. Check their questions constantly.

Reflect on Grammar

Simple Present tense

Use it to talk about regular or common activities.

Affirmative		Negative		Yes/No Questions			
She		She		Does	she	work?	Yes, she does . / No, she doesn't .
He	goes for a walk.	He	doesn't go for a walk.	Does	he	work?	Yes, he does . / No, he doesn't .
It		It		Does	it		Yes, it does . / No, it doesn't .
Use -s/-es/-ies/ in third person		In negative sentences the verb doesn't change.		Wh - questions			She stays home.
study	She studies			What does she do in the afternoons?			
watch	He watches						
take	It takes						

3. Use the verbs in parentheses to complete the texts about Will Smith and Jaden Smith.



My son, Jaden, **gets up** (get up) at 7:00 AM, **has** (a. have) breakfast and then **goes** (b. go) to his school: New Village Academy. He **gets** (c. get) home at 3:30 PM and **takes** (d. take) a nap. On weekends, he **surfs** (e. surf) the Internet, **watches** (f. watch) TV, **plays** (g. play) video games and **hangs out** (h. hang out) with his friends.

My dad is my role model. He is an actor and a businessman. He **travels** (a. travel) a lot, so he **doesn't stay** (b. not stay) home. He is a busy man and he **doesn't get up** (c. not get up) late. In his free time he **goes** (d. go) to the gym, **plays** (e. play) basketball and **takes** (f. take) a nap. He **doesn't hang out** (g. not hang out) with his friends frequently.



4. Organize the questions and answer them. Then, ask a partner.

- a. go for a walk /in her free time /does /your mom/?
Q: **Does your mom go for a walk in her free time?**
A: _____
- b. in his free time/ surf the Internet /does /your dad/?
Q: **Does your dad surf the Internet in his free time?**
A: _____
- c. play soccer /your brother /in his free time /does/?
Q: **Does your brother play soccer in his free time?**
A: _____
- d. /do /your family /does /what /on weekends/?
Q: **What does your family do on weekends?**
A: _____



5. Listen and classify the verbs according to their final sound.

/S/

works

takes

S

/IZ/

watches

practices

/Z/

does

plays

- practices
- does
- watches
- plays
- ~~works~~
- takes

Project Stage 2

- Find information about what your famous character does in his/her free time.
- Write sentences about your character's lifestyle.
- Prepare a set of questions to interview your partner.

E.g. *Will Smith goes to the gym in his free time.*

E.g. *Does he/she travel abroad?*



Lesson 3

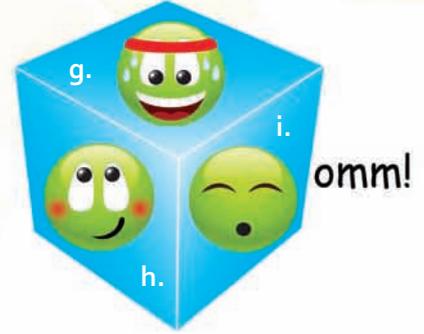
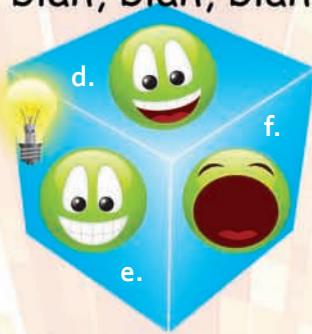
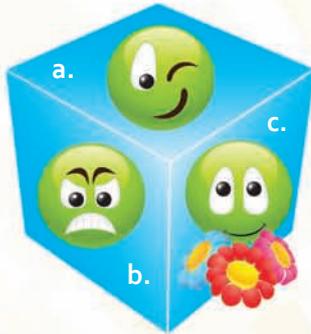
A Hairy Routine

Vocabulary Strategy

Analyze the parts of words to guess their meaning.
E.g. talkative = talk + ative.

1. Match the faces with the corresponding personality adjective.

blah, blah, blah



a friendly

e creative

h shy

g energetic

b aggressive

i patient

d talkative

c lovely

f lazy



2. Read and organize the text from 1 to 5.

Reading Strategy

Identify context clues (connectors of sequence and specific activities) to organize the text.

The Dog Whisperer

1 Hi! I'm Cesar Millan. I'm from Mexico but I live in Los Angeles, California. I'm friendly and patient and I have a foundation: a dog psychology center with 40 dogs approximately. I rehabilitate dogs because sometimes they are aggressive, lazy and shy. I'm an energetic person. I practice sports and play with the dogs.

3 In the afternoon, I eat vegetables for lunch. I don't eat junk food. Then, I go to film my program *The Dog Whisperer* on Nat Geo channel until 5:00 PM. **After that**, I return to the dog center and meet Michael Mattes, the Foundation's designer. He creates the Internet web pages. He is talkative and very creative.

5 In my free time, I visit my children Andre and Calvin. They are lovely. We go for a walk on the beach or go to the movies. Andre invites me to play video games and Calvin usually watches a TV series and my program, of course! I love them so much. My children and my dogs are all my life.

2 And my routine? **First**, I get up at 4:30 AM, take a shower and walk my dogs in the morning. I don't usually have a big breakfast, just fruit and orange juice. **Then**, I walk to the Foundation with my favorite dog, Junior, and stay there until noon. I feed and train the dogs every day.

4 I get home at about 6:30 PM and talk to my children on the phone. Then, I check my agenda for the following day because I like organized schedules. After that, from 7:30 to 9:00 PM, I write articles about dogs for my magazine *Cesar's Way*. **Finally**, I go to bed very tired at about 11:00 PM.





Lesson 3

A Hairy Routine

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to identify specific information in texts about personalities and routines.	<ul style="list-style-type: none"> Identifies context clues to organize a text. Recognizes specific information. 	<p>Vocabulary Friendly, aggressive, creative, patient, shy, talkative, energetic, lovely, lazy Words related to routines</p> <p>Sequence connectors First, then, after that, finally</p>	<ul style="list-style-type: none"> Analyzing the parts of words to guess their meaning Identifying context clues (connectors of sequence and specific activities) to organize a text Using sequence connectors to join and order ideas

WARM UP (books closed)

Bring in some images of dog breeds like *the Beagle, Labrador Retriever, Boxer, Schnauzer, Great Dane*. Show them to students and ask: *What are they? Do you like dogs? Do you have a pet? What is its name?* Let them know that people say dogs are man's best friend and that some dogs are good company for children.

PRESENTATION 1

Pre-Reading

1. Match the faces with the corresponding personality adjective.

Refer students to the Vocabulary Strategy. Take the example given. Likewise, make them notice the parts in: creat + ive (a person who is inventive) aggress + ive (a person who is violent). Now, challenge them to find another pattern: friend + ly (a person who likes to hang out with friends/ spend time with friends) and love + ly (a person who is really nice). Then call on a volunteer to read the instruction and the words below the faces, and emphasize the fact that they are words we use to describe personality types. Next, get them to work in pairs to match the faces to the adjectives, while you go around to see if they have any difficulties and provide help if necessary. Finish by socializing their answers as a whole class. Finally, ask them to highlight or circle the sentences with personality adjectives in the text. Revise word order.

PRACTICE

While-Reading

2. Read and organize the text from 1 to 5.

Focus students' attention on the title of the reading. Teach them the definition of the word *whisperer* by using the Vocabulary Strategy learned in the previous exercise: *whisper + er = whisperer; a person who speaks very quietly*. Then, have them read the heading *A Hairy Routine* and relate it to the Dog Whisperer.

Next, direct their attention to the Reading Strategy. Challenge them to do a quick search to find the connectors of sequence which are in red and to underline the regular activities.

Since the idea is to organize the text by using connectors, advise students to pay attention to the order of the routines to arrange the text correctly. Then, make them relate the connector *first* with the ordinal number that goes at the beginning; *finally* with the end of a story; *then* and *after that* with a time line where *then* goes before *after that*.

Get students to work in pairs and call on a volunteer to read the instructions. Play the audio twice and give them enough time to complete the task. After that, encourage students to cross-check answers with another pair of students. Finish by socializing answers as a class and praise students by saying: *Fantastic!* or *Cool!*

▶ APPLICATION

Post-Reading

3. Read the article again and answer the following questions.

As the purpose of the reading is to identify details, remind students that they should scan the text, or read it moving their eyes quickly, paying attention to details such as names, family members, places, professions, regular activities, and physical appearances. Then, get students to recall the structure of *yes/no* and *wh-* questions to ask for specific information. Next, call on some volunteers to read each question aloud and identify the specific information asked in each of them. After that, read the instructions. Let them work individually. Get students to cross-check their answers with their partners and finish by socializing the answers as a class. To keep their motivation up, reward them by saying: *You're excellent readers!*

▶ PRESENTATION 2

Pre-Writing

4. Go back to the text and complete the following sentences with the connectors in red.

Call on some volunteers to read the instructions and sentences. Draw their attention to the connectors in red in the article and challenge students to quickly organize them. Get them to work in pairs and use the previously learned Reading Strategy by challenging them to complete the sentences without going back to the text, but rather, by using the context and the activities. As soon as they finish, encourage them to compare their answers with another pair of students. After that, ask them to go back to the article to confirm their answers or to write the correct connector of sequence. Finish by socializing answers as a class. Do not forget to congratulate students for their wonderful reading skills by saying: *You're brilliant! or Outstanding performance!*

▶ PRACTICE

While-Writing

5. Write your routine and use connectors of sequence to organize your ideas.

Call on a volunteer to read the instruction and immediately center students' attention on the Writing Strategy. Suggest that they can work in pairs and allow enough time for the completion of the task while you go around the classroom checking sentence structure and spelling when necessary. As soon as they finish, praise them by saying: *You're excellent writers!* Next, invite them to work with a partner and read each other's routine and correct possible mistakes. Go around the class listening to their exchanges and express your satisfaction at their discipline and good work!

Project Stage 3

Center students' attention on the Project Stage 3, getting them to work in pairs and letting them know this is the last chance they have to finish and add the last touches to their interviews. Go over the two steps and recommend that they check grammar structure and spelling. Emphasize that the interviewer/host should make eye contact, listen carefully to the guests, and ask interesting questions. Similarly, stress that the interviewee should also listen carefully to the host, add details to his/her answer and maintain eye contact. Finally, encourage them to exchange roles while you go around the classroom checking pronunciation.

3. Read the article again and answer the following questions.

a. Does Cesar have two children?

Yes, he does.

b. Does he film on Discovery channel?

No, he doesn't. He films on Nat Geo channel.

c. Where does he work?

He works in his foundation.

d. Why does he rehabilitate dogs?

Because sometimes they are aggressive, lazy and shy.

e. What time does he write articles?

He writes from 7:30 to 9:00 PM.

f. What does Michael Mattes do?

He creates the Foundation's Internet web pages.

g. What is Cesar Millan like?

He's friendly and patient.

h. What is Michael Mattes like?

He is talkative and very creative.

4. Go back to the text and complete the following sentences with the connectors in red.

a. *First*, I get up early, take a shower and walk my dogs.
 b. *Then*, I walk to the Foundation with my favorite dog.
 c. *After that*, I return to the dog center and meet Michael.
 d. *Finally*, I go to bed very tired at about 11:00 PM.

Writing Strategy

Use *First, Then, After that* and *Finally* to connect and give order to your ideas. Write a comma after the connector.

5. Write your routine and use connectors of sequence to organize the ideas.

In the morning: _____

In the afternoon: _____

Answers may vary.

At night: _____

Project Stage 3

- Add connectors of sequence to the sentences of stage 2.
- Practice the interview with your partner. Exchange roles.



Lesson 4

Do You Sleep Like a Log?



1. Listen and complete the conversations with the expressions in the Word Bank.

Sue: Hi guys. Thanks for agreeing to do the interview. Let's talk about your routine on weekends.

Mark: OK. When I hear the alarm clock in the morning, I get up quickly and **jump out of bed** (a). I'm an active person, so I go for a walk and then take a shower.

Alice: Well, it's difficult for me to get up quickly. When my mom calls me, I sleep for 10 minutes more and **crawl out of bed** (b). I'm a lazy person, you know?

David: Mmm, my hobby is sleeping. I don't get up in the morning. I **sleep like a log** (c) and get up at 12:00 PM. Then, I take a shower and go to the movies.

Sue: David, you sleep for about 12 hours! It's incredible!

Word Bank

- sleep like a log
- crawl out of bed
- jump out of bed



2. Match the above expressions a-c with the corresponding picture.



3. Interview a classmate and add the points to discover his/her lifestyle. *Answers may vary.*

1. What do you do when the alarm clock rings?
a. jump out of bed b. crawl out of bed
2. What do you do on Saturday?
a. get up early b. sleep like a log
3. What do you do on Sunday?
a. practice sports b. watch TV all day

Scale value
a = 2 points each b = 1 point each

Results
5 - 6 points = active lifestyle
3 - 4 points = relaxed lifestyle

Reflect on Values

	Always	Sometimes	Never
■ I have an active lifestyle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I spend quality time with my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I see my parents as role models.	<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

Do You Sleep Like a Log?

Planning

Learning Goals	Indicators	Key Vocabulary and Structures	Strategies
This lesson will guide students to use idioms in informal conversations about routines on weekends.	<ul style="list-style-type: none"> Uses informal language to describe people's personalities. 	Vocabulary <i>Jump out of bed</i> <i>Crawl out of bed</i> <i>Sleep like a log</i>	<ul style="list-style-type: none"> Using context to recognize idioms or colloquial expressions

WARM UP (books closed) L V I

Invite students to participate in a Mimicking Game. Encourage them to stand up, take a deep breath, and mimic the verbs sleep, jump and crawl. Give them some hints about how to do it by saying and writing on the board: *We do this when we go to bed* (sleep). *We do this when we get into the swimming pool* (jump), and *we do this when we are babies and we can't walk* (crawl).

PRESENTATION 1 L V Track 70

1. Listen and complete the conversations with the expressions in the Word Bank.

Call on a volunteer to read the instructions and the words in the Word Bank. As they already know the meaning of the action verbs, divide the class into three groups and assign each one an idiom. Encourage them to come up with a drawing of the colloquial expression while you go around helping them if necessary. Ask them to show the drawing, read the idiom aloud and stick it onto the board. Now, get students to work in pairs and challenge them to complete the conversations without listening to the audio. After that, play the recording as many times as necessary for students to confirm their answers or to write the correct expressions. Encourage them to compare their answers with the drawings of the colloquial expression and have them do some choral and individual drills.

Finally, wrap up by asking: *What idiom describes a lazy person?* (Crawls out of bed!) *What expression describes an active person?* (Jumps out of bed!) *What colloquial expression describes someone who sleeps very well?* (Sleeps like a log!) Again, have them reward themselves with a round of applause.

PRACTICE L V I

2. Match the above expressions a-c with the corresponding picture.

Invite learners to participate in a 10 second speed contest! Tell them they have 10 seconds to match the pictures to the expressions, write the idioms under each illustration and shout, *Stop Counting*, as soon as they finish. When one of them shouts, have him/her socialize his/her answers as a class. Do not forget to praise them for their wonderful work by saying: *Amazing!* or *Superb!*

APPLICATION L I M

3. Interview a classmate and add the points to discover his/her lifestyle.

Get students to work in pairs. Then, call on a volunteer to read the instructions. Invite them to ask each other the questions. Encourage them to discover their lifestyles by adding the points. Have them report their classmate's lifestyle (active or relaxed) to the class.

Reflect on Values L I

Get students to work individually and ask them to be very honest when reflecting on their values and making the choice among *always*, *sometimes*, or *never*. Highlight the importance of having an active lifestyle, spending quality time with their family, and seeing their parents as role models.

Gap Activity L V I I

Tell students they are expected to complete the table by asking each other questions based on the information each one has in their chart. Go around the classroom listening to students' questions and answers and check sentence structure, spelling and pronunciation if necessary.

Share Your Project

1. Discuss your experience. Check ✓ what you like about the project.

Invite students to reflect upon the experience of working together while developing the six projects. Make them realize that the purpose is to help them develop social and interaction skills that are essential for learning in a cooperative way. Then, focus students' reflection on the learning experience of role-playing an interview with a famous person in order to talk about his/her lifestyle. Take advantage to revise some idiomatical expressions and say: *I'm all ears! I take my hat off to all of you for your interesting and well-structured interviews.* Now, have them check what they liked about the project.

2. Read the text. Track 71

Make students notice that the purpose of the readings is to identify details or specific information. Suggest that they should scan the text by paying special attention to the details about the roles of the people involved in an interview: the interviewer and the interviewee. Ask them to raise their hands if the following questions apply to them: *Who are the interviewers? Who are the interviewees?* Suggest that they underline the interviewer's role in blue and the interviewee's role in red. Then, play the audio as many times as necessary, while you go around the classroom to provide help and guidance if needed.

3. Match the participants with the corresponding roles.

Call on some volunteers to read the instructions and the roles for both the interviewer and the interviewee. To facilitate the identification of the roles in the text, advise them to underline the word interviewer in blue and the interviewee in red in the first column of the matching exercise (a & b). Allow enough time for the completion of the task. Next, have them compare their answers with their classmates before socializing them as a class. Motivate students by drawing a smiley face ☺ or placing a tick ✓ next to the correct answers.

4. Give your Presentation.

Refer students to the Useful Expressions box and ask them to read those individually. Then, get them to do individual and choral drills of the expressions and take advantage to check pronunciation and intonation.

Encourage students to prepare an informal and comfortable setting for the interview. Suggest that they bring a vase with some flowers, some cushions, and perhaps a picture or a lamp to make the interviewee feel comfortable and give the audience an attractive and cozy environment. Recommend that students do their interview with confidence and enthusiasm. Stress that there is a connection between the Give your Presentation box and the Useful Expressions box. Get students to work in pairs and invite them to practice or rehearse their interview for about 5 minutes. Next, ask students to do some choral and individual drills of the communicative functions in the first column, and the corresponding expressions in the second one. Remember to correct pronunciation and intonation.

Remind students to set a good example and show respect by listening to their classmates' interviews attentively. Finally, remind them to praise their classmates' interviews with a warm: *Congratulations! Well done! or That was incredible!*

Share Your Project

1. Discuss your experience. Check what you like about the project.

Answers may vary.

Search for information



Write the questions



Practice the interview



2. Read the text.

An Interview

It is a conversation between two people (interviewer and interviewee) in which the participants get and give specific information.

Depending on the context, interviews are formal or informal. Informal interviews are usually relaxed and people talk about personal aspects of their lives.

Both the interviewer and the interviewee have particular roles in this interaction.

The interviewer or host...

- finds information about the person. This shows he/she is prepared and interested.
- uses his/her curiosity to ask interesting questions. This creates a funny and relaxed atmosphere.
- maintains eye contact. He/She is looking at the person's eyes.



- The interviewee or guest...
- listens carefully to the host. This shows respect and favors the interaction.
 - maintains eye contact.
 - adds details to his/her answers.

3. Match the participants with the corresponding roles.

a. An interviewer

a 1. uses curiosity to ask questions.

b 2. listens carefully.

b. An interviewee

b 3. adds details to the answers.

a 4. finds information about the person.

Useful Expressions

- **Hi/Hello/Good morning/afternoon.**
- **Welcome to...** (Name of the show).
- **Today we have a special guest. Let's welcome...** (famous person).
- **Right/Really?/Interesting/Awesome/Wow!**
- **Thanks for coming/Thanks for your time.**

Give your Presentation

- Say hello, introduce yourself and welcome the audience.
- Introduce the famous person.
- Show interest in the conversation.
- Say thank you and goodbye.



Game Bingo

1. Get in groups of 5 and choose a bingo card.
2. Get a piece of paper and divide it into nine little pieces.
3. Listen to your teacher and cover the actions she/he says.
4. When you cover all the pictures, say "Bingo."

Card 1



Card 2



Card 3



Card 4



Game Bingo



Games are used not only for fun, but for the useful practice and review of language lessons. Games that have a clear learning purpose motivate and engage students to learn the language in an enjoyable way. They also challenge learners to use the language in context as well as encouraging them to communicate and interact spontaneously in the target language. Finally, games constitute a welcome break from the usual routine of a language class.

Call on a volunteer to read the game instructions aloud.

1. Get into groups of 5 and choose a bingo card.

To organize the class into groups of five, ask students to number themselves from 1 to 5. Once they have done that, invite them to get into groups according to their assigned numbers.

2. Get a piece of paper and divide it into nine little pieces.

Encourage students to use recycled paper and a pair of scissors to make the covering cards. Recommend that they cut the cards according to the size of the pictures on the bingo cards.

3. Listen to your teacher and cover the actions she/he says.

To lower student's anxiety and facilitate the game, challenge them to recall the daily activities they do. Take advantage of the activity to check pronunciation, and then, have them do some choral and individual drills of the daily activities. After that, say that the purpose of the game is to promote language revision and to learn through healthy competition. There are no winners or losers, but rather effective and potential learners. Finally, let students know that you are the caller or the person who calls the activities. Now, invite students to pay attention to the daily activities you are going to name.

4. When you cover all the pictures, say "Bingo."

Remind them to be very attentive and honest when covering the activities you mention, to keep the board on a flat surface, and to make sure all members of the group have an equal opportunity to play the game.

EXTRA IDEAS

Alternatively, to promote both independent and cooperative learning, encourage the groups to choose a representative. Then, assign the group representatives the role of the caller who must call the activities. Likewise, inform students that Bingo has several patterns: the first is to cover the whole board; the second is the straight line; the third is the L; and the fourth one is the X. Then, for a more lively activity, suggest that they can decide what pattern to complete. Remind them to shout Bingo! as soon as they complete the pattern. Go around the class to see if they have any difficulty identifying the daily activities and provide help if necessary.

Quiz Time

Before the Quiz

Tell students the Quiz Time is a learning opportunity that lets them show and share their knowledge with their classmates and teacher. Remind them to bear in mind all the tips they got in the previous five sections before answering the quiz.

1. Listen and organize the routine from 1 to 6.

Then, write the time in each picture.

L **V** **M**  Track 72

Have students carefully observe the pictures and name the activities. Call on a volunteer to read the instructions. Tell them you will play the audio twice for them to organize and confirm the routine individually, without paying attention to the time. Next, let them know that you will play the audio another two times for them to write the time in each picture. As soon as they do that, invite students to compare answers with their classmates.

2. Read and circle the correct option. **L**

Make students recall the use of the Present Simple tense. Also, remind them of the verb endings. Call on some volunteers to read the instructions and the text aloud. Take advantage to check pronunciation. Then, advise students to read each sentence carefully and choose the correct option (either affirmative or negative) to complete the text. Allow enough time for the completion of the task while you go around the classroom to provide further help and guidance if necessary.

3. Complete the text with the connectors in the Word Bank. **L** **I**

Elicit the use of the connectors in the Word Bank to organize ideas. Now, call on a volunteer to read the instructions, the words in the Word Bank and the text aloud. After that, encourage students to work individually, and then, get them to cross-check their answers with their classmates'.

4. Match the column to organize the interview.

L **M**

Remind students that in an interview the interviewer asks questions and the interviewee replies to them and may also provide additional information. Then, recommend that students read each question carefully to easily find the corresponding answer. Next, call on some volunteers to read the instructions and the interview. Take the opportunity to check pronunciation and intonation. Allow plenty of time for students to do the activity. As soon as they finish, invite them to cross-check their answers with another pair's.

Self-Evaluation **L**

Recommend students to be as honest as possible. Recommend that they read the three aspects of the evaluation. Then, encourage them to complete the table silently and individually by choosing one of the three options. Do not forget to mention that you appreciate their honesty and learning effort!

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

This time, get students into groups of four to grade their own quizzes. Advise them to be very honest since it will help them identify problem areas. Hand out colored pens among students. Then, invite them to grade their quizzes by checking the correct answers and crossing out the incorrect ones while you socialize their answers as a class. Finally, reward students by saying: *You're excellent learners!*

Glossary

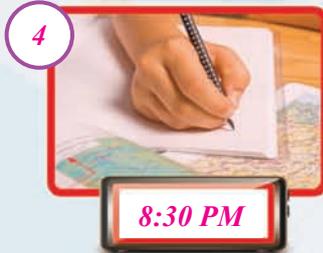
Have students read the Glossary. Tell them to pay attention to specific elements in each definition. For example, they need to pay attention to see if the word is a noun, a verb or an adjective. They also need to know if the words have

synonyms or antonyms. Once you have clarified some possible doubts about the words, students can solve the Glossary Activities on page 98. Please, bear in mind that this page corresponds to page 84 in the teacher's guide.

Quiz Time



1. Listen and organize the routine from 1 - 6. Then, write the time in each picture.



2. Read and circle the correct option.



Hi, I'm Alice and I live in Australia. I doesn't/don't (a) get up late. I get up / gets up (b) at about 5:15 AM, takes / take (c) a shower and have / has (d) breakfast with my son Mike. I works / work (e) all day and get home at about 7:00 PM.

Mike don't / doesn't (f) get up early. He get up / gets up (g) at 6:30 and go / goes (h) to school at 8:00 o'clock. In the afternoon he does / do (i) homework, watches / watch (j) TV and play / plays (k) video games. In the evening we has / have (l) dinner together. We doesn't / don't (m) go to bed before 10 PM.

3. Complete the text with the connectors in the Word Bank.

Word Bank

- Finally
- Then
- First
- After that



My name is Paula Rodriguez. On weekdays, my routine is very active and dynamic. First (a), I get up at 5:30 AM, take a shower and have a delicious breakfast. Then (b), I go to school. Classes start at 8:00 AM and end at 3:00 PM. I study and have lunch at school. After that (c), I get home, do homework and organize my school books for the next day. At night I play the guitar with my brother, and have dinner with my parents. Finally (d), I watch TV and go to bed at 10:00 PM.

4. Match the columns to organize the interview.

Teacher	Brian
a. OK, Brian, tell me. Do you get up early?	<u>c</u> No, I don't. I eat at my grandma's house.
b. Really? What time do you get up every day?	<u>f</u> Well, she surfs the Internet and watches TV.
c. Very early! And do you have lunch at home?	<u>a</u> Yes, I do. I jump out of bed.
d. What do you do on Saturdays?	<u>e</u> No, she doesn't. She is very lazy.
e. What about your sister, Giselle? Does she practice sports?	<u>d</u> I play basketball with my friends.
f. So, what does she do on weekends?	<u>b</u> I usually get up at 5:45 AM.

Self-Evaluation

Now I can...

- talk about routines.
- use connectors of sequence to organize a text.

Very Well



OK



A Little



Glossary

A-H

abroad: **adv.** out of the country. *I travel abroad on vacation.*



aggressive: **adj.** a person who is not friendly. (syn. rude)

atmosphere: **n.** a good place or situation.

clue: **n.** information that helps you find the answer to a problem.

creative: **adj.** a person who invents things. (syn. imaginative)

curiosity: **n.** ability to know or discover information.

energetic: **adj.** a person who is very active.

free time: **n.** time for hobbies or activities different from the routine.

friendly: **adj.** a person who is nice to other people. (ant. unfriendly)

get home: **v.** to arrive at one's house.

get up: **v.** to get out of bed.

go to bed: **v.** to go to sleep.

guest: **n.** a person who is invited to a show.

habit: **n.** a frequent activity.

hang out: **v.** to have fun with friends.

have breakfast: **v.** to eat in the morning. *I have breakfast at 6:15 AM.*

have dinner: **v.** to eat in the evening. *I have dinner at 7:30 PM.*

have lunch: **v.** to eat in the afternoon. *I have lunch at 1:00 PM.*

home: **n.** house.



host: **n.** the presenter of a program. (syn. interviewer)

I-P

influential: **adj.** a person who persuades others.

interview: **n.** a conversation between two people to get and give information.

interviewee: **n.** the person who answers questions in an interview.

interviewer: **n.** the person who asks questions in an interview.

kids: **n.** children.



lazy: **adj.** a person who is not active. (ant. energetic)

lifestyle: **n.** particular activities or habits. *I play sports and have an active lifestyle.*

lovely: **adj.** a person who inspires love and affection. *My mom is lovely.*

miss: **v.** to feel sad because a person is not present.

nap: **n.** a short sleep during the day. *I take a nap after lunch.*

patient: **adj.** a person who has the ability to wait. (syn. tolerant)

play: **v.** to participate in a game. *I play basketball and video games in my free time.*

puzzle: **n.** a game with different parts to organize.



R-Z

rehabilitate: **v.** to give good therapy.

routine: **n.** activities during the day.

shower: **n.** the morning bath. *I take a shower at 5:30 AM.*

shy: **adj.** a person who doesn't talk to other people easily. (syn. timid)

spend: **v.** to use up time. *I watch TV to spend my time.*

stay: **v.** to be in one place for a while. *I stay home on weekends.*

surf the Internet: **v.** to look for information on the web.

talkative: **adj.** a person who talks a lot.

tired: **adj.** not having energy. *I go to sleep when I am tired.*

travel: **v.** to visit other cities and countries.

unscramble: **v.** to organize.

video games: **n.** electronic games you play with hand controls.



Colloquial Expressions

Crawl out of bed: get up with difficulty.

Jump out of bed: get up quickly.

OMG: Oh my God.

Sleep like a log: sleep for a long time.

Spend quality time: to share a good time.





Unit 6

Glossary Activities

1. Match the verbs with their complements. There are 2 options for each verb.

a. go	<u> b </u> 1. lunch
b. have	<u> e </u> 2. up
c. take	<u> d </u> 3. basketball
d. play	<u> a </u> 4. to school
e. get	<u> d </u> 5. video games
	<u> a </u> 6. for a walk
	<u> c </u> 7. a nap
	<u> e </u> 8. home
	<u> b </u> 9. dinner
	<u> c </u> 10. a shower

2. Complete the text with the verbs in exercise 1. Use the pictures to help you.

This is my routine:

First, I  get up (a) at 7:00 AM

and  take a shower (b) at about 7:30.

Then, I  go to school (c)

and  have lunch (d) at 12:30 PM.

In the afternoon I  go for a walk (e)

and  play video games (f).

3. Read and check the correct option.

- a. I sleep all day and I don't play sports. I'm lovely. lazy. energetic.
- b. I don't talk to people. I'm friendly. shy. talkative.
- c. I invent things for school. I'm aggressive. patient. creative.
- d. When I eat in the evening, I have breakfast. lunch. dinner.
- e. I ask questions about routines. I'm an interviewee. interviewer. interview.

4. Complete the conversations with the correct colloquial expression.



a. On Sundays, I sleep for a long time and get up at 11 AM. I sleep like a log



b. It's difficult for me to get up. I hear the alarm clock and I crawl out of bed



c. I hear the alarm clock and get up quickly. I jump out of bed

Test Training C

Before the test

Let students know that there are different kinds of learners: visual, auditory and kinesthetic. While some students are good at memorizing words by listening to them, others are keen on combining verbal rehearsal with motor activities to learn them. When studying languages, some students find speaking easy, whereas others prefer listening activities, and others may prefer reading to writing. Emphasize that whatever the leaning style, the most important aspect of learning is achieving their learning goals. In addition to this, inform them that being conscious of the learning strategies presented and applied in the English lessons will help them become strategic and successful learners.

During the test

Listening Track 73

Listen to some information about a Natural Park.

Listen and complete the questions 1 – 5.

Listen to the information twice.

Direct students' attention to the Answer box and make them notice the five cells in the black column and the corresponding spaces for them to write their answers. Then, have them study the example. Next, make them notice that in this exercise they have several clues: the heading, visual images (wild animals, waterfalls and trees) and the context given by the zones in the park and the sentence fragments, which can help them recognize the answers more easily. Also, let students know they should use their prior knowledge to identify places and listen attentively to recognize locations, places to visit, warnings and professions. Now, have students read questions 1-5 in order to know that they are expected to write between 1 to 3 words to complete them. After that, tell them that while they listen to the oral text they should follow the information in the questions in order to be able to recognize the missing information quicker and more easily. Finally, play the audio twice for students to complete the task silently and individually.

Reading

Match the notices (A-H) with the correct place (6-10). For questions 6-10, mark the answers in the answer box.

Make students aware of the need to read the instructions carefully. Then, have them look over the exercise by scanning the eight notices (A-H). Tell them that this information will help them identify and recall the place where they can see or find those notices. Next, remind students to pay special attention to details such as numbers, letters, warnings, and activities you do or don't do in those places. Once

students have understood the purpose of the reading and the reading strategies to apply, draw their attention to the Answer box. Make them notice that there are 5 questions in the black column (starting with number 6 and finishing with number 10) and that each one has 8 options (A-H) of which they need to check one. Afterwards, have them observe the example. Now, make them aware of the importance of being silent during the reading activity to avoid disturbing their classmates' concentration. Finally, invite students to start reading and answering the questions individually.

Writing

Complete these e-mails.

Write ONE word for each space.

For questions 11-20, write the words in the answer box.

Begin by having students carefully read the instructions. Then, refer them to the Answer box. Ask them to observe that there are 10 questions in the black column (starting with number 11 and finishing with number 20) and that each one has the corresponding space to write ONE word. Next, have them study the example. After that, make them aware of the purpose of the writing task, which is to complete two e-mails by writing one word in the space given. To make students feel at ease, invite them to recall the *yes/no* and the *wh-questions* they asked when interviewing the famous characters to find out about their lifestyles and daily routines. Also, have students recall the action verbs and the complements used to refer to common or regular activities. Similarly, remind students to use the context given by both the questions and the answers in the e-mails. Finally, encourage them to start completing the e-mails silently and individually.

Speaking

Look at the pictures and ask your partner what time he/she does these activities.

Remind students that we use the Simple Present tense to ask about people's daily routines and lifestyles. Also, ask them to recall that in *wh-* questions with the auxiliary *do* they need to follow a particular order as it can be seen in the example given. Besides this, tell them they can use images to associate new language with familiar pictures in order to better remember vocabulary. Finally, encourage students to start asking each other questions about the activities shown in the pictures.

Test Training C

0	five
1	
2	
3	
4	
5	

Answer

Listening

Listen to some information about a natural park.
Listen and complete the questions 1-5.
Listen to the information twice.

THE WORLD NATIONAL PARK

Number of zones:

Green Zone 

Place to visit:

Red Zone 

Location:

Yellow Zone 

Places to go to:

Blue Zone 

Warning:

Orange Zone 

This person gives additional information:



Reading

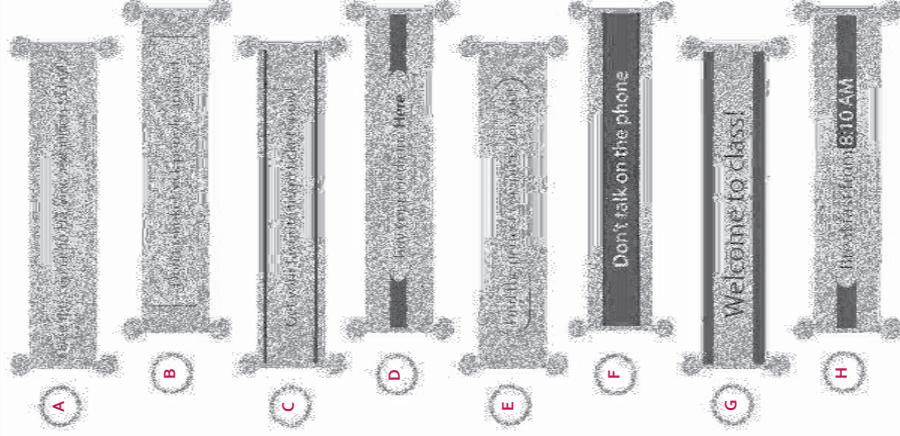
Match the notices (A-H) with the correct place (6-10).
For questions 6-10, mark the answers in the answer box.

Example:

0. Hospital

0	A	B	C	D	E	F	G	H
6	A	B	C	D	E	F	G	H
7	A	B	C	D	E	F	G	H
8	A	B	C	D	E	F	G	H
9	A	B	C	D	E	F	G	H
10	A	B	C	D	E	F	G	H

Answer



6. Drugstore

7. Tech shop

8. Museum

9. Hotel

10. School

Writing

Complete these emails.

Write ONE word for each space.

For questions 11-20, write the words in the answer box.

From: boy2000@pale.com
 To: susy15@ehome.com

Hi Susan! How are you in Jamaica? (10) *Do* you miss home? It's great to travel abroad and visit other countries. I have many questions for you. (11) _____ you study in the morning or in the afternoon? What time (12) _____ you finish school? I think your lifestyle is different now, right? For example, what (13) _____ people do on weekends? Your sister always writes "My active lifestyle" on Facebook. (14) _____ she play sports at school? What (15) _____ Katy do every day? I miss you a lot.
 Bye, Andres.

From: susy15@ehome.com
 To: boy2000@pale.com

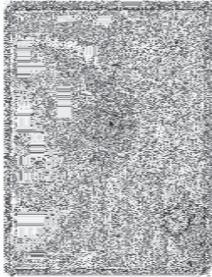
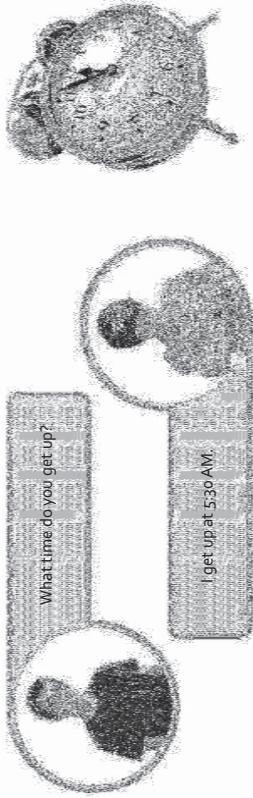
Hello Andres! I'm very happy here. Yes, you're right, life in Jamaica is different. I go to school at 9:00 AM, so I (16) _____ get up early in the morning. Classes start at 10:00 AM and end at 4:00. I (17) _____ have lunch at home. Now, I have it at the school cafeteria. The schedule is perfect, but there is a lot of homework. I (18) _____ hang out with my new friends in the afternoon, but I talk to them on weekends. My sister is a different story. She (19) _____ study at my school, so she has more free time. For example, she plays basketball after school. The Jamaican lifestyle is more relaxed. On weekends, people (20) _____ go to bed early; they walk around the city and dance. I love this place!
 Write to me soon, Susan.

Answer

0	<i>Do</i>
11	<i>Do</i>
12	<i>do</i>
13	<i>do</i>
14	<i>Does</i>
15	<i>does</i>
16	<i>don't</i>
17	<i>don't</i>
18	<i>doesn't</i>
19	<i>doesn't</i>
20	<i>don't</i>

Speaking

Look at the pictures and ask your partner what time he/she does these activities.



get up



go to school



do homework



have lunch



have dinner



go to bed

Gap Activity



Unit 1

STUDENT A

Stage 1

1. Your partner has a new identity. Identify it.
2. Ask personal information questions to guess your partner's identity.
3. Complete the form. *Answers may vary.*

Your partner



Andrew



Brian



Marcela



Catalina

PROFILE

Origin: _____

Age: _____

You are _____! (Name)

Telephone: _____

E-mail address: _____

Stage 2

1. Choose an identity.
2. Answer your partner's questions.



Origin: Holland
Telephone: 328574999
E-mail address: henk14@epal.com
Age: 14

Henrick



Origin: Holland
Telephone: 3685492745
E-mail address: ringo@netsky.com
Age: 30

Paul



Origin: Italy
Telephone: 713695489
E-mail address: donita@yoole.com
Age: 14

Donna



Origin: Italy
Telephone: 793638101
E-mail address: isa@zmail.com
Age: 40

Isabella



Unit 2

STUDENT A

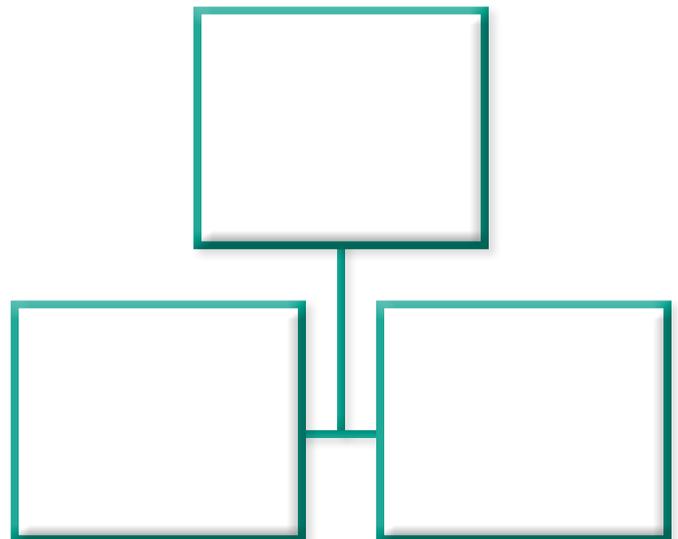
Stage 1

1. Describe the family tree. *Answers may vary.*
2. Answer questions when necessary.
 E.g. *The father is chubby. His hair is curly...*



Stage 2

1. Listen to the description.
2. Locate and draw each family member in the tree.
3. Ask questions to confirm information.
 E.g. *Is the father chubby?*



Gap Activity



Unit 3

STUDENT A

Ask your partner questions to complete the cultural agenda.



When is the ...?
What time is the...?

February–June Cultural Agenda

Event	Month	Date	Time
Reggae concert	February	Friday 1st	8:00 PM
Dance festival	March	Tuesday 15 th Thursday 17 th	9:00 AM
Movie club	April	2nd Weekend Monday 7 th	6:00 PM
Art exhibition	May	Tuesday 8 th Wednesday 9 th	4:30 PM
Theater festival	June	Friday 21st, Saturday 22nd Sunday 23rd	10:30 AM

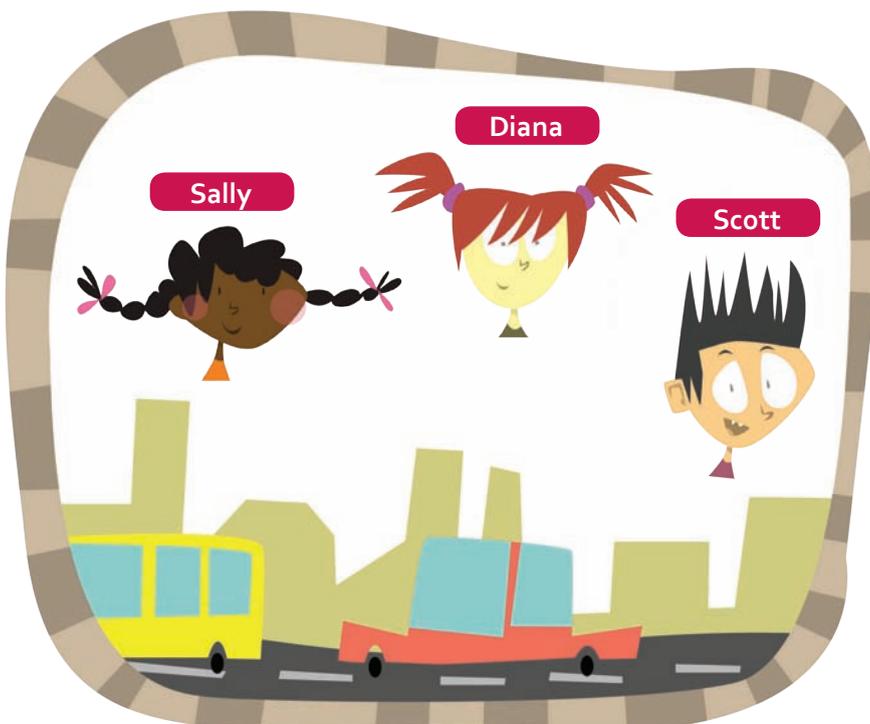
Find more information at www.whatsoninthecity.com



Unit 4

Student A

Draw these people doing different activities. Then, ask your partner to guess the activities.



Is Diana eating?



Answers may vary.

No, she isn't.



Gap Activity



Unit 1

STUDENT B

Stage 1

Answers may vary.

1. Choose an identity.
2. Answer your partner's questions.



Origin: Mexico
Telephone: 523695489
E-mail address: marc@mexpal.mx
Age: 14

Marcela



Origin: Mexico
Telephone: 562673459
E-mail address: cata@mxmail.com
Age: 40

Catalina



Origin: England
Telephone: 426954 718
E-mail address: boy20@netsky.com
Age: 20

Brian



Origin: England
Telephone: 423195489
E-mail address: andy@epal.uk
Age: 12

Andrew

Stage 2

1. Your partner has a new identity. Identify it.
2. Ask personal information questions to guess your partner's identity.
3. Complete the form.

Your partner



Henrick



Paul



Donna



Isabella

PROFILE

Origin: _____

Age: _____

You are _____! (Name)

Telephone: _____

E-mail address: _____



Unit 2

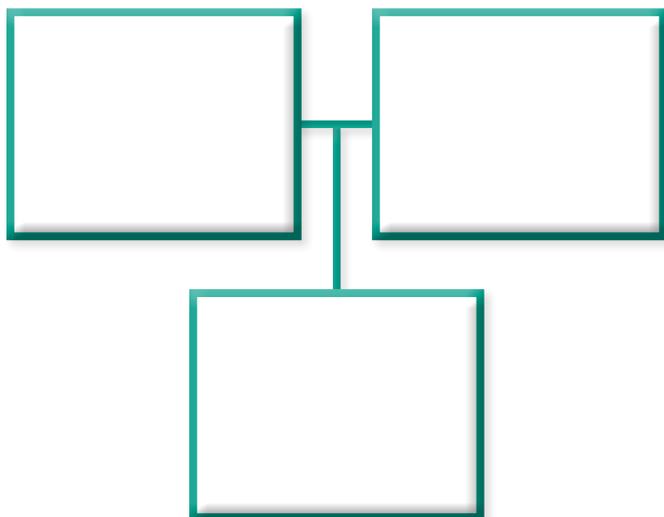
STUDENT B

Stage 1

Answers may vary.

1. Listen to the description.
2. Locate and draw each family member in the tree.
3. Ask questions to confirm information.

E.g. *Is the father chubby?*



Stage 2

1. Describe the family tree.
2. Answer questions when necessary.
E.g. *The mom is chubby. Her hair is short...*



Gap Activity

STUDENT A

- Ask for the directions to go to the following places: bank, hotel, square, stadium, city hall, fire station, school.
- Write the name of the place in the correct space.
- Answer your partner's questions.

Student A

Read the chart and ask questions to complete it. Use question words to help you.

What does...? What time does...? Does...?

Name	Time	Play sports	Lifestyle	Do homework on Sundays
Matt	gets up at 8:00 AM	<i>No</i>	stays home and surfs the Internet	<i>Yes</i>
Alison	has breakfast at <i>6:30 AM</i>	Yes <input checked="" type="checkbox"/>	<i>plays basketball and video games</i>	Yes <input checked="" type="checkbox"/>
Edward	takes a shower at 11:30 AM	<i>Yes</i>	goes for a walk and travels	<i>No</i>
Natalie	goes to school at <i>6:30 AM</i>	No <input checked="" type="checkbox"/>	<i>watches TV and takes a nap</i>	No <input checked="" type="checkbox"/>



Does Matt do homework on Sundays?



Hmm... he....

Gap Activity



Unit 3

STUDENT B

Ask your partner questions to complete the cultural agenda.



When is the ...?
What time is the ...?

February–June Cultural Agenda

Event	Month	Date	Time
Reggae concert	<i>February</i>	<i>Friday 1st</i>	8:00 PM
Dance festival	March	Tuesday 15th Thursday 17th	<i>9:00 AM</i>
Movie club	<i>April</i>	<i>2nd Weekend</i>	6:00 PM
Art exhibition	May	Monday 7th, Tuesday 8th Wednesday 9th	<i>4:30 PM</i>
Theater festival	<i>June</i>	<i>Friday 21st</i> <i>Saturday 22nd</i> <i>Sunday 23rd</i>	10:30 AM

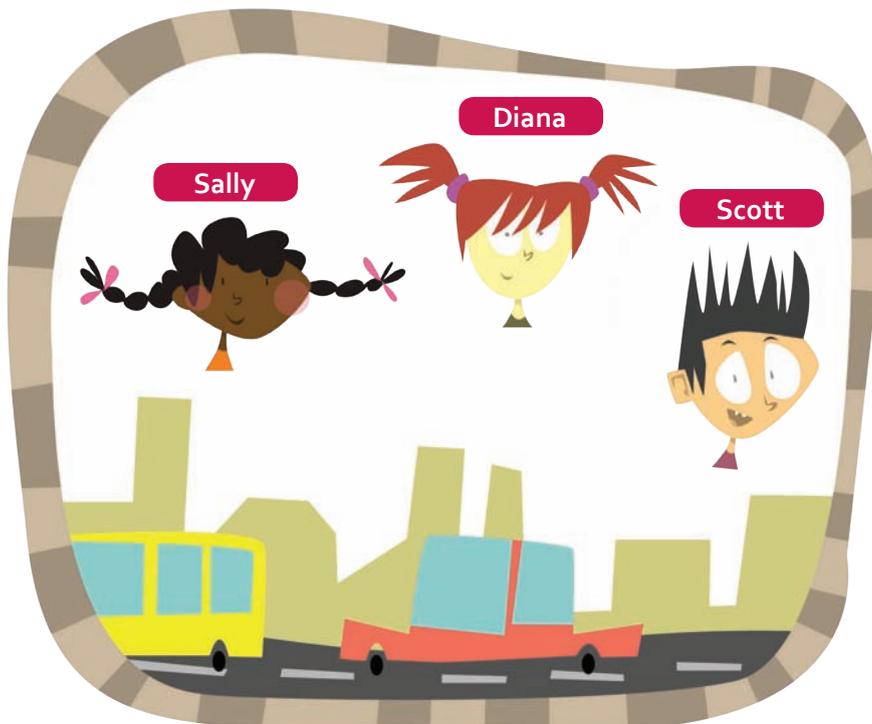
Find more information at www.whatsoninthecity.com



Unit 4

Student B

Draw these people doing different activities. Then, ask your partner to guess the activities.



Is Diana eating?

Answers may vary.



No, she isn't.

Gap Activity

STUDENT B

- Ask for the directions to go to the following places: art gallery, post office, museum, parking lot, airport, restaurant, church.
- Write the name of the place in the correct space.
- Answer your partner's questions.

Excuse me, is there a _____ in the city?

How can I get there?

Yes, there is a _____

Walk (2) blocks. Turn left/right. It's across from...

Student B

Read the chart and ask questions to complete it. Use question words to help you.

What...?

What time...?

Does...?

Name	Time	Plays sports	Lifestyle	Do homework on Sundays
Matt	gets up at <u>8:00 AM</u>	No <input checked="" type="checkbox"/>	<u>stays home and surfs the Internet</u>	Yes <input checked="" type="checkbox"/>
Alison	has breakfast at 6:30 AM	<u>Yes</u>	plays basketball and video games	<u>Yes</u>
Edward	takes a shower at <u>11:30 AM</u>	Yes <input checked="" type="checkbox"/>	<u>goes for a walk and travels</u>	No <input checked="" type="checkbox"/>
Natalie	goes to school at 6:30 AM	<u>No</u>	watches TV and takes a nap	<u>No</u>



What time does Matt get up?



Matt gets up at...



Audio Transcripts



Review Unit

Page 6

Exercise 4. Listen and complete the students' names.

Teacher: Good morning, I'm your English teacher and my name is Lyndsay Stewart.

Evelyn: Excuse me, miss. How do you spell *Stewart*?

Teacher: It's. S- T- E- W- A- R- T. Now, listen to your classmates' names, OK? What's your name?

Thomas: Good morning, my name is Thomas D i x o n.

Teacher: Can you repeat, please?

Thomas: Thomas – it's T-H-O-M-A-S

Teacher: Thanks Thomas. What's your name?

Evelyn: My name is Evelyn Jenkins.

Teacher: OK. How do you spell your name?

Evelyn: It's E-V-E-L-Y-N J-E-N-K-I-N-S

Teacher: Thank you Evelyn. Please continue.

Valery: Hi, I'm Valerie Barnes.

Teacher: Valerie with V, right?

Valery: Yes. V- A- L- E- R- I- E and Barnes is with B. B- A- R- N- E- S

Teacher: Thanks Valerie. Now let's finish with...

Zack: Good morning. I'm Zack Evans.

Teacher: Sack with an S?

Zack: No, miss Emily. It's with a Z. Z- A- C- K E- V- A- N- S

Teacher: Thank you Zack. Welcome to the school and to the English class. Now we will continue with numbers.

Page 7

Exercise 5. Listen and practice. Then, listen and circle the numbers you hear.

A. 0,1,2,3,4,5,6,7,8,9,10,11,12,13,14,15, 16,17,18,19,20,21,30,40,50,60,70,80, 90, 91,100, 101.

B. Listen and circle the numbers you hear. 0, 3, 6, 12, 16, 21, 60, 80, 91,101

Page 8

Exercise 8. Listen and complete the conversation. Use the Word Bank.

Boy 1: How do you say "pegante" in English?



Girl 1: I don't know.

Boy 2: Glue!

Boy 3: How do you spell that?

Girl 2: G - L - U - E



Unit 1

People Around Us

Lesson 1 Meeting New People

Page 10

Exercise 1. Listen and read.

Conversation 1

Teacher: Good morning! How are you?

Student: Good morning! Fine, thank you.

Teacher: How old are you?

Student: I am 12.

Conversation 2

Juan: Hello!

Michelle: Hi!

Juan: I am Juan. What is your name?

Michelle: My name is Michelle.

Conversation 3

Girl 1: Where are you from?

Girl 2: I am from Argentina.

Girl 1: What is your phone number?

Girl 2: It is 368985954.

Conversation 4

Teacher: Nice to meet you.

Student: Nice to meet you, too.

Page 11

Exercise 6. Listen and check the correct option to complete the sentences.

Scott: What's up? I'm Scott.

Alison: Hello, Scott. How are you?

Scott: I'm fine, thanks. And you?

Alison: Fine.

Scott: Hmm, Alison, where are you from?

Alison: I'm from France.

Scott: Hmm, where about?

Alison: I'm from Paris. Where are you from?

Scott: I'm from California. I'm American. How old are you?

Alison: I'm 13 years old.

Scott: Really? I'm 13, too. What's your phone number?

Alison: My phone number is 344 512 845

Scott: Hmm... 845, OK, thank you.

Alison: What's yours?

Scott: It's...

Lesson 2 Friends Around the World

Page 12

Exercise 1. Look at the words in bold and circle the one you hear.

Diana: Good morning! I am Diana. I'm Chilean. Hmm...

This is my host family.

This is Mr. Bernard. He is from **France**. He's 50 years old.

This is Mrs. Bernard. She is **Japanese**.

This is Alexis. He is my housemate. He's **Greek**.

This is Kate. She is from **England**. She's 16 years old.

Exercise 3. Listen and check true or false. Then complete the chart with the correct nationality.

- A. Justin Bieber is not American. He is Canadian.
- B. Mario Vargas Llosa is Peruvian. He is a famous writer.
- C. Emma Watson is not from England. She is French.
- D. Jet Li is not from Japan. He is a Chinese actor.
- E. Rafael Nadal is Spanish. He is a famous tennis player.

Page 13

Exercise 5. Complete the dialog. Use subject pronouns and the verb *to be*.

Joan: Guess! I am....

Pete: Hmm... You're Joan!

Joan: Yes, very good.

Pete: Hey, look at this picture!

Joan: Who is this?

Pete: This is Marco Vianchi. He's from Italy.

Joan: Oh, look! This is Marcie. She's 12 years old! She is very young.

Pete: Yeah. She's French. She's from Paris.

Joan: Paris?

Pete: Yeah! It's the capital of France!

Joan: Oh, Paris. Yeah of course. And who's...

Lesson 4 The World We Live In

Page 16

Exercise 3. Listen and complete the conversations with the expressions on the right.

A. Man: It's 10 dollars.

Boy: Thanks. I go Dutch with Annie. Here's 5 dollars.

Girl: And here's 5.

B. Teacher: This is the answer to the exercise.

Student: I am confused. It's very difficult. It's all Greek to me.

C. Boy: Mary is not 10 years old. She's 12.

Girl: That information is false. It's a Chinese whisper.

Quiz Time

Page 19

Exercise 1. Listen to the questions and check the correct answer.

- A. Hi, how are you?
- B. How old are you?
- C. Where are you from?
- D. What is your e-mail?



Unit 2 People I love

Lesson 1 This Is My Family

Page 22

Exercise 2. Listen and complete with the adjectives in exercise 1.

Mike: Look! My mom is over there.

Loren: Your mom? Is she tall?

Mike: No, she isn't. She is short and thin.

Loren: Oh, I see. She's pretty.

Mike: The tall woman is my aunt. Over there is my dad.

Loren: Hmm, what does he look like?

Mike: He is tall and chubby.

Loren: Ah...OK. So, the thin man is your uncle, right?

Mike: Yes. He is very athletic.

Loren: Are they your siblings?

Mike: Yes, why?

Loren: They are tall, but you're short!

Mike: Well, I am really young.

Loren: It's OK. You're a nice family.

Mike: Yes, and we are a big family.

Lesson 2 We Are All Different

Page 24

Exercise 1. Complete the sentences with the correct color.

Narrator:

- Her hair is long and blond.
- He is bald.
- His hair is short and gray.
- Her hair is straight and red.
- Her hair is wavy and brown.
- His hair is curly and black.

Exercise 2. Listen to the descriptions. Write the name in the corresponding box.

Narrator: In this photo you can see my friends. Clarice is French and is 17. She is very tall. She is 1.7 meters tall. She is chubby. She weighs 80 kilograms. Her hair is short, wavy and blond. Well, this is Susan. She is American and is 15. She is short. She is 1.5 meters tall and is thin. She weighs 45 kilograms. Her hair is long, curly and brown. Hannah is Dutch and is 16 years old. She is short. She is 1.6 meters tall and is thin. She weighs 60 kilograms. Her hair is long, straight and red. They are my best friends.

Page 25

Exercise 4. Look at the picture and complete the descriptions using the Word Bank.

Narrator: I live with my Uncle Pete and my siblings.

My Uncle Pete is thin. His hair is short, wavy and brown. His eyes are big and black. His nose is big. He is handsome.

My Sister Sandy is tall. Her hair is long, curly and blond. Her eyes are small and green. Her nose is big. She is pretty.

Emily and Emma are short. Their hair is long, straight and black. Their eyes are small and green. Their noses are big.

Lesson 3 Diverse Families

Page 26

Exercise 1. Look at the family groups and write the members for each family. Then, listen and check.

- A. Girl:** I live with my grandma, my grandpa, my mom, my dad and my brother.
- B. Boy 1:** I live with my grandpa and my mom.
- C. Boy 2:** I live with my grandma, my mom and my aunt.

Lesson 4 Keep An Eye On

Page 28

Exercise 2. Listen and complete with the expressions in exercise 1.

- A. Girl 1:** Mike is in Europe. You know the reasons, right?
Girl 2: No, tell me. I'm all ears.
- B. Woman:** Annie, I need to go to the supermarket. Please keep an eye on your brother.
Girl: OK, Mom. No problem.
- C. Man:** Are you busy?
Boy: Yes. I'm up to my neck with homework. Look! Math, science, geography.

Share Your Project

Page 29

Exercise 2. Listen and organize the text. Write numbers from 1 to 5.

Narrator: A Scrapbook

It is an album with pictures and information about important people for you. Follow the five steps below to create your scrapbook:

Step 1. Get the necessary materials. You need photos, paper, scissors, glue and markers.

Step 2. Use your imagination. Create a nice cover and decorate all the pages.

Step 3. Edit your writing. Correct your descriptions with your teacher or partners.

Step 4. Organize the information. Put the pictures next to the descriptions and present a neat album.

Step 5. Practice your presentation. Prepare the presentation of your family scrapbook at home.

Quiz Time

Page 31

Exercise 3. Who is Tom? Listen to the description and check the correct picture.

Tom is my brother. He is young and tall. He is 16 years old. He is really handsome. His hair is short and black. His eyes are big and brown. His nose is big.

Test Training A

Page 33

Listen to a conversation twice. For questions 1-5, check the correct answer.

Narrator: Example: The name of the girl is...

Marion: Good morning.

Receptionist: Good morning. Welcome to the International School. I'm Lucy. What's your name?

Marion: My name is: Marion Piet, /M-A-R-I-O-N - P-I-E-T-/

Receptionist: Nice to meet you, Marion.

Marion: Nice to meet you.

Narrator: 1. The girl is...

Lucy: Marion, this is the registration card. How old are you?

Marion: I'm 14 years old.

Lucy: OK.

Narrator: 2. The girl is from...

Lucy: You are very young. Where are you from?

Marion: I'm from France.

Lucy: Oh. You're from Europe.

Narrator: 3. The girl's phone number is...

Lucy: Now, please, what's your telephone number?

Marion: It's 315109889.

Lucy: Can you repeat that please?

Marion: Sure, 315109889.

Lucy: ...889. Thank you very much.

Narrator: 4. The man is a...

Jack: Excuse me, hello Lucy, how are you?

Lucy: Hello Jack. I'm fine, thank you. And you?

Jack: Fine thanks.

Lucy: Jack, this is Marion, a new student. Marion, this is Jack. He is a computer scientist.

Marion: Nice to meet you.

Jack: Nice to meet you too.

Narrator: 5. The man is...

Lucy: Marion, Jack is from France too.

Marion: Really! Where about?

Jack: I'm from Paris.

Marion: Wow, I'm from Paris too.

Narrator: Now listen again.



Unit 3

Leisure Activities

Lesson 1 What's on at the Cinema?

Page 37

Exercise 5. Listen to the radio program and complete the chart.

Host: What's up my friends? It's Frank on your favorite program, What's on. Today we have Charles White. He is the director of the Movie Club. Welcome Charles!

Charles: Hi, Frank and everybody. Thanks for the invitation. This weekend we have great movies for the fans.

Host: OK, Charles. What kind of movies exactly?

Charles: On Friday you can see *Jupiter Travelers*. It's a great English science fiction movie. It's at 4 o'clock.

Host: Good. What about action movies?

Charles: *Super Cars* is on Saturday, in the afternoon. It's at half past three.

Host: Is *Super Cars* an American Movie?

Charles: Yes, it is.

Host: What is the movie for this Sunday?

Charles: The movie is *The Wolf*. This is a French horror movie. It's at six o'clock.

Host: Thanks for the information Charles. What time is it?

Charles: Hmm, it's 10 o'clock.

Host: OK, my friends, it's time for a break. After the commercials we continue with...

Lesson 2 Cultural Events

Page 38

Exercise 2. Organize the conversation from 1 to 3. Then, listen and check.

Amy: When is Mary's birthday? Is it on November 7th?

Ben: Hmm, I think it's in October.

Tom: You're right. It's on October 12th.

Amy: Really? This is October. It's this weekend!
Ben: Let's go to the movies.
Tom: What about a play? I have four invitations for the Theater Festival.
Amy: Mary is fond of theater. What time is the play?
Tom: It's in the afternoon, at 3:00 o'clock.
Ben: That's good! And in the morning we go to the movies, right?

Boy 2: OK, what kind of movie is it?
Boy 1: Science fiction.
Boy 2: Really? I am fond of science fiction.



Unit 4 Street Life

Lesson 4 Are You a Culture Vulture?

Page 42

Exercise 1. Listen and complete the conversations with the expressions in the Word Bank.

- A. Boy:** Your sister is fond of art!
Girl: Yes, she is a culture vulture.
- B. Boy:** Let's invite Ted to the party!
Girl: Yes, he is always the center of attention. He is the life of the party.
- C. Girl 1:** Coldplay is on TV and the radio.
Girl 2: Of course, they are now the flavor of the month.

Quiz Time

Page 45

Exercise 3. Listen to four conversations and complete the chart.

Conversation 1

Boy: Let's go to the movies. *The Wolfman* is on Friday.
Girl: What kind of movie is it?
Boy: Horror!
Girl: Cool! What time is it?
Boy: At six o'clock.

Conversation 2

Girl 1: What's on at the cinema?
Girl 2: An action movie: *Transformers*
Girl 3: When is it?
Girl 4: It's on Tuesday at half past four.

Conversation 3

Girl: Mom, *Toy Story* is on at the cinema!
Mother: Is it an animated movie?
Girl: Yes it is. It is on Wednesday at half past eleven.

Conversation 4

Boy 1: Today is Friday. Let's go to the movies. *Inception* is at seven o'clock.

Lesson 1 What Are You Doing?

Page 49

Exercise 3. Complete the e-mail with the Present Progressive tense.

Narrator: Hello, Karen! I am writing from my new neighborhood. My friends are doing different activities today. Steve and Randy aren't walking the dog as usual. They are skating. Sally isn't talking on the phone. She is riding her bicycle. And Ben, well, he is playing soccer. What are you doing?
 Fred.

Exercise 4. Listen to the sounds and identify the action.

- A. What is Nick doing?
 B. What is Vanessa doing?
 C. What is Robert doing?
 D. What is Kathy doing?

Lesson 2 Street Fashion

Page 51

Exercise 3. Listen and complete the dialog.

Ted: Hi, I'm reporting on the Flea Market. Let's talk about clothes. What is this?
Vendor: These are clothes for special occasions. This is a blue scarf, this is a red skirt, and these are shorts.
Ted: Is that a new collection?
Vendor: Yeah, those are informal clothes for men. That is a brown coat, that's a hat and those are sneakers.
Ted: Are those sunglasses for boys or girls?
Vendor: Those are for boys, but I have some for girls, too.
Ted: Thank you. We invite all the TV viewers to visit this Flea Market. Now...

Lesson 4 Are You Working Hand in Glove?

Page 54

Exercise 2. Listen and complete with the expressions in exercise 1. Then, circle the correct meaning.

- A. Girl 1:** These are my new sneakers.
Girl 2: Everybody is wearing these sneakers. They are in fashion.
- B. Teacher:** Ann, is this your project? It's very interesting.
Boy: Well, it's a team project. I work hand in glove with Mark.
- C. Boy 1:** Look at Diane's homework!
Boy 2: Wow, that painting is great. I take my hat off to Diane!

Quiz Time

Page 57

Exercise 2. Listen and check what these people are wearing.

- David:** Hi, Carol, I'm looking for you. Where are you?
Carol: Hello, David. I'm walking in the park with Alison.
David: Hmm, what are you wearing?
Carol: I'm wearing a pink skirt and a purple coat.
David: I don't see you. Is Alison wearing a pink skirt, too?
Carol: No, she is wearing a yellow skirt and black boots. What are you wearing?
David: I'm wearing green jeans and a red cap.
Carol: Oh, yes. Look at me!

Test Training B

Page 59

Listen to the recording twice. For questions 1-5 mark A, B, or C in the answer box.

Narrator: Hi, I'm Rose from the International School. Welcome to our school fashion show. The first season is summer and Susan is wearing a fantastic cap. Annie is our second model. She isn't wearing a cap. She is wearing a beautiful hat. The next season is fall and Fred is wearing... hmmm, are those shoes? No, he isn't wearing shoes. He is wearing nice boots for walking.

Winter is the next season. Linda is wearing a white sweater and Brian is wearing... What is that? A jacket? No, he is wearing a gray coat. Finally, the last season is spring and we see Jenny wearing a nice skirt. This collection is...

Narrator: Now listen again.



Unit 5

Amazing Places

Lesson 1 Exploring The City

Page 62

Exercise 1. Listen and complete the conversation. Use the Word Bank.

Guide: Hi! I'm Diego, your tourist guide. Over there is an old statue. It's two hundred years old. It's next to the church.

Tourist A: Excuse me, are there any grocery stores around?

Guide: Sure, there is one between the restaurant and the tech-shop. Look! It's across from the parking lot.

Tourist B: Are there any parks in the city?

Guide: Well, there aren't any parks but there is a botanical garden on Green Street.

Tourist C: Excuse me, Diego. I need some money. Is there a bank near this place?

Guide: No, there isn't a bank near here but there is one in the mall. It's across from the post office or behind the movie theater.

Page 63

Exercise 5. Listen and check true or false.

Mark: Hi, how are you? My name is Mark Dale and I'm from London.

Clara: Hello Mark. I'm Clara, from Rome. Nice to meet you.

Mark: Nice to meet you too. This is Luis. He is from San Salvador.

Luis: Hello, Clara. What tourist attractions are there in your city?

Clara: Hi! Well, my city is very religious. There are two important churches, the Basilica Saint Giovanni

in Laterano and Saint Peter's Basilica. Also, there is a famous botanical garden: the Orto Botanico.

Mark: Very interesting! In London there are two famous castles: the Tower of London and the Windsor Castle.

There is also a popular stadium: Wembley Stadium.

Clara: What is that?

Mark: Wembley. W-E-M-B-L-E-Y.

Clara: What about your city Luis?

Luis: Mmm, there is a very nice place to visit: The National Zoo.

Clara: Are there any museums in San Salvador?

Luis: Yeah, there is a museum for Children: the Tin Marin.

Mark: That's a funny name.

Luis: Well, it isn't as difficult to pronounce as Wembley.

Lesson 2 How Can I Get To...?

Page 64

Exercise 2. Listen to the conversation and circle the directions you hear.

Tourist: Excuse me, officer. I'm new in town. How can I get to the stadium?

Officer: Go straight one block and turn left. Walk on Second Avenue two blocks and turn right. Walk one block, turn left and go straight one block. It's on the corner of Main Street and First Avenue.

Tourist: Thanks for your help.

Page 65

Exercise 3. Based on the map of page 64 fill in the blanks with correct directions. The starting point is the police station. Then, listen and check.

- A. Man:** I'm new in town, officer. How can I get to the airport?
Police officer: Walk on Royal Street two blocks. It's across from the school.
Man: Thank you very much.
- B. Man:** Excuse me, I'm lost. I need to go to the fire station.
Police officer: Walk one block. Turn left and go straight three blocks. It's on the corner of Main Street and Second Avenue.
Man: Thanks a lot. I really appreciate it.
- C. Woman:** Can you help me please? Where is the new hotel?

Police officer: Walk on Second Avenue one block and turn right. It is next to the bank.

Woman: Thanks for your help.

Exercise 4. Listen to two conversations, draw the directions and circle the final destination.

Conversation 1

Man: Excuse me, I'm new in town and I need your help.

Woman: Yes, tell me.

Man: How can I get to the...

Woman: Well, turn left and go straight one block. Turn left again and go straight two blocks. Don't turn left. Turn right and go straight one block. It's across from Central Park.

Man: Thank you very much, I really appreciate it.

Conversation 2:

Woman: Excuse me, I'm lost. How can I get to the...

Man: Mmm, don't go straight. There is an accident. Turn left and go straight two blocks. Turn right and go straight one block. Turn right and go straight two blocks. It's next to the square.

Woman: Thanks for your help.

Lesson 3 The Future City

Page 66

Exercise 1. Check what you know about Dubai. Then, listen and confirm.

- A. Dubai is a city located in Asia.
- B. It is famous for oil.
- C. You see artificial islands.

Lesson 4 Wonders of the World

Page 68

Exercise 1. Read the test and circle the correct answer. Then, listen and check.

Narrator: The Seven Modern Wonders Test

Part 1

Thanks for taking this online test. Please check all the answers to participate and win two travel tickets. The first three Modern Wonders of the World are in Latin America. Chichen Itza is a pyramid in Mexico. This wonder isn't in Guadalajara or Monterrey. It is in Yucatan. The second one, Machu Picchu or the "Lost City of the Incas," is in Peru and Christ the Redeemer

is a Brazilian statue in the city of Rio de Janeiro. The fourth Wonder, the Colosseum, is a European structure in Rome, the capital of Italy. The fifth Wonder, Petra, is an archaeological city in Jordan. It isn't located in Africa or Europe. It is located in Asia. The last two Wonders, the Taj Mahal and the Great Wall are in Asia too. The Taj Mahal is a beautiful monument in India and the Great Wall is 8,851.8 kilometers long. It is located in China. Now click on NEXT to continue...



Unit 6

Daily Routines

Lesson 1 A Regular Day

Page 74

Exercise 2. Read the text and unscramble the words in parentheses. Then, listen and check.

Harry: Hi, I'm Harry and I live in South Kensington, London. I start school at 9:00 AM so I don't get up early. I usually get up at 7:00 AM and take a shower. I have cereal for breakfast at 7:30 and go to school at 8:00 AM. I don't have lunch at home; I eat at school. I finish classes at 3:30 PM and go home.

In the afternoon, I do homework and surf the Internet. My parents don't study. They have a clothing store. In the morning, they get up early and go to work at about 7:00 AM. My mom and dad have lunch at home and then go back to the store until 5:30 PM. We have dinner together but we don't go to bed at the same time. They go to bed at 11:00 PM and I at about 10:00 PM.

Page 75

Exercise 4. Listen and complete the video chat with the auxiliaries *do / don't*.

Harry: Hi, Diane. How are you?

Diane: Hello, Harry! I'm fine. And you?

Harry: Fine. Do you miss London?

Diane: Yes, I do. School life in Thailand is very different.

Harry: Really!!! Do you have a different schedule?

Diane: Yes, I do. I get up at 6:00 AM. We start classes at 7:30 AM.

Harry: Oh my God! But do you finish classes at 3:30 PM?

Diane: No we don't. We do homework at school, so I get home at 5:00 PM.

Harry: What do you do at home?

Diane: I watch TV and then have dinner with my parents.

Harry: Do you spend quality time with them?

Diane: Yes, sometimes we talk about my situation at school and their work.

Harry: That's good. And what time do you go to bed?

Diane: I usually go to sleep at 10:00 PM. Well, it's nice talking to you, but I have to go now.

Harry: I understand. You are tired. See you soon.

Diane: See you around. Bye.

Lesson 2 Lifestyles

Page 77

Exercise 5. Listen and classify the verbs according to their final sound.

Narrator:

- takes
- does
- watches
- works
- plays
- practices

Lesson 3 A Hairy Routine

Page 78

Exercise 2. Read and organize the text from 1 to 5.

Narrator: The Dog Whisperer

Hi! I'm Cesar Millan. I'm from Mexico but I live in Los Angeles, California. I'm friendly and patient and I have a foundation: a dog psychology center with 40 dogs approximately. I rehabilitate dogs because sometimes they are aggressive, lazy and shy. I'm an energetic person. I practice sports and play with the dogs.

And my routine? First, I get up at 4:30 AM, take a shower and walk my dogs in the morning. I don't usually have a big breakfast, just fruit and orange juice. Then, I walk to the Foundation with my favorite dog, Junior, and stay there until noon. I feed and train the dogs every day.

In the afternoon, I eat vegetables for lunch. I don't eat junk food. Then, I go to film my program *The Dog*

Quiz Time

Page 83

Exercise 1. Listen and organize the routine from 1 - 6. Then, write the time in each picture.

Narrator: Hi, I'm Karen. I'm a student and this is my routine. First, I get up at eight o'clock AM. I don't get up early because I study in the afternoon. I have breakfast at half past eight, and then I play basketball at about nine. I go to school at a half past eleven and study until six PM. After that, I get home and have dinner. I do homework at eight thirty PM. Later, at about 9:00 PM I watch TV. Finally, I go to bed at about 10 PM.

Test Training C

Page 85

Listen to some information about a natural park. Listen and complete the questions 1-5. Listen to the information twice.

Narrator: Good morning and welcome to the World National Park. My name is John, the tourist guide of this wonderful place. Before we go around the park I want to give you some important information. There are 5 principal zones in the park. There are specific color flags in each zone, so you recognize them easily. The first zone has a green flag. It's the Green Zone. There is a beautiful botanical garden in this zone and you can see exotic plants and trees. The Green Zone is next to the Red Zone, the second zone. There are lions, elephants and animals from different countries in the Red Zone. Now, if you want to eat or buy presents, you can go to the Yellow Zone. In this zone there is a restaurant and a museum. The Blue Zone is over there. We are building a future tourist attraction in it: the Aquarium. But a warning, don't walk in this area because it is under construction. Finally, in the Orange Zone there is a receptionist who gives additional information about the schedules, transportation and costs. Just go straight and turn left. OK, so let's start the tour and enjoy your visit.

Whisperer on Nat Geo channel until 5:00 PM. After that, I return to the dog center and meet Michael Mattes, the Foundation's designer. He creates the Internet web pages. He is talkative and very creative.

I get home at about 6:30 PM and talk to my children on the phone. Then, I check my agenda for the following day because I like organized schedules. After that, from 7:30 to 9:00 PM, I write articles about dogs for my magazine *Cesar's Way*. Finally, I go to bed very tired at about 11:00 PM.

In my free time, I visit my children Andre and Calvin. They are lovely. We go for a walk on the beach or go to the movies. Andre invites me to play video games and Calvin usually watches a TV series and my program, of course! I love them so much. My children and my dogs are all my life.

Lesson 4 Do You Sleep Like a Log?

Page 80

Exercise 1. Listen and complete the conversations with the expressions in the Word Bank.

Reporter: Hi guys. Thanks for agreeing to do the interview. Let's talk about your routine on weekends.

Mark: OK. When I hear the alarm clock in the morning, I get up quickly and jump out of bed. I'm an active person, so I go for a walk and then take a shower.

Alice: Well, it's difficult for me to get up quickly. When my mom calls me, I sleep for 10 minutes more and crawl out of bed. I'm a lazy person, you know?

David: Mmm, my hobby is sleeping. I don't get up in the morning. I sleep like a log and get up at 12:00 PM. Then, I take a shower and go to the movies.

Reporter: David, you sleep for about 12 hours! It's incredible!

Educación General Básica - Subnivel Superior

ENGLISH



Level

A1.1 (Teenagers)
WORKBOOK - OCTAVO GRADO - EGB

Norma



Ministerio
de Educación

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Workbook**

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ADVERTENCIA

Un objetivo manifiesto del Ministerio de Educación es combatir el sexismo y la discriminación de género en la sociedad ecuatoriana y promover, a través del sistema educativo, la equidad entre mujeres y hombres. Para alcanzar este objetivo, promovemos el uso de un lenguaje que no reproduzca esquemas sexistas, y de conformidad con esta práctica preferimos emplear en nuestros documentos 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

- Personal Information
- Countries and Nationalities
- Personal Profiles

- Family Members
- Physical Appearance

- Types of Movies
- Cultural Events
- Famous Festivals

Goals

- You will learn how to
- greet formally and informally.
 - ask and answer personal information questions.
 - introduce someone.

- You will learn how to
- describe people's physical appearance.
 - ask and answer questions about physical descriptions.

- You will learn how to
- ask and answer questions about schedules.
 - ask for and give dates.
 - ask for and give the time.

Grammar

- Simple Present tense with the verb *To Be*

- Simple Present tense with the verb *To Be*
- Possessive Adjectives

- Prepositions of Time
- Wh-questions (what time / when)

Skills and Strategies

Vocabulary: learning expressions within communicative contexts to remember them

Grammar: following models to start practicing naturally

Reading:

- going back to the text to look for specific information
- activating previous knowledge to better understand a text

Writing: capitalizing at the beginning of a sentence, names, last names, the pronoun I, countries, cities, nationalities, abbreviations, and acronyms to have good spelling

Vocabulary: using diagrams to organize and memorize new vocabulary

Reading: using Venn diagrams to understand and organize the information in a text

Writing: using *and* to list attributes

Vocabulary:

- looking at the context to identify the correct preposition
- using imagery to remember new vocabulary

Reading: using images and key words to remember what you read

Writing: using mind maps to organize information before you write

UNIT 4



UNIT 5



UNIT 6



CLIL

- Street Life
- Clothes
- Famous Cities

- Places in the City
- City Maps

- Routines
- Lifestyles
- Famous People

Goals

- You will learn how to
- express what people are doing at the moment of speaking.
 - describe what people are wearing.

- You will learn how to
- identify places in the city.
 - ask for and give information about location.
 - give and follow directions to get to a place.

- You will learn how to
- describe routines and lifestyles.

Grammar

- Present Progressive tense
- Demonstrative Pronouns

- There is - There are
- Prepositions of Place
- Imperatives

- Simple Present tense

Skills and Strategies

Vocabulary: using pictures to remember new words
Grammar:

- using charts to remember spelling rules
- using *over here* when pointing out things that are near and *over there* when pointing out things that are far

Reading: going back to the text to check and correct information
Writing: using *so* to talk about the result or consequence of an action

Vocabulary: using maps to practice giving directions to get to places
Grammar: using visual references to understand the use of prepositions of place
Reading: inferring the meaning of unfamiliar words by analyzing context clues
Writing: using *but* to contrast ideas

Vocabulary:

- observing and analyzing the sequence of the actions to memorize them
- using the context to identify the missing words

Reading: skimming the text to find specific information
Writing: using a flow chart to organize the information before you write

3. Write the number.

- a. 57 = fifty-seven e. 41 = forty-one i. 99 = ninety-nine
 b. 35 = thirty-five f. 60 = sixty j. 21 = twenty-one
 c. 78 = seventy-eight g. 11 = eleven k. 300 = three hundred
 d. 92 = ninety-two h. 15 = fifteen l. 500 = five hundred

4. Look at the picture and answer the questions.



5. Answer the questions.
- E.g. How much is fifteen plus ten? $15 + 10 = 25$. It's twenty-five.
- a. How much is thirty-three plus twenty-eight? $33 + 28 = 61$. It's sixty-one.
 b. How much is thirteen minus five? $13 - 5 = 8$. It's eight.
 c. How much is six times twelve? $6 \times 12 = 72$. It's seventy-two.
 d. How much is twenty divided by four? $20 \div 4 = 5$. It's five.
- a. How many computers are there? two computers
 b. How many books are there? Ten books
 c. How many erasers are there? Six erasers
 d. How many markers are there? two magazines
 e. How many pencils are there? zero markers
 f. How many pairs of scissors are there? Five pencils
 g. How many pairs of scissors are there? Three pairs of scissors

Vocabulary Strategy

Relate the mathematical symbol with the operation.
 Plus = (+)
 Minus = (-)
 Times = (X)
 Divided by = (/)

Word Bank

- look
- listen
- spell
- practice
- read

1. Look at the pictures and complete the sentences. Use the Word Bank.

- a. Please, listen to the pronunciation and practice with your partner!
 b. Read the text and answer the questions!



- c. I'm sorry, I don't understand. How do you spell your name?



- d. Look at the picture to help you understand the new words!



2. Read and follow the instructions.

- a. Underline the words: students, teacher. Then, circle the names. (Sandr) and (Dani) are students. (Victor) is a teacher. They are at school.
 b. Match and write the names above with the picture.



1. Daniel



2. Victoria



3. Sandra

- c. Check the true sentence.

1. Sandra is a teacher 2. Victoria is a student 3. Daniel is a student

Meeting New People

1. This is the first day of the semester at the International School. Write the question to each answer.

- Ms. Bing: Good morning class!
 Students: Good morning Ms. Bing.
 Ms. Bing: How are you? (a)?
 Students: Fine, thank you.
 Ms. Bing: This year, we have a new student.
 Helen: My name is Helen. (b)?
 Ms. Bing: Welcome, nice to meet you.
 Tim: Tim, let's ask her some questions.
 Helen: I'm from Greece. (c)?
 Tim: I am from Greece too!
 Helen: I'm 10 years old. (d)?
 Tim: I'm 11. (e)?
 Helen: It's 5559745.
 Tim: My phone number is 245378.
 Helen: It is helen@vp.com (f)?



2. Based on the conversation. Complete identity cards for Helen and Tim. Then, complete yours.

Name: Tim (a)

Age: 11 (b)

Country: Greece (c)

Phone: 245378 (d)

E-mail: tim@vp.com

Name: Helen (e)

Age: 10 (f)

Country: Greece (g)

Phone: 5559745 (h)

E-mail: helen@vp.com

Name: _____

Age: _____

Country: _____

Phone: _____

E-mail: _____

Name: _____

Age: _____

Country: _____

Phone: _____

E-mail: _____

3. Read the greetings and write formal or informal below each one of the situations:

Good morning Mr. Smith!

Hi boys! See you around!

What's up?

Good afternoon Mr. Jones!

Good morning!

Hi Kate! How are you?

Good afternoon Mr. Jones!

a. _____
Formal

b. _____
Informal

c. _____
Formal

4. Complete the sentences with the correct form of the verb to be, am, is or are.

- Hello,
 I am (a) Tim. I am (b) from Athens. It is (c) the capital of Greece. I am (d) 12 years old. My phone number is (e) 2453789. I imagine you are (f) from Latin America, right? I guess you are (g) 11 or 12 years old. I think you are (h) a student. That's cool.

5. Read the chat and cross out five mistakes.

VP Chat Room

Jay: Hello. My name is Jay. What is your name?
 Ana: Hi, My name is / ~~are~~ Ana. How ~~are~~ / ~~is~~ you, Daniel?
 Jay: I am / ~~are~~ (a) fine, thank you. Ana, what is your phone number?
 Ana: It is / ~~are~~ (b) 2479612. And what's yours?
 Jay: It is 34-567333. Where ~~you're~~ / ~~are~~ you (c) from Ana?
 Ana: I am / ~~is~~ (d) from Argentina.
 Jay: Nice to meet you Ana.
 Ana: Nice to meet you too, Jay.

Write a message

Send

Lesson 3

Get in Touch with a VIP

1. Look at the pictures and complete the sentences.

- a. David Villa is a soccer player
- b. Jack Dorsey is a computer scientist
- c. Keira Knightley is an actress

Vocabulary Strategy
Associate occupations with famous people to help you understand the meaning of words.

Reading Strategy
To better understand a text, activate previous knowledge.

2. Read the sentences and guess if they are true (✓) or false (X).

- a. David Villa is from Mexico.
- b. David Villa is a soccer player in Spain.
- c. Jack Dorsey is American.
- d. Jack Dorsey is an actor.
- e. Keira Knightley is English.
- f. Keira Knightley is a computer scientist.

3. Now read the text and check your answers.

myfavoritevip.com

My favorite VIPs

My name is Helen and I have three favorite VIPs: a soccer player, a computer scientist and an actress.



This is Keira Knightley, the actress in "Pirates of the Caribbean." She is from London in England. She is 33 years old. She is sociable.



This is Jack Dorsey, the creator of Twitter. He is a computer scientist. He is 39 years old. He is from Missouri in the United States. He is creative.



This is David Villa. He is a soccer player in Spain. He is Spanish. He is 34 years old. He is athletic.

Now, I want to know about your favorite VIP. Write an e-mail to helen@vp.com.

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Reading



4. Complete the sentences and fill in the puzzle.

a. U N I T E D S T A T E S
 b. E N G L A N D
 c. A C T R E S S
 d. S C R I P T W R I T E R
 e. C R I T I C
 f. P A T H
 g. T A T T L E
 h. P L A Y E R

Clues

Across

- a. Jack Dorsey is from The ...
- b. Keira Knightley is from ...
- c. Keira Knightley is an ...

Down

- d. Jack Dorsey is a computer ...
- e. Jack Dorsey is ...
- f. David Villas is from ...
- g. David is ...
- h. David Villas is a soccer ...

5. Read the sentences and write the name of the VIP.

- a. This person is from England: Keira Knightley
- b. This person is creative: Jack Dorsey
- c. This person is 34 years old: David Villa
- d. This person is American: Jack Dorsey
- e. This person is sociable: Keira Knightley
- f. This person is a soccer player: David Villa

Reading Strategy
Go back to the text to look for specific information.

6. Complete the following sentences with "a" or "an".

- a. David Villas is a soccer player
- b. David Villas is an athletic person.
- c. Jack Dorsey is a computer scientist.
- d. Jack Dorsey is a creative person.
- e. Keira Knightley is a sociable person.
- f. Keira Knightley is an English actress.



This Is My Family

1. Match the syllables to form words. Write them in the list.

grand	pa	sis	hand
tty	ther	ma	fa
sib	some	pre	grand
bro	mily	ter	lings

a. _____ brother _____
 b. _____ family _____
 c. _____ grandma _____
 d. _____ grandpa _____
 e. _____ handsome _____
 f. _____ pretty _____
 g. _____ siblings _____
 h. _____ sister _____

2. Classify the adjectives into the correct category. Use the Word Bank.

Age

a. _____ old _____

b. _____ young _____

Height

c. _____ short _____

d. _____ tall _____

Weight

e. _____ athletic _____

f. _____ chubby _____

Word Bank

- athletic
- young
- short
- old
- tall
- chubby
- thin

3. Write the name in the right box according to the description (Robert, George, John).

My name is Charles. My grandparents are called Aaron and Claire. They are short and old. My mother's name is Julie. She is short and pretty. My father is called Robert; he is 40 years old. He is tall and chubby. Finally, my uncles are called George and John, they are both young. George is tall and athletic. John is tall and thin.

a. _____ John _____

b. _____ George _____

c. _____ Robert _____



4. Ann asks Charles questions about his family. Answer them according to the picture in exercise 3.



- a. Charles, are your uncles young? _____
Yes, they are
- b. Is your father thin and short? _____
No, he isn't.
- c. Is your mother tall? _____
No, she isn't.
- d. Are your grandparents short? _____
Yes, they are.
- e. Is your uncle George tall and athletic? _____
Yes, he is.

5. Read about Charlie's friends. Circle the correct words from the chart.

a.	are	is	am
b.	He	She	(They)
c.	am	is	are
d.	am	is	are
e.	(We)	He	She
f.	he	she	I
g.	am	is	are

I am Charlie. My friends _____ (a) very nice. I am 13 years old. _____ (b) am short, chubby and handsome. _____ (c) are Diane, Joseph and Richard. Joseph and Richard _____ (d) brothers. Joseph is 15 and Richard is 14 years old. They are tall and thin. Diana is 14, too, she _____ (e) pretty and short. We study at the same school. _____ (f) are sixth grade students. We _____ (g) very good friends.

6. Organize the questions. Then, answer them according to the chart.

a. tall / Steven / are / and / Ronda / ?
Are Steven and Ronda tall?

Yes, they are tall.

b. old / Amy / is / ?
Is Amy old?

Yes, she is.

c. and / are / Roger / thin / Amy / ?
Are Amy and Roger thin?

No, they aren't.

d. short / is / Amy / ?
Is Amy short?

Yes, she is.

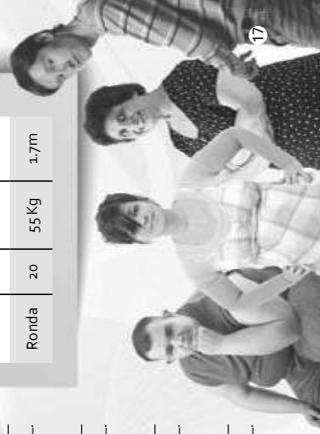
e. Roger / Ronda / young / are / and / ?
Are Roger and Ronda young?

Yes, they are.

f. Ronda / is / chubby / ?
Is Ronda Chubby?

No, she isn't.

Name	Age	Weight	Height
Roger	19	90 Kg	1.6m
Amy	68	100 Kg	1.5m
Steven	35	60 Kg	1.7m
Ronda	20	55 Kg	1.7m



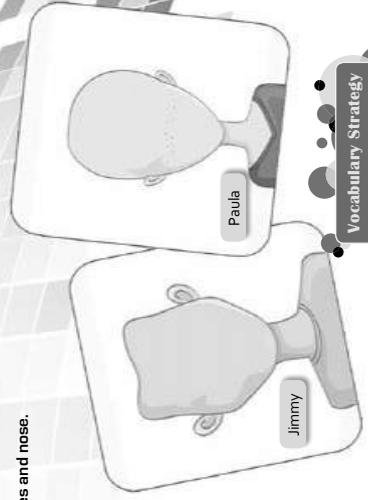
Lesson 2

We Are All Different

1. Draw Jimmy and Paula's hair, eyes and nose.

This is my English class. Here is Emily: er eyes are small and blue. Her hair is long, wavy and black. Here is Jimmy; his eyes are big and green. His nose is small. His hair is short, straight and blond. Look! they are the Smith brothers. Their hair is long, curly and red. Their eyes are small and brown. Over there is our English teacher. He is bald. His eyes are big and black. This is me; I'm Paula. My hair is long, wavy and black. My nose is big. My eyes are big and blue.

2. Underline the correct word.



Vocabulary Strategy
The context can help you to find the correct word.

This is a photo of my family. This is my mom. She / Her name is Mandy. She / Her (a) dad is my grandpa, José. He / His (b) is 70 years old. My grandma is Sophia. She / Her (c) is short and thin and she / her (d) hair is gray. This is my dad, Paul. He / His (e) is tall and handsome. They / Their (f) are my siblings. They / Their (g) names are George and Sandy. This is we / our (h) dog. It / Its (i) name is Snoopy. I / My (j) name is Fabian. I / My (k) am 11 years old. We / Our (l) are a very happy family.

3. Write the correct possessive adjective.

This is my (a) friend Diana and her (b) brother Carlos. They live with their (c) grandparents. Diane is tall; her (d) hair is long and brown. Carlos is short and his (e) eyes are blue. We study together at school. Our (f) teacher is Mr. Gonzalez. He is tall and his (g) hair is short and grey.

Word Bank

- her (xx)
- his (xx)
- my
- our
- their

Grammar and Vocabulary

4. Describe the people.



a. What does Nick look like?
He is young, thin and tall.
His hair is short, curly and black.
His eyes are small and black.
His nose is big.

b. What does Pam look like?
She is young, chubby and tall.
Her hair is long, wavy and blond.
Her eyes are small and brown.
Her nose is small.

c. What does Amy look like?
She is young, thin, and short.
Her hair is short, straight and black.
Her eyes are small and black.
Her nose is small.

d. What does Thom look like?
He is young, thin, and short.
His hair is short, straight and blond.
His eyes are small and brown.
His nose is big.

5. Now write about yourself.

I am _____, _____, and _____.
My hair is _____ and _____.
My eyes are _____ and _____.
My nose is _____.

Answers may vary



Lesson 3

Diverse Families

1. Look at the pictures and answer the questions.

- a. Is this family big? No, it isn't.
- b. Is this family diverse? No, it isn't.
- c. Where is this family from? They are from Mexico.
- d. Is this family small? No, it isn't.
- e. Is this family diverse? Yes, it is.
- f. Where is this family from? They are from Argentina.



a



b

2. Read the texts and match each family with a picture.

a. Monica's family
I'm Monica and I'm 11 years old. My family and I live in Acapulco, Mexico. My family isn't big, we are only three. Tomas is my father and he's very handsome. He is tall and chubby. His hair is wavy and short, and his eyes are small and brown. Helena is my mother. She is pretty, tall and athletic. Her hair is long, straight and black. Her eyes are small. I'm short, and my hair is also, long, straight and black. My eyes are black. My family is fantastical!

b. Ana's family
My name is Ana and I live with my big family in Buenos Aires, Argentina. We are seven in my family. My grandparents, Hector and Alicia, are old and short. Their hair is grey and their eyes are green. My father is Enrique. He is handsome, tall and thin. His hair is short and straight, and his eyes are big. My mother's name is Sara. She is young, pretty and short; her hair is long wavy and blond. Her eyes are big. My siblings are Jose and Mariana. Jose is 7 years old and he is short. His hair is short and brown just like my father's. Mariana is a little baby. She is only 1 year old and her hair is red and her eyes are blue. I'm tall. My hair is long straight and blond, and my eyes are blue. I really love my family!

Reading

3. Write M (Monica) or A (Ana) for each sentence according to the text.

- a. Her father is tall and chubby. M
- b. Her mother is young. A
- c. There are three in her family. M
- d. She lives with her grandparents. A
- e. There are seven in her family. A
- f. Her mother's hair is long, straight and black. M

4. Read the text again. Write the similarities and differences of the two families.

Fathers: TOMAS ENRIQUE

- Different
- a. chubby
 - b. wavy hair
 - c. small eyes

- Similar
- d. handsome
 - e. tall

Mothers: HELENA SARA

- Different
- a. tall
 - b. straight black hair
 - c. small eyes

- Similar
- d. pretty
 - e. long hair

Reading Strategy
Using Venn diagrams to understand and organize the information in a text.

5. Answer the questions according to the reading and the family pictures.

- a. What does Monica look like?
She is short. Her hair is long, straight and black. Her eyes are black.
- b. What does Ana look like?
She is tall. Her hair is long, straight and blond. Her eyes are blue.
- c. What do Alicia and Hector look like?
They are old and short. Their hair is grey. Their eyes are green.

Writing

1. Make a list of your friends from school. Write adjectives to describe them.

Description		Height and Weight	Hair	Eyes
Marco	tall, thin	short, straight brown	small, blue	
Lina	tall, athletic	long, wavy, black	big, black	
a.				
b.				
c.				

Word Bank

- Height: tall, short
- Weight: chubby, athletic, thin
- Hair: long, short, straight, wavy, curly, blond, brown, black, red
- Eyes: big, small, green, blue, brown

2. Use the information above to write sentences about your friends using the connector "and".

Eg. Marco is tall and thin. His hair is short, straight and brown. His eyes are small and blue. (height and weight) (hair) (eyes)

- a. _____
- b. _____
- c. _____

Writing Strategy

Use and to list attributes.

Answers may vary.

3. Write a paragraph about your friends using the information above.

These are my friends _____ and _____ (names)

This is _____ (name) _____ (height and weight)

_____ (hair) _____ (eyes)

This is _____ (name) _____ (height and weight)

_____ (hair) _____ (eyes)

This is _____ (name) _____ (height and weight)

_____ (hair) _____ (eyes)

Lesson 4
Keep an Eye On

1. Look at the pictures. Complete the colloquial expressions.



- a. Keep an e y e on _____
- b. I'm all e a r s _____
- c. I'm up to my n e c k _____

2. Match each situation with the correct colloquial expression from the exercise above.



- I'm very busy. **c**
- Pay attention to my bag. **a**
- Listen to me very carefully. **b**

3. Complete the following conversations with the most appropriate expression.

Karen: Hi Helen, are you busy?
Helen: Yes, I'm up to my neck. (a)

Karen: Sorry, I want to tell you about Susan.
Helen: Ok, I'm all ears. (b)

Karen: Let's go to the cafeteria.
Helen: Ok. Robert, please keep an eye on my computer. (c)

Robert: Sure, I'll pay attention to it.
Helen: Let's go Karen.



What's on at the Cinema?

1. Complete the cultural agenda using the information from the posters.



Radio Host: Welcome to our radio program! What's on at the cinema!

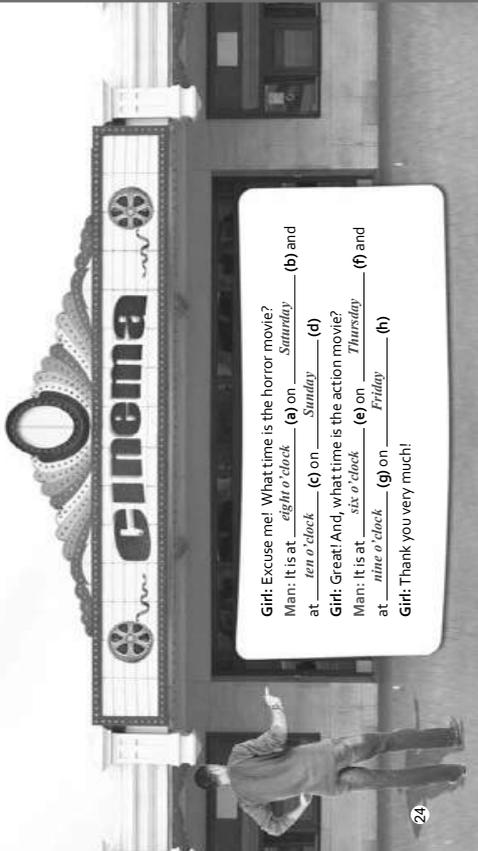
This week our Cinema Club presents some fantastic movies that you cannot miss!

You can see an animated movie. It's on Sunday (a) at ten o'clock and on Monday (b) at There is also a fantastic half past four. sci-fi (c) on Tuesday (d) and on Wednesday (e) at half past seven.

These are some of the movies for this week. Thank you my friends. Now, let us go to the commercials...



2. Complete the conversations with the correct time. Use the flyers from exercise 1.



Girl: Excuse me! What time is the horror movie?
 Man: It is at eight o'clock (a) on Saturday (b) and at ten o'clock (c) on Sunday (d)
 Girl: Great! And, what time is the action movie?
 Man: It is at six o'clock (e) on Thursday (f) and at nine o'clock (g) on Friday (h)
 Girl: Thank you very much!

3. Complete the conversations.



Teacher: Time for a break!
Students: What time is it?
Teacher: It's five o'clock (a).
Student: Wow, time flies by!



Boy: Excuse me sir! What time is it?
Man: It's twelve o'clock (c).
Boy: Thank you!



Girl: Mom, I'm late.
Mom: What time is your class?
Girl: It's at half past seven (d).
Mom: You should take a cab!



Student: Excuse me teacher! (e)
Teacher: What time is it? (f)
It's half past eight (g).

4. What's on TV this weekend? Complete the conversation with the correct preposition **on** or **at**.

Charlie: Ana, what's on TV this weekend?

Ana: Let me see. Hmm, on (a) Monday, we can see an action movie.

Charlie: What's it called?

Ana: It is called *Terminator Salvation*. And it is at (b) half past two.

Charlie: What about Tuesday and Wednesday?

Ana: on (c) Tuesday at (d) half past six, we can see a science fiction movie, *Avatar*, and on (e) Wednesday, a horror movie at (f) eight o'clock.

Charlie: No way! I prefer animated.

Ana: Oh, at (g) the weekend there is an animated movie.

Charlie: What's it called?

Ana: *Happy Feet 2*. It is at (h) half past two on (i) Saturday, and at (j) five o'clock on (k) Sunday.

Charlie: It sounds perfect!

Word Bank

- on
- at

Vocabulary Strategy

Look at the context to identify the correct preposition.



Lesson 2
Cultural Events



Photography exhibition (a)
on Saturday at 3:30



Food festival (b)
on October 23rd at 5:00



In February and March
theatre festival (d)



On Wednesday at noon
painting exhibition (e)

Word Bank

- Exhibition (2X)
- Festival (2X)
- Concert

Vocabulary Strategy
Use imagery to remember new vocabulary.

1. Label the posters with the correct cultural event. Use the Word Bank.

2. Read the sentences and complete the grammar conclusion. Use the Word Bank.

- This year starts with the theatre festival in February and March. (use in for months).
- The food festival this year is on October 23rd (use on for dates).
- The concert is in the afternoon (use in for long periods) at five o'clock (use at for a specific time).
- The painting exhibition is at noon (use at for specific time) on Wednesday (use on for dates).

3. Complete the text. Use the Word Bank.

This year there are some cultural events in the city. First, the food festival is on (a) April 11th. It is in (b) the morning and there are different chefs from many countries. Second, the Da Vinci Art Exhibition is in (c) June. It is in (d) the afternoon at (e) 3:00. Third, The film festival is planned for three days in (f) September. It is at (g) night and there are many movies from throughout the world. These are very interesting events you simply cannot miss!

Word Bank

- in
- at
- on

Grammar and Vocabulary

4. Find the ordinal numbers below for the list on the left.

a. 1st _____

b. 2nd _____

c. 3rd _____

d. 4th _____

e. 5th _____

f. 6th _____

g. 7th _____

h. 8th _____

i. 9th _____

j. 10th _____

k. 20th _____

l. 21st _____

m. 22nd _____

n. 30th _____

o. 31st _____

S	E	V	E	N	T	H	A	G	E	Q	U	S
T	H	I	R	D	D	L	M	B	H	T	F	I
V	R	P	O	H	U	F	O	U	R	T	H	X
T	W	E	N	T	Y	F	I	R	S	T	R	T
H	J	Y	K	C	Y	O	G	H	J	G	B	H
N	I	N	T	H	V	S	E	C	O	N	D	M
U	B	O	D	T	O	O	F	I	R	S	T	O
M	A	A	T	W	E	N	T	I	E	T	H	P
H	X	T	H	I	R	T	Y	F	I	R	S	T
T	W	E	N	T	Y	S	E	C	O	N	D	T
E	I	G	H	T	H	O	G	X	F	I	O	H
J	D	T	H	I	R	T	I	E	T	H	H	F
L	F	I	F	T	H	D	T	E	N	T	H	C

5. Play with a partner. Take turns and choose one question. The first person to get 5 correct answers is the winner.

a What is the eighth month of the year?

1. August

2. July

b What month is Saint Valentine's?

1. It's in February.

2. It's in January.

c What is the tenth month?

1. September

2. October

d What month is Mother's Day?

1. It's in March.

2. It's in May.

e When is Christmas Day?

1. It is on December 25th

2. It's on December 24th

f When is New Year's Day?

1. It's on December 31st.

2. It's on January 1st.

g What is the sixth month?

1. June

2. July

h When is Halloween?

1. It's on October 31st.

2. It's on November 1st.

Lesson 3

Famous Fests

1. Look at the pictures and complete the sentences.

a. _____ *singer*

b. _____ *costume*

c. _____ *make-up*

d. _____ *play*

e. _____ *writer*

Word Bank

- writer
- costume
- make-up
- play
- singer

Reading Strategy

Use images and key words to remember what you read in the new language.

2. Read the text and underline the words from exercise 1.

Book fairs are popular around the world. Latin America is not an exception. There are important international book fairs in Guadalajara (Mexico), Bogota (Colombia), and Buenos Aires (Argentina). Bogota International Book Fair and Buenos Aires International Book Fair are both in April. Guadalajara International Book Fair is in November. All three fairs have events in common.

The first one is the exhibition of books from around the world. People get in touch with writers, who often write their autographs in the books and take photographs with their readers.

The second one is the performances of singers and actors. Latin American singers perform their songs. Their concerts are spectacular and people really have fun. Actors wear costumes, and make-up to perform plays in public places at the fairs; the plays are fantastic and often related to the stories.

The third one is the photograph and art exhibitions. People can go and admire the exhibitions that come from many countries. Many people come to these fairs and enjoy all the activities and exhibitions for the whole day.

Reading

3. Go to the text again and check ✓ T (true), F (false) or NI (No information) for the following sentences.

	T	F	NI
a. Guadalajara International Book Fair is in April.		✓	
b. The writers autograph people's books.	✓		
c. Singers enjoy the book exhibitions.			✓
d. The actors wear colorful wigs during the performances.			✓
e. People like the photograph and art exhibitions.	✓		

4. Complete the flyers for the three international book fairs.

Feria del Libro
Feria del Libro de Guadalajara

Date: _____ in April (a)
Admire the _____ (b) of books from all the continent. Take photographs with _____ (c), and enjoy the phenomenal performances of _____ (d) and singers.

Feria Internacional del Libro de Guadalajara

Date: _____ in November (e)
You can get in touch with _____ (f) from all over the world and get autographs from them. Actors wear _____ (g) and _____ (h) to perform in public. People can _____ (i) to _____ (j) the exhibitions that come from many different countries.

FERIA DEL LIBRO

Date: _____ in April (i) _____ (k) based on Fantastic actors perform _____ (l) plays _____ (m) in your story books.
Latin American singers perform their songs in _____ (n) _____ (o).
Famous writers write their _____ (p) _____ (q) in your books and take photographs with you.

Writing

1. Organize the words in the mind map using the information from the Word Bank.

Word Bank

- Medellín
- flower-fair
- Colombia
- horse parades
- flowers parade
- traditional music concerts

Writing Strategy

Use mind maps to organize information before you write.

a. Flower Fair

b. Medellin
(City)
Colombia
(Country)

b. horse parades, flowers parades, music concerts, traditional music concerts
(Activities)

2. Look at the chart with the Flower Fair program and design a flyer.

Flower Fair

	In the morning	In the afternoon	At night
Friday	8:00 Flower Parade	1:30 Flower Exhibition	8:00 Traditional Music Concerts
Saturday	10:30 Classic Car Exhibition	4:00 Horse Parade	8:30 Traditional Dances
Sunday	11:00 Jazz and Bolero Concert	5:30 Plays	9:00 Comedy Show

The Flower Fair in Medellín, Colombia.

Come in the morning and enjoy a flower parade on Friday at eight o'clock. A classic car exhibition on Saturday at half past ten. A jazz and bolero concert on Sunday at eleven o'clock.

Come _____ and enjoy _____
(long period) (activities, day and time)

Come _____ and enjoy _____
(long period) (activities, day and time)

Real Communication

Lesson 4

Are You a Culture Vulture?

1. Write the characteristics of each expression using words from the Word Bank.

Word Bank

- center of attention
- art lover
- fond of painting
- famous
- popular
- sociable



Culture Vulture

a. art lover, fond of painting



Flavor of the month

b. famous, popular



Life of the party

c. sociable, center of attention

2. Complete the conversations with the correct expression:

Adele: Look, Robert is at the party!

Kalie: Yes. He is very sociable and seems to be center of attention. He is the life of the party (a)!

Adele: Really? But he is an art lover and he is fond of painting. He is a culture vulture (b) at school.

Kalie: Listen to that song! It's popular right now! I listen to it everywhere.

Adele: Yes, it is! It's the flavor of the month (c)

Kalie: Wow, it is fantastic. This band is in fashion every year!



What Are You Doing?

1. Label the pictures to complete the sentences. Use the Word Bank.

Word Bank
 • going • listening • running • talking • riding • eating • walking • skating

Vocabulary Strategy

Use pictures to remember new words.



He is eating (a) a sandwich.

He is running (b) in the park.

She is listening (c) to music.

She is talking (d) on the phone.



They are walking (e) the dog.

They are going (f) to school.

They are skating (g) in the park.

They are riding (h) their bikes.

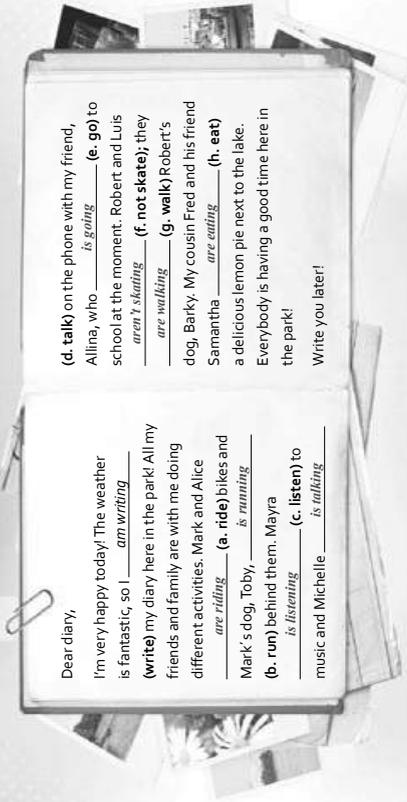
2. Complete the chart using the verbs from exercise 1 as demonstrated in the example.

Spelling Rules for -ing form	
• Add -ing to the verb. E.g. eat = <u>eating</u>	• If the verb ends in -e, drop -e and add -ing E.g. ride = <u>riding</u>
a. listen = <u>listening</u>	f. skate = <u>skating</u>
b. walk = <u>walking</u>	• If the verb ends in consonant + vowel + consonant, double the last consonant and add -ing E.g. run = <u>running</u>
c. talk = <u>talking</u>	
d. go = <u>going</u>	

Grammar Strategy

Use charts to help you remember spelling rules.

3. Complete the diary entry. Use the Present Progressive tense of the verbs in parentheses.



Dear diary,

I'm very happy today! The weather is fantastic, so I am writing (write) my diary here in the park! All my friends and family are with me doing different activities. Mark and Alice are riding (a. ride) bikes and Mark's dog, Toby, is running (b. run) behind them. Mayra is listening (c. listen) to music and Michelle is talking (d. talk) on the phone with my friend, Allina, who is going (e. go) to school at the moment. Robert and Luis aren't skating (f. not skate); they are walking (g. walk) Robert's dog, Barky. My cousin Fred and his friend Samantha are eating (h. eat) a delicious lemon pie next to the lake. Everybody is having a good time here in the park!

Write you later!

4. Look at the picture and answer the questions.



- E.g. What is Lucia doing?
She is running.
- What are Ron and William doing?
They are listening to music.
 - What is Edward doing?
He is skating.
 - What is Ron eating?
He is eating ice cream.
 - What is William eating ice-cream?
No, he isn't.
 - Is Rafael walking his dog?
Yes, he is.
 - Is Carrie riding a bicycle?
Yes, she is.
 - Is Lucia talking on the phone?
No, she isn't.

Lesson 2
Street Fashion

1. Unscramble the words to find eight items of clothing.

<p>E.g. toac _____ coat</p> <p>a. rafsc _____ scarf</p> <p>b. karenes _____ sneakers</p> <p>c. raweste _____ sweater</p>	<p>d. pispersl _____ slippers</p> <p>e. volges _____ gloves</p> <p>f. hesos _____ shoes</p> <p>g. trisk _____ skirt</p>
--	---

2. Color the people's clothes in the picture and complete the report. Use different colors.

Hi everybody! Today I'm out on the street to talk about street fashion. This young girl is wearing a _____ (a) blouse, a _____ (b) skirt, with _____ (c) shoes and a _____ (d) hat. I'm wearing a _____ (e) t-shirt, a _____ (f) jacket, _____ (g) pants, _____ (h) sneakers. *Always reply with "we".* We are really in fashion!

Grammar Strategy

Write the color before the clothes you are describing.

3. What are they wearing? Cut two pictures from a magazine or newspaper (a man and a woman) and paste the pictures in the spaces. Describe what she or he is wearing.

a. She's wearing _____
Always reply with "we".

b. He's wearing _____
Always reply with "we".

Grammar and Vocabulary

4. Underline the correct word, plural or singular, to complete the text correctly.

In this shop there are many beautiful clothes to choose. For example, this black and white jacket / jackets is very nice and this scarf / scarves (a) is fantastic. Look over there, that hat / hats (b) is cool and those long shirt / shirts (c) are great. But what I really like is that gray coat / coats (d) over there.

Grammar Strategy

Use *over here* when pointing out things that are near.
Use *over there* when pointing out things that are far.

5. Complete the dialog with the correct demonstrative pronouns. Use the Word Bank and the words in bold as clues.

Word Bank

- this
- these (2X)
- that
- those (2X)

Customer: Excuse me, can I see that shirt over there?
Salesperson: Of course, this (a) shirt and those (b) pants over here are in fashion now.
Customer: They're great! Can I see those (c) sneakers over there, too?
Salesperson: Right, those (d) sneakers are nice, but these (e) boots over here look better with the shirt and the pants.
Customer: Ok, so I'll take the shirt, the pants and the boots. Thank you very much.

6. Underline the mistakes. Then, rewrite the sentences correctly.

E.g. I really like these blouses over there.
I really like those blouses over there

a. My parents is running in the park.
My parents are running in the park.

b. That shoes are for special occasions.
Those shoes are for special occasions.

c. My sister is listen to music in the street.
My sister is listening to music in the street.

d. Martha likes those sunglasses over there.
Martha likes those sunglasses over there.

e. Oscar prefers these cap over here.
Oscar prefers this cap over here.

f. Brian is riding bicycle with his friends.
Brian is riding a bicycle with his friends.

g. That blue pants are perfect for me.
Those / Those blue pants are perfect for me.

35

Lesson 3

What's the Weather Like?

1. Look at the pictures and complete the text.

E.g. In winter the weather is snowy and very cold, so

people wear coats, hats and gloves.

(a) In spring the weather is warm and cool, so people

wear jeans and T-shirts.

(b) In summer the weather is sunny and hot, so people

wear hats and sunglasses.

(c) In fall the weather is windy and cold, so

people wear sweaters, boots and scarves.

2. Read the texts below.

What's up! I'm reporting from the Puyehue National Park, in Chile. It's winter. The weather is very cold and snowy, so the people are wearing winter jackets, gloves, scarves and boots. Right now, I see a lot of people. They are doing different activities. They are playing winter sports, such as skiing and snowboarding.

Hi! Today, I'm reporting from my city, Cartagena, in Colombia. The weather is sunny and hot, so the people are doing different activities, they are walking on the beach, and playing summer sports, such as volleyball. Boys are wearing shorts, caps, and sunglasses, and girls are wearing skirts, T-shirts, sandals and sunglasses. The weather is fantastic for having a good time.

Reading

3. Draw to answer the questions below. Use the pictures from exercise 1 and from the Word Bank.

Word Bank

a. What's the weather like in Cartagena?

b. What are people wearing?

c. What's the weather like in Santiago?

d. What are people wearing?

4. Read the following sentences and write T (true) or F (false) according to the text. Correct the false sentences.

- a. People in Santiago are wearing shorts, T-shirts and sunglasses. F
People in Santiago are wearing coats, gloves, scarves and boots
- b. People in Cartagena are playing soccer and walking on the beach. T
- c. People in Santiago are playing summer sports. F
People in Santiago are playing winter sports
- d. People in Cartagena are playing volleyball and walking on the beach. T

Reading Strategy

Go back to the text to check and correct information.

Writing

1. Choose a photograph from a previous vacation and use it to complete the information.

Place: _____
 Weather: _____
 Season: _____

People: _____
 Clothes: _____
 Activities: _____

2. Look at your photograph, and write some sentences to describe what the people are wearing.

E.g.: *This is my father, he is wearing a T-shirt, a cap and shorts.*

3. Now describe the different activities people are doing in the photograph.

E.g.: *My father is playing soccer with my brothers and me.*

Writing Strategy
 Use **so** to talk about the result or consequence of an action. Use a comma before you write it.

4. Use the information in exercise 1 to write some sentences using **so**.

The weather in Cartagena is hot, so my family is playing on the beach.
 The weather in Cusco is cold, so we are wearing sweaters and gloves.

a. _____
 b. _____
 c. _____

5. Write a paragraph using the information from exercises 1 and 2.

This is _____ (place). It is _____ (season). The weather is _____ so _____
 In _____ (place), the weather is _____, so _____
 _____ (activities you are doing).

Real Communication

Lesson 4

Are You Working Hand in Glove?

1. Replace the words in parentheses. Use the Word Bank.

 I _____ *take my hat off* (a. admire) to my mother. She is very generous!

 They _____ *work hand in glove* (b. collaborate) with Martin. He is very intelligent.

 That jacket is very _____ *in fashion* (c. popular) these days. Everybody has one.

Word Bank

- in fashion
- take my hat off
- work hand in glove

2. Read the text and write the expression in the correct place.

I'm doing the science project for this week. I'm working *hand in glove* (a) with my friend Daniel. He is very creative. I _____ *take my hat off* (b) to Daniel. We are designing a robot. It is a fashionable robot, so it is wearing a jacket, a shirt, a T-shirt, jeans, a hat and sneakers. It is _____ *in fashion*. (c) That is our project!

3. Complete the sentences.

a. _____ is in fashion. (a singer)

b. I take my hat off to _____ (a famous writer)

c. I work hand in glove with _____ (a classmate)

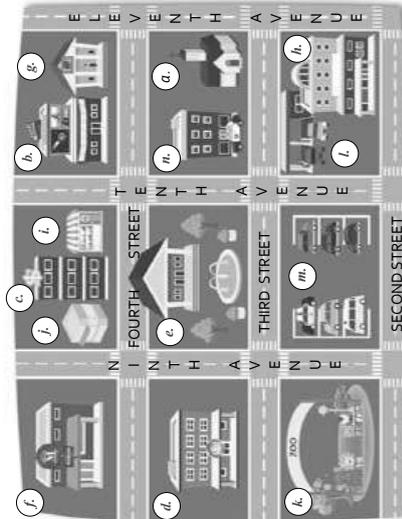
_____ Class. (subject)

Answers may vary.



Exploring the City

1. Label the pictures in the map. Use the places from the Word Bank.



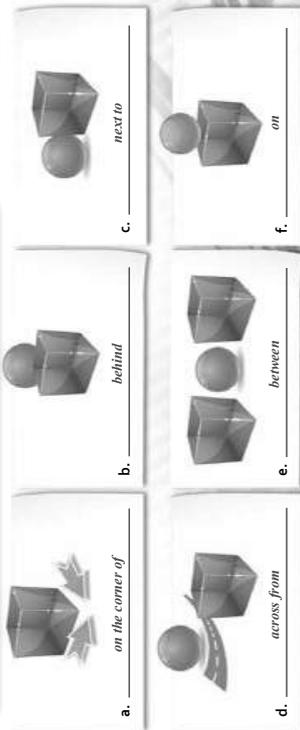
Word Bank

- a. church
- b. movie theater
- c. bank
- d. library
- e. city hall
- f. museum
- g. art gallery
- h. mall
- i. drugstore
- j. grocery store
- k. zoo
- l. gas station
- m. parking lot
- n. police station

2. Write the correct preposition of place according to the pictures. Use the Word Bank.

Word Bank

- between
- across from
- next to
- behind
- on the corner of
- on



3. Look at the map from exercise 1 and complete the conversation. Use the Word Bank.

Tourist: Good morning officer! Can I ask you a few questions?

Police officer: Yes, of course!

T: Are there any movie theaters in the city?

P.O.: Yes, there is. There is one next to (a) the art gallery on Fourth Street.

T: Great! I also need a mechanic. Is there a garage near here?

P.O.: No, there isn't, but there is a gas station behind (b) the mall.

T: Thank you! Sorry, one more question. Are there any banks in the area?

P.O.: Yes, there is. It is on (c) Fourth Street, between (d) the grocery store and the drugstore.

T: Perfect! Is there a botanical garden in the city?

P.O.: No, there isn't, but there is a zoo on (e) Second Street, across from (f) the library.

Tourist: Ok, and a church, is there a church in the city?

P.O.: Yes, there is one on the corner of (g) Third Street and Eleventh Avenue. It is next to the police station!

T: Thank you very much for your help.

4. Look at the map from exercise 1 and find the right place according to the answer.

a. Tourist: Excuse me sir! Is there a parking lot in the city?

Police officer: Yes, there is one on Third Street. It's across from the city hall.

Tourist: Thanks for your help!

b. Tourist: Excuse me Sir, is there a library in the city?

Police officer: Of course, there is one on the corner of Ninth Avenue and Fourth Street, it's next to the art gallery in front of the museum.

Tourist: Thank you!

c. Tourist: Is there a drugstore near here?

Police officer: There is one across from the city hall.

Tourist: Thanks. I really appreciate your help!

d. Tourist: Is there a mall in the area?

Police officer: Yes, there is one on Second Street. It's in front of the gas station.

Tourist: Thank you very much!

5. Complete the description of the city. Use **there is** - **there are** - **there isn't** - **there aren't**.

My name is Ralph and I live in River City. There are (a) many places in my town.

There is (b) the city hall in the center of the town. There is (c) a big square.

There aren't (d) any post offices, and there isn't (e) any botanical garden either.

Instead, there is (f) a zoo. There is (g) a library. There are (h) two

great museums. There is (i) a famous art gallery. This is my city!

3. Use the city map from exercise 1 to organize and number the directions.

Vocabulary Strategy
Use maps to practice giving directions to get to places.

a. Fire Fighter: To go to the fire station from the hotel on 22nd Street and 9th Avenue you need to:
Turn left on 20th Street 4
Turn right on 8th Avenue 2
Go straight one block on 22nd street 1
Walk two blocks 3
Walk one more block 5
The Fire Station is across the street from the hospital.

c. Teacher: To get to the school from the restaurant on 22nd Street you should:
Walk two blocks 2
Walk straight and turn right on 7th Avenue 1
Turn right on 20th Street 3
The school is across the street from the mechanic's garage.

b. Doctor: To go to the hospital from the airport on Twenty First Street you need to:
Walk one block 3
Turn left on 20th Street 4
Turn left 2
Walk one block on 21st Street 1
The hospital is on the corner of 20th Street and 7th Avenue.

d. Cook: To get to my restaurant from the post office on 20th Street you need to:
Turn right on 21st Street 3
Walk straight and turn left on 8th Avenue 1
Go straight one block 2
The restaurant is on the corner.

4. Help these people to get to their destinations. Write the directions according to the map and the person who gives the answer.

- a. Systems engineer:** Excuse me, I'm new in town. Can you tell me how to get to the new tech shop?
Pilot: Sure! *Suggested answer: Go straight one block and turn left on 8th Avenue. Walk one block and turn right. The Tech Shop is on the 21st Street*
- b. Fire Fighter:** Excuse me, I'm new in town. How can I get to the Fire Station?
Postal employee: *Walk two blocks. The fire station is on 21st Street and 7th Avenue.*
- c. Receptionist:** I'm new in town. How can I get to the hotel?
Postal employee: *Suggested answer: Go straight one block and turn left on 8th Avenue. Walk one block and turn right on 21st Street, the hotel is there*
- d. Teacher:** Sorry! I'm new in town. I need to get to the school, how can I get there?
Receptionist: *Suggested answer: Go straight and turn right on 8th Avenue. Walk two blocks and turn left on 20th street. The school is there.*



Lesson 2

How Can I Get To....?

1. Use Word Bank 1 to label the places in the city. Then, match the professions in Word Bank 2 with the corresponding place.

SEVENTH AVENUE
EIGHTH AVENUE
NINTH STREET
TENTH AVENUE
ELEVENTH AVENUE
TWENTY-FIRST STREET
TWENTY-SECOND STREET

2. Label the traffic signs. Use the imperatives from the Word Bank.

Word Bank 1

- post office
- fire station
- school
- tech shop
- restaurant
- airport
- hotel
- mechanic's garage
- hospital

Word Bank 2

- doctor
- mechanic
- teacher
- systems engineer
- cook
- fire fighter
- receptionist
- postal employee
- pilot

Word Bank

- turn right
- don't go straight
- turn left
- go straight
- walk
- don't turn left
- don't turn right

Affirmative Imperatives

a. go straight

b. turn left

c. walk

d. turn right

Negative Imperatives

e. don't turn left

f. don't go straight

g. don't turn right

A Regular Day

1. This is Diana's Routine. Match each action with the picture. Use the Word Bank.

Word Bank

- a. go to bed
- b. take a shower
- c. have breakfast
- d. get home
- e. do homework
- f. watch TV
- g. have dinner
- h. go to school
- i. -get-up
- j. surf the internet
- k. have lunch

Vocabulary Strategy

Observe and analyze the sequence of the actions to memorize them.

- 7:30 AM **e** (Diana is getting up)
- 8:00 AM **a** (Diana is taking a shower)
- 8:30 AM **b** (Diana is having breakfast)
- 9:00 AM **i** (Diana is getting dressed)
- 9:30 AM **c** (Diana is going to school)
- 12:30 PM **d** (Diana is having lunch)
- 1:00 PM **k** (Diana is doing homework)
- 2:00 PM **f** (Diana is watching TV)
- 3:00 PM **h** (Diana is going to school)
- 5:00 PM **l** (Diana is going home)
- 6:00 PM **g** (Diana is having dinner)
- 7:00 PM **j** (Diana is surfing the internet)
- 9:00 PM **a** (Diana is going to bed)

2. Complete Diana's routine using the verbs from exercise 1. Use time as clues.

Hello, my name is Diana. My day starts very early, I get up **(a)** at six o'clock. I always take a shower **(b)** at half past six. Then, I have breakfast **(c)** at about seven. I go to school every morning at half past seven, and I get home **(d)** at twelve o'clock. In the afternoon, I have lunch **(e)** at half past twelve. Then I do my homework **(f)** at three o'clock. At five o'clock, I surf the internet **(g)** and chat with some friends. I watch TV **(h)** at seven o'clock. An hour later, I have dinner **(i)** with my family. Finally, I go to bed **(j)** at nine o'clock. This is my routine on weekdays!

3. Look at Harry's and Lucy's schedule. Write sentences about what they do or don't do during the week.

Weekdays	Weekend
<ul style="list-style-type: none"> • go to school • do homework • watch TV 	<ul style="list-style-type: none"> • get up late • surf the internet • go to the movies on Saturday • play video games on Sunday

E.g. Harry and Lucy go to school in the morning on weekdays, but they don't go to school on the weekend (go to school).
 Harry and Lucy don't get up late on weekdays, but they get up late on the weekends **(a. get up)**. They watch TV on weekdays, but they don't watch TV on weekends **(b. watch TV)**. They go to the movies on Saturdays, but they don't go to the movies on Sundays **(c. go to the movies)**. Harry and Lucy play video games on Sunday, but they don't play video games on Saturday **(d. play video games)**. They don't do homework on the weekends, but they do homework on weekdays **(e. do homework)**.

4. Write the questions to the following sentences.

- E.g. Do you get up at 7:00 AM? **c. Do you surf the Internet on Sunday?**
 Yes, I do. I get up every day at 7:00 AM. No, I don't surf the internet on Sunday.
- What time do you go to school? **d. What time do you go to bed?**
 I go to school at 8:00 every morning. I go to bed at 8:00 or 9:00 PM.
- Do you have breakfast with your parents on weekdays? **e. What time do your parents go to bed?**
 No, I don't. I have breakfast with my parents on the weekends. My parents go to bed at 10:00 PM.

5. Complete the text about your routine. Use time and time expressions as clues to decide between the affirmative or the negative form of the verbs in parentheses.

In the morning, I get up / don't get up (get up) at 6:00 AM. I _____ **(a. have breakfast)** and I _____ **(b. take a shower)** at 7:00 AM. I _____ **(c. do homework)** at 7:30 AM. After that I go to school. I _____ **(d. have lunch)** at school. Then, I go home. I _____ **(e. play video games)** in the afternoon and I _____ **(f. surf the internet)**. I also _____ **(g. have dinner)** with my family at 8:00 PM. We _____ **(h. watch TV)** at night. I _____ **(i. go to bed)** at 9:00 PM.

Lesson 2
Lifestyles

Vocabulary Strategy

Use the context to identify the missing words.

Word Bank

- play (2X)
- travel
- stay
- go
- week
- hang
- take

1. Read the interview and complete the text in the Simple Present form. Use the Word Bank.

Radio Host: Welcome everybody to our daily program *The Lifestyle of a VIP*! Today, our guest is the President of the USA, Barack Obama. Welcome Mr. President.

Barack Obama: Thank you very much for the invitation. I'm glad to be here.

RH: In this show we ask about people's lifestyles, so please tell us, what do you usually do on weekdays?

BO: Well, I get up early every morning and I have breakfast with my family. Then, I work (a) at the office all day long.

Sometimes, I travel (b) abroad to meet other presidents.

RH: And what do you do on the weekends?

BO: At the weekend, I stay (c) at home with my family as much as possible.

Sometimes, I go (d) for a walk with my wife, Michelle.

My daughter, Malia, sometimes hangs out (e) with her friends and Sasha plans (f) video games. On Sundays, we play (g) basketball.

Then, we watch some movies at home.

RH: Mr. President, we all know you have a lot of activities to do every day.

BO: Well, in the afternoons, I usually take (h) a nap after lunch.

I have a very busy life, so I need to rest often to be relaxed.

RH: Mr. President, thank you very much for your time. It's been a privilege.

BO: You're welcome. See you soon.

RH: This is all for today on our daily program with famous people.



Questions Box

- a. And, does he usually surf the internet?
- b. What does he do in the afternoons?
- c. Does he stay at home on weekends?
- d. What does he do in his free time?

Grammar and Vocabulary

3. Classify the verbs in the Word Bank according to their spelling rules for the third person singular.

Add -s

plays (a) travels (e)

works (b) gets (f)

hangs (c) takes (g)

stays (d) surfs (h)

Add -es to verbs that end in -ss, -sh, -ch, -z, -x, or -o.

goes (i)

does (j)

watches (k)

Add -ies to verbs ending in consonant + y.

studies (l)

Exception: have • has

4. Complete the sentences using the correct form of the verbs in parentheses.

Every morning Paula gets up (a. get up) at 6:00 AM. She takes (b. take) a shower and has breakfast with her parents. She goes (c. go) to school in the morning. Later on, Paula gets home (d. get home) at 2:30 PM. Immediately, she does (e. do) her homework. After that, she is very tired, so she takes (f. take) a nap. Paula doesn't watch (g. not watch) TV in the evenings, but she surfs (h. surf) the Internet and chats with her friends. At 8:00 PM, Paula has dinner (i. have dinner) with her parents. On the weekend, Paula doesn't stay (j. not stay) at home and she doesn't have breakfast (k. not have breakfast) with her family. She walks (l. walk) her dog in the park. She meets some friends and plays (m. play) basketball. Then, they have breakfast together. In the afternoon, she hangs out (n. hang out) with her brothers and sisters. Finally, they all go home together.

5. Read and complete the dialog with the correct question. Use the questions in the box.

Ann: My favorite actor is Robert Pattinson!

Sarah: OMG! He's my favorite actor, too! I know everything about him!

Ann: Wow! d

Sarah: Well, I know that he goes for a walk in the park with his dog Patty every day!

Ann: L c

Sarah: No, he doesn't stay at home. He hangs out with his friends.

Ann: I see! a

Sarah: Yes, he does. He likes the Internet because he chats with his fans.

Ann: Really? b

Sarah: In the afternoon, he stays at home and watches TV.

Ann: Great! I really want to meet him someday!



A Hairy Routine

1. Complete the descriptions with the appropriate personality adjective. Use the Word Bank.

This is Joaquin. He has many friends. He is friendly (a). He speaks with his friends all the time. He is talkative (b).

This is Christina. She has a big imagination. She is creative (c). She doesn't like speaking in public. She is shy (d). She is calm and waits for a long time when her dogs play in the park. She is patient (e).

They are Bonkers and Berniss, Christina's dogs. Bonkers likes playing and running. He is very energetic (f). He sometimes fights with other dogs, so he can be a little aggressive (g). Berniss doesn't like running. She is lazy (h). Christina's dogs are small and beautiful. They are just lovely (i).

Word Bank

- creative
- energetic
- talkative
- lovely
- friendly
- aggressive
- shy

2. Read and complete the text with the connectors in the Word Bank.

• finally (2X) • first • then (2X) • after that (2X)

A Day in the Life of Joaquin and Christina

Joaquin is 13 years old. He lives on a farm in the countryside. He gets up early, at 4:00 AM. He takes a shower and has a big breakfast with his family. Then, he works on his family farm. Joaquin has lots of things to do in the morning. First (a), he feeds the animals. Then (b), he goes to school and stays there until 2:00 PM.

Joaquin is very friendly and talkative, so he has many friends. In the afternoon, he hangs out with them. They don't have computers at home, so they don't surf the Internet. They play sports instead. After that (c), Joaquin gets home and feeds the animals on the farm again. In the evening, he has dinner and watches TV with his family. Finally (d), he goes to bed at 8:00 PM. The next morning, he gets up at 4:00 AM and starts over again.

Christina is 13 years old. She lives in a big city with her family and her friendly dogs Bonkers and Berniss. Bonkers is very energetic, so he likes playing, running and jumping. Berniss, on the contrary, is very lazy, so she doesn't like running or jumping, but she does love playing with Christina. Every morning, Christina follows the same routine. First (e), she gets up at 7:00 AM, to walk her dogs in the park. Then (f), she has a small breakfast and goes to school. She stays there until noon. Christina is very shy, so she doesn't have many friends. She gets home at 2:00 PM and stays with her dogs. In the afternoon, Christina goes to the park again to play with them. After that (g), she goes back home and does her homework. Her dogs take a nap. Finally (h), in the evening, Christina feeds her dogs again, watches TV and reads some stories to her dogs. At 9:00 PM, she goes to bed and waits for the next day to arrive.

Word Bank

- finally (2X)
- first
- then (2X)
- after that (2X)

3. Write the name to complete the description.

- Christina has two dogs.
- Joaquin has a big breakfast.
- Bonkers likes to play early in the morning.
- Berniss hangs out with friends.
- Christina goes to the park with her dogs.
- Joaquin doesn't have homework.

Reading Strategy

Skim the text to find specific information.

4. Write the complete answer to the questions.

- What time does Joaquin get up?
He gets up at 4 o'clock.
- What time does Christina get home?
She gets home early.
- What do Joaquin and Christina both do in the evening?
They both watch TV in the evening.
- Does Joaquin surf the Internet?
No, he doesn't surf the Internet.
- Does Christina hang out with friends in the afternoon?
Yes, she doesn't hang out with friends in the afternoon.

5. Choose the correct option to complete the sentences about Christina and Joaquin.

- Joaquin has many friends. a few friends.
- Joaquin has a small breakfast. a big breakfast.
- Joaquin has a dog. two dogs.
- Joaquin has a small breakfast. a big breakfast.
- Joaquin has no homework. homework.
- Joaquin has a small village. a big village.
- Joaquin has a small breakfast. a big breakfast.
- Joaquin has a dog. two dogs.
- Joaquin has a small breakfast. a big breakfast.
- Joaquin has a small breakfast. a big breakfast.

1. Complete this routine using the connectors in the Word Bank.

In the morning, my father does many activities. First (a), he has breakfast and takes a shower. Then (b), he goes for a walk on the street. After that, (c), he gets home and takes a nap. Finally (d), he has lunch and goes to work.

Word Bank

- After that
- First
- Then
- Finally

2. Talk to your best friend and ask her / him about her / his routine. Classify and organize the activities in the Word Bank by underlining the morning activities in blue, the afternoon activities in green, and the evening activities in red.

Word Bank

- go to bed
- take a shower
- have breakfast
- get home
- do homework
- have dinner
- go to school
- get up
- surf the internet
- have lunch
- go for a walk
- play video games
- study
- work at an office
- hang out with friends
- stay at home
- do homework
- take a nap
- watch TV

3. Write a paragraph to describe your friend's routine with the information you organized above.

Writing Strategy

Use a flow chart to organize the information before you write.

Morning

In the morning, _____ (name) does many activities. First, answers daily work. Then, _____. After that, _____. Finally, _____.

Afternoon

In the afternoon, _____ (name) does different activities. First, answers daily work. Then, _____. After that, _____. Finally, _____.

Evenings

In the evenings, in the afternoon, _____ (name) does more activities. First, answers daily work. Then, _____. After that, _____. Finally, _____.

Lesson 4

Do You Sleep Like a Log?

1. Look at the pictures and check the definition that best describes the colloquial expressions in bold.

a. I sleep like a log on the weekends:
 1. I sleep profoundly.
 2. I get up quickly.
 3. I am very active.

b. I jump out of bed when the alarm clock rings:
 1. I stay in bed for a while longer.
 2. I sleep many more hours.
 3. I get up quickly.

c. I crawl out of bed every day:
 1. I get out of bed slowly and grumpily.
 2. I get up quickly.
 3. I sleep many hours.

2. Complete each text with one expression from the exercise above.

a. I'm Michael. My alarm clock rings at half past five in the morning. I crawl out of bed an hour later, so I get up at seven o' clock.

b. I really enjoy sleeping. Every day, my mother wakes me up at about seven o'clock, but I sleep like a log, so I get up late for school every morning.

c. I'm a very active and energetic person. I really like getting up early. As the alarm clock rings at 5:00 AM, I jump out of bed and I go for a walk to the park with my dogs.

Test Training Sections – Rubrics and Grading

English A1.1

In *English A1.1*, three Test Training sections have been prepared to promote continuous evaluation and to have a more accurate picture of students' progress throughout the book. The format of the tests resembles the one used in diverse international examinations. This decision is based on different reasons. First, it has been widely recognized that international tests measure the levels of the CEF performance descriptors appropriately; second, by providing an international examination format and linking it to the CEF standards, both teachers and students will have a consistent point of reference concerning foreign language achievement; finally, by using this format students will have the opportunity to become familiar with and develop the strategies needed to take an international exam for evaluating foreign or second language proficiency.

These tests can serve two purposes: a) as an opportunity for teachers to work on ongoing assessment practices; b) as summative or cumulative evaluations to get a sense of the CEF standards consolidated through the program and what areas need further practice.

The editors

For grading the speaking and writing tasks, the following rubrics should be used. Each rubric corresponds to a different aspect of the tasks and to a score that has been specified on top of each column. The sum of the corresponding scores per rubric, including all aspects, should yield the final score.

Test Training A (Units 1 and 2) - Rubrics

Qualitative Aspects of Spoken Language: Interaction (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Range	Has an insufficient repertoire of words and simple phrases to talk about personal information such as name, age, nationality, phone number and email. His / Her low vocabulary range impedes communication.	Has a limited repertoire of words and simple phrases to talk about personal information such as name, age, nationality, phone number and email. 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 talk about personal information such as name, age, nationality, phone number and email. Although confuses or lacks some of the vocabulary, this does not affect communication.	Has a good and functional basic repertoire of words and simple phrases to talk about personal information such as name, age, nationality, phone number and email. His / Her vocabulary control facilitates communication.
Accuracy	Shows insufficient control of simple grammatical structures (verb <i>to be</i> in the Simple Present tense) and sentence patterns associated with giving personal information such as name, age, nationality, phone number and email. Excessive confusion and inaccurate use of structures impedes communication.	Uses, with a lot of effort, simple grammatical structures (verb <i>to be</i> in the Simple Present tense) and sentence patterns associated with giving personal information such as name, age, nationality, phone number and email. Confuses simple structures and patterns systematically, which causes communication breakdowns.	Uses a basic repertoire of simple grammatical structures (verb <i>to be</i> in the Simple Present tense) and sentence patterns associated with giving personal information (name, age, nationality, phone number and email) accurately most of the time. Some confusion may be present, but this does not affect communication.	Uses simple grammatical structures (verb <i>to be</i> in the Simple Present tense) and sentence patterns associated with giving personal information (such as name, age, nationality, phone number and email) successfully. The appropriate use of structures and patterns facilitates communication.

<p>Fluency</p>	<p>Manages only very short, mainly pre-packaged utterances. Pausing to search for expressions or to articulate less familiar words is too long and truncates the flow of the interaction. No communication repair is present and false starts are continuous, impeding communication.</p>	<p>Shows difficulty to express in a fluent way, information such as personality traits, favorites and different ways of learning. Repeated false starts, long pauses and too much hesitation are present and make interaction difficult. No communication repair is present.</p>	<p>Expresses personal information (personality traits, favorites and different ways of learning) appropriately. False starts, short pauses to search for expressions and communication repair are present but do not affect the flow of his / her interaction.</p>	<p>Expresses personal information (such as name, age, nationality, phone number and email) fluently. Normal false starts and pauses are present and integrated into the flow of the interaction.</p>
<p>Interaction</p>	<p>Fails to ask and answer short questions about personal information (such as name, age, nationality, phone number and email). Finds it too difficult to initiate, maintain and / or close the conversation. Communication is unsuccessful.</p>	<p>Can, with a lot of effort, ask and answer short questions about personal information (such as name, age, nationality, phone number and email). Although he / she can initiate the conversation, very rarely keeps it going. Needs constant repetition, rephrasing and repair.</p>	<p>Can ask and answer short questions about personal information (such as name, age, nationality, phone number and email) appropriately. Can initiate the conversation and keep it going, although some repair, rephrasing and repetition are still needed.</p>	<p>Can successfully ask and answer short questions about personal information (such as name, age, nationality, phone number and email). Repair, rephrasing and repetition are scarce but still present, and are integrated into the flow of the interaction.</p>
<p>Coherence</p>	<p>Fails to ask and answer questions related to the content of the interaction. His / Her utterances are too short, unconnected and confusing. Meaning is not conveyed and interaction is not achieved.</p>	<p>Finds it difficult to ask and answer questions according to the content of the interaction. Sometimes neither words nor expressions are properly arranged. The connector <i>and</i> is seldom present or is used inappropriately.</p>	<p>Can, with some effort, ask and answer questions according to the content of the interaction. His / Her utterances match the content and flow of the interaction but sometimes confuses the use of <i>and</i>. Meaning is conveyed despite the organization mistakes which are present.</p>	<p>Asks and answers questions according to the content of the interaction. Is able to organize sentences successfully according to their topic and link them with the connector <i>and</i>. The message is clear and concrete. There is a clear match between form and meaning that facilitates communication.</p>

Test Training A (Units 1 and 2) - Rubrics

Qualitative Aspects of Writing (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Content	The text largely lacks data or it is hardly related to the information required by the task (parts of speech – verb <i>to be</i> and personal pronouns). Reduced writing.	The information included in the text is sometimes unclear and confusing. At least half of the information required by the task (parts of speech – verb <i>to be</i> , and personal pronouns) is missing.	The text presents most of the information requested (parts of speech – verb <i>to be</i> and personal pronouns). Task input is used. Some parts of the text may be confusing, but the required message is conveyed overall.	The text clearly presents the information suggested (parts of speech – verb <i>to be</i> , and personal pronouns). Task input is fully used and ideas are kept short and simple.
Accuracy	Inappropriate use of the verb <i>to be</i> in the Simple Present tense. Uses subject pronouns inappropriately. Little or no understanding of their use. Too many spelling mistakes.	Attempts to use the verb <i>to be</i> in the Simple Present tense and subject pronouns correctly. Many mistakes are present, which makes the message confusing at times. Spelling mistakes are still present.	Appropriate use of the verb <i>to be</i> in the Simple Present tense and subject pronouns. A few mistakes may be present, but they do not impede addressing a clear message. A few spelling errors are still present.	The verb <i>to be</i> in the Simple Present tense and subject pronouns are used correctly and consistently, making the message very clear. Spelling is accurate.

Vocabulary range	<p>Very poor control of basic vocabulary and expressions related to personal information. Frequent confusion of words makes the intended message mostly incomprehensible.</p>	<p>Limited control of basic vocabulary and expressions related to personal information. Confusion or misuse of words may obscure the message of the text.</p>	<p>Shows average control of basic vocabulary and expressions related to personal information. Some errors may be present, but they don't impede communication.</p>	<p>Sufficient control of basic vocabulary and expressions related to personal information.</p>
Organization and cohesion	<p>The word count is considerably lower than required by the task.</p>	<p>The message is much shorter than suggested in the task.</p>	<p>The text covers at least two-thirds of the words asked for in the task.</p>	<p>The message is clear, precise and within the number of words required.</p>
Appropriateness of register and format	<p>The expressions and the layout used make the text's register and format mostly inappropriate for or inconsistent with the task and its audience.</p>	<p>The expressions and the layout used make the text's register and format somewhat inappropriate for or inconsistent with the task and its audience. The text shows some inaccuracies in register such as confusion of formal / informal expressions and / or forms of address.</p>	<p>The expressions and the layout used make the text's register and format usually appropriate for the task and its audience. Some register mistakes may be present, but these do not impede communication.</p>	<p>The expressions and the layout used make the text's register and format consistently appropriate for the task and its audience. Communication is achieved easily.</p>

Test Training A (Units 1 and 2) – How to Grade

Section	CEF Standard	Performance	Descriptor
Listening (5 points)	Can understand phrases and expressions related to areas of most immediate priority (nationalities, age, phone numbers, occupations) provided speech is clearly and slowly articulated.	Excellent (5)	Easily understands phrases and expressions related to personal information (nationalities, age, phone numbers, occupations) in short and simple conversations.
		Good (3-4)	Understands most phrases and expressions related to personal information (nationalities, age, phone numbers, occupations) in short and simple conversations, but confuses their meaning at times.
		Needs practice (0-2)	Fails to understand phrases and expressions related to personal information (nationalities, age, phone numbers, occupations) in short and simple conversations.
Reading (5 points)	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	Excellent (5)	Successfully identifies specific information in a short descriptive text about personal information (age, nationality, physical description).
		Good (3-4)	Identifies specific information in a short descriptive text about personal information (age, nationality, physical description) with some accuracy. Though some misunderstanding might be present, generally it does not affect comprehension.
		Needs practice (0-2)	Fails to identify specific information in a short descriptive text about personal information (age, nationality, physical description), which impedes comprehension.
Writing (10 points)	Can write simple isolated phrases and sentences.	Excellent (10)	Accurately writes simple words and phrases to complete an email. The use of basic sentence patterns (verb <i>to be</i> /personal pronouns) is precise and facilitates communication.
		Good (6-9)	Is able to write simple words and phrases to complete an email. A few mistakes may be present when using the verb <i>to be</i> and the personal pronouns but the message is clear.
		Needs practice (0-5)	Fails to write a series of simple phrases and sentences to write simple words and phrases to complete an email. Too many mistakes in basic sentence patterns (verb <i>to be</i> /personal pronouns) impede communication.
Speaking (10 points)	Can describe people in simple terms.	Excellent (10)	Successfully gives a short rehearsed presentation about personal information such as name, age, nationality and personality traits using information from a graph.
		Good (6-9)	Gives a short rehearsed presentation about personal information such as name, age, nationality and personality traits using information from a graph. Some lexical and grammatical mistakes and hesitations may be present, but these do not affect communication.
		Needs practice (0-5)	Shows difficulty to give a short rehearsed presentation about personal information such as name, age, nationality and personality traits using information from a graph. Often uses inappropriate vocabulary to express ideas, which may cause communication failure.

Test Training B (Units 3 and 4) - Rubrics

Qualitative Aspects of Spoken Language: Oral Expression (10 points)

Grading Scale	1.0	1.5	2.0	2.5
Range	Has an insufficient repertoire of words and simple phrases to describe people and the activities they are doing. His / Her low vocabulary range impedes communication.	Has a limited repertoire of words and simple phrases to describe people and the activities they are doing. Confuses or lacks the appropriate words most of the time and the message is obscured.	Has an average repertoire of words and simple phrases to describe people and the activities they are doing. Although confuses or lacks some of the vocabulary, this does not affect communication.	Has a good and functional basic repertoire of words and simple phrases to describe people and the activities they are doing. His / Her vocabulary control facilitates communication.
Accuracy	Shows insufficient control of simple grammatical structures and patterns to describe people (verb <i>to be</i> in the Simple Present tense) and the activities they are doing (the Present Progressive tense). Excessive confusion and inaccurate use of grammar impedes communication.	Uses, with a lot of effort, simple grammatical structures and patterns to describe people (verb <i>to be</i> in the Simple Present tense) and the activities they are doing (the Present Progressive tense). Confuses these structures and patterns systematically, which causes communication breakdowns.	Uses a basic repertoire of simple grammatical structures and patterns to describe people (verb <i>to be</i> in the Simple Present tense) and the activities they are doing (the Present Progressive tense) accurately most of the time. Some confusion may be present, but this does not affect communication.	Uses simple grammatical structures and patterns to describe people (verb <i>to be</i> in the Simple Present tense) and the activities they are doing (the Present Progressive tense) successfully. The appropriate use of structures and patterns facilitates communication.

<p>Fluency</p>	<p>Manages only short, mainly pre-packaged utterances to describe people and the activities they are doing. Pausing to search for expressions or to articulate less familiar words is too long and truncates the flow of the presentation. No communication repair is present and false starts are continuous, impeding communication.</p>	<p>Shows difficulty to describe people and the activities they are doing. Repeated false starts, long pauses and too much hesitation are present and make his / her presentation difficult to follow. No communication repair is present.</p>	<p>Describes people and the activities they are doing. False starts, short pauses to search for expressions and communication repair are present, but do not affect the flow of his / her presentation.</p>	<p>Describes people and the activities they are doing fluently. Normal false starts and pauses are present and are integrated into the flow of the presentation.</p>
<p>Coherence</p>	<p>Fails to organize his / her ideas and link the utterances in his / her presentation with basic connectors such as and or but. The message is too short and confusing. Meaning is not conveyed.</p>	<p>Finds it difficult to initiate his / her description. Sometimes neither words nor expressions are properly arranged so meaning gets lost. The use of basic connectors such as and or but is seldom present or is inappropriate.</p>	<p>Can, with some effort, initiate his / her description and present information. Sentences are organized according to their topic but sometimes confuses the use of and or but to connect them. Meaning is conveyed despite the few organizational mistakes which are present.</p>	<p>Introduces his / her description properly. Is able to organize sentences successfully according to their topic and link them with basic connectors such as and or but. The message is clear and concrete.</p>

Test Training B (Units 3 and 4) - Rubrics

Qualitative Aspects of Writing (11 points)

Grading Scale	0.55	1.1	1.6	2.2
Content	The text largely lacks data or it is hardly related to the information required by the task (prepositions of time – in/on/at). Reduced writing.	The information included in the text is sometimes unclear and confusing. At least half of the information required by the task (prepositions of time – in/on/at) is missing.	The text presents most of the information requested (prepositions of time – in/on/at). Task input is used. Some parts of the text may be confusing, but the required message is conveyed overall.	The text clearly presents the information suggested (prepositions of time – in/on/at). Task input is fully used and ideas are kept short and simple.
Accuracy	Fails to identify and use prepositions of time (in/on/at). Little or no understanding of their use. Too many spelling mistakes.	Shows difficulty to identify and use prepositions of time (in/on/at) correctly. Many spelling mistakes are present, which makes the message confusing at times.	Is able to identify and use prepositions of time (in/on/at). A few spelling mistakes may be present, but they do not impede addressing a clear message.	Identifies and uses prepositions of time (in/on/at) successfully making the message very clear. Spelling is accurate.
Vocabulary range	Very poor control of basic vocabulary and expressions related to events. Frequent confusion of words makes the intended message mostly incomprehensible.	Limited control of basic vocabulary and expressions related events. Confusion or misuse of words may obscure the message of the text.	Shows average control of basic vocabulary and expressions related to events. Some errors may be present, but they don't impede communication.	Sufficient control of basic vocabulary and expressions related to events.

<p>Organization and cohesion</p>	<p>The word count is considerably lower than required by the task.</p>	<p>The message is much shorter than suggested in the task.</p>	<p>The text covers at least two-thirds of the words asked for in the task.</p>	<p>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 and format mostly inappropriate for or inconsistent with the task and its audience.</p>	<p>The expressions and the layout used make the text's register and format somewhat inappropriate for or inconsistent with the task and its audience. The text shows some inaccuracies in register such as confusion of formal / informal expressions and / or forms of address.</p>	<p>The expressions and the layout used make the text's register and format usually appropriate for the task and its audience. Some register mistakes may be present, but these do not impede communication.</p>	<p>The expressions and the layout used make the text's register and format consistently appropriate for the task and its audience. Communication is achieved easily.</p>

Test Training B (Units 3 and 4) – How to Grade

Section	CEF Standard	Performance	Descriptor
Listening (5 points)	Can understand phrases and expressions that describe people in short spoken texts and informal conversations.	Excellent (5)	Easily understands phrases and expressions in short and simple conversations that describe people and <i>what</i> they are wearing.
		Good (3-4)	Understands most phrases and expressions in short and simple conversations that describe people and <i>what</i> they are wearing, but confuses their meaning at times.
		Needs practice (0-2)	Fails to understand phrases and expressions in short and simple conversations that describe people and <i>what</i> they are wearing.
Reading (6 points)	Can identify specific information in simple written material that he /she encounters such as magazine articles.	Excellent (6)	Easily finds and accurately understands the <i>who</i> (people) and the <i>what</i> (activities) described in simple, short informative texts.
		Good (4-5)	Finds and understands the <i>who</i> (people) and the <i>what</i> (activities) described in simple, short informative texts, but gets confused at times, affecting comprehension.
		Needs practice (0-3)	Shows great difficulty to find and understand the <i>who</i> (people) and the <i>what</i> (activities) described in simple, short informative texts. This clearly indicates that comprehension has not occurred.
Writing (11 points)	Can write simple isolated phrases and sentences.	Excellent (11)	Accurately writes simple isolated words and phrases to complete a blog about events. The use of prepositions of time is precise.
		Good (6-10)	Is able to write simple isolated words and phrases to complete a blog about events. A few mistakes may be present in the use of prepositions of time, but the message is still clear.
		Needs practice (0-5)	Has difficulty to write simple isolated words and phrases to complete a blog about events. Too many mistakes in the use of prepositions of time.
Speaking (10 points)	Can use a series of phrases and sentences to describe people and processes in simple terms.	Excellent (10)	Successfully uses simple terms and patterns to describe the people in a picture and the activities they are doing.
		Good (6-9)	Uses simple terms and patterns to describe the people in a picture and the activities they are doing. Some lexical and grammatical mistakes and hesitations may be present, but these do not affect communication.
		Needs practice (0-5)	Shows difficulty to use simple terms and patterns to describe the people in a picture and the activities they are doing. Very often uses inappropriate vocabulary 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 an insufficient repertoire of words and simple phrases to exchange ideas about habitual activities. His / Her low vocabulary range impedes communication.	Has a limited repertoire of words and simple phrases to exchange ideas about habitual activities. Confuses or lacks the appropriate words most of the time, obscuring the message.	Has an average repertoire of words and simple phrases to exchange ideas about habitual activities. Although confuses or lacks some of the vocabulary, this does not greatly affect communication.	Has a good and functional repertoire of basic words and simple phrases to exchange ideas about habitual activities. His / Her vocabulary control facilitates communication.
Accuracy	Shows insufficient control of simple grammatical structures and patterns to talk about habitual activities (the Simple Present tense). Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, simple grammatical structures and patterns to talk about habitual activities (the Simple Present tense). Confuses these structures and patterns systematically, which causes communication breakdown.	Uses accurately, most of the time, a basic repertoire of simple grammatical structures and patterns to talk about habitual activities (the Simple Present tense). Some confusion may be present, but this does not greatly affect communication.	Uses simple grammatical structures and patterns to talk about habitual activities (the Simple Present tense). The appropriate use of simple structures and patterns facilitates communication.
Fluency	Manages only very short, mainly pre-packaged utterances to talk about habitual activities. Pausing to search for expressions or to articulate less familiar words is too long and truncates the flow of the interaction. No communication repair is present and false starts are continuous, impeding communication.	Shows difficulty to manage very short, mainly pre-packaged utterances to talk about habitual activities. Repeated false starts, long pauses, and too much hesitation are present and make interaction difficult. No communication repair is present.	Talks about habitual activities. False starts, short pauses to search for expressions, and communication repair are present but do not greatly affect the flow of his / her interaction.	Talks about habitual activities successfully. Normal false starts and pauses are present and integrated into the flow of the interaction.

Interaction	Fails to ask and answer short questions necessary to exchange ideas about habitual activities. Finds it too difficult to initiate, maintain and / or close the conversation. Communication is unsuccessful.	Can, with a lot of effort, ask and answer short questions necessary to exchange ideas about habitual activities. Although he / she can initiate the conversation, very rarely keeps the conversation going of his / her own accord and needs constant repetition, rephrasing and repair.	Can ask and answer short questions necessary to exchange ideas about habitual activities. Can initiate the conversation and keep it going, although some repair, rephrasing and repetition are still needed.	Can successfully answer short questions necessary to exchange ideas about habitual activities. Repair, rephrasing and repetition are scarce but still present, and are integrated into the flow of the interaction.
Coherence	Fails to ask and answer questions related to the content of the interaction. His / Her utterances are too short, unconnected and confusing. Meaning is not conveyed and interaction is not achieved.	Finds it difficult to ask and answer questions according to the content of the interaction. Sometimes neither words nor expressions are properly arranged. The connector <i>and</i> is seldom present or are used inappropriately.	Can, with some effort, ask and answer questions according to the content of the interaction. Sometimes confuses the use of <i>and</i> . Meaning is conveyed despite the few organizational mistakes which are present.	Asks and answers questions according to the content of the interaction. Is able to organize sentences successfully <i>and</i> link them with the connector <i>and</i> . The message is clear and concrete. There is a clear match between form and meaning that facilitates communication.

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 text largely lacks data or it is hardly related to the information required by the task (auxiliary verb <i>do</i>). Reduced writing.	The information included in the text is sometimes unclear and confusing. At least half of the information required by the task (auxiliary verb <i>do</i>) is missing.	The text presents most of the information requested (auxiliary verb <i>do</i>). Task input is used. Some parts of the text may be confusing, but the required message is conveyed overall.	The text clearly presents the information suggested (auxiliary verb <i>do</i>). Task input is fully used and ideas are kept short and simple.
Accuracy	Inappropriate use of the Simple Present tense. Uses the auxiliary verb <i>do</i> inappropriately. Little or no understanding of their use. Too many spelling mistakes.	Attempts to use the Simple Present tense and the auxiliary verb <i>do</i> correctly. Many mistakes are present, which makes the message confusing at times. Spelling mistakes are still present.	Appropriate use of the Simple Present tense and the auxiliary verb <i>do</i> . A few mistakes may be present, but they do not impede addressing a clear message. A few spelling errors are still present.	The Simple Present tense and the auxiliary verb <i>do</i> are used correctly and consistently, making the message very clear. Spelling is accurate.
Vocabulary range	Very poor control of basic vocabulary and expressions related to habitual activities. Frequent confusion of words makes the intended message mostly incomprehensible.	Limited control of basic vocabulary and expressions related to habitual activities. Confusion or misuse of words may obscure the message of the text.	Shows average control of basic vocabulary and expressions related to habitual activities. Some errors may be present, but they don't impede communication.	Sufficient control of basic vocabulary and expressions related to habitual activities.

<p>Organization and cohesion</p>	<p>The word count is considerably lower than required by the task.</p>	<p>The message is much shorter than suggested in the task.</p>	<p>The text covers at least two-thirds of the words asked for in the task.</p>	<p>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 and format mostly inappropriate for or inconsistent with the task and its audience.</p>	<p>The expressions and the layout used make the text's register and format somewhat inappropriate for or inconsistent with the task and its audience. The text shows some inaccuracies in register such as confusion of formal / informal expressions and / or forms of address.</p>	<p>The expressions and the layout used make the text's register and format usually appropriate for the task and its audience. Some register mistakes may be present, but these do not impede communication.</p>	<p>The expressions and the layout used make the text's register and format consistently appropriate for the task and its audience. Communication is achieved easily.</p>

Test Training C (Units 5 and 6) – How to Grade

Section	CEF Standard	Performance	Descriptor
Listening (5 points)	Can understand simple directions related to how to get from X to Y.	Excellent (5)	Easily understands simple directions to get from one place to another in short and simple conversations.
		Good (3-4)	Understands simple directions to get from one place to another in short and simple conversations, but gets confused at times.
		Needs practice (0-2)	Shows difficulty to understand simple directions to get from one place to another in short and simple conversations.
Reading (5 points)	Can recognize familiar names, words, and very basic phrases on simple signs in the most common everyday situations.	Excellent (5)	Easily recognizes explicit and implied information on simple everyday signs.
		Good (3-4)	Recognizes explicit and implied information on simple everyday signs. Though some misunderstanding might be present, comprehension is not greatly affected.
		Needs practice (0-2)	Shows difficulty to recognize explicit and implied information on simple everyday signs.
Writing (10 points)	Can write simple isolated phrases and sentences.	Excellent (10)	Accurately writes simple words and phrases to complete an email about habitual activities. The use of basic sentence patterns (Simple Present tense) is precise and facilitates communication.
		Good (6-9)	Is able to write simple words and phrases to complete an email about habitual activities. A few mistakes may be present when using the Simple Present tense but the message is clear.
		Needs practice (0-5)	Fails to write simple words and phrases to complete an email about habitual activities. Too many mistakes in basic sentence patterns (Simple Present tense) impede communication.
Speaking (10 points)	Can participate in short conversations in routine contexts on topics of interest.	Excellent (10)	Easily interacts with others by using key expressions and basic language about habitual activities.
		Good (6-9)	Interacts with others by using key expressions and basic language about habitual activities. Some rephrasing and repair is necessary, but this does not greatly affect communication.
		Needs practice (0-5)	Shows difficulty to interact with others by using key expressions and basic language about habitual activities.

MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		
Teacher:	Area: English as a Foreign Language	Class:
Book: English A1.1	Unit: 1 People Around Us	Grade / Course: 8 th EGB
Objectives: O.EFL 4.2 Appreciate and value English as an international language and a medium to interact globally. O.EFL 4.7 Use spoken and written literary texts in English such as poems, short stories, comic strips, short magazine articles and oral interviews on familiar subjects in order to inspire oral and written production. O.EFL 4.8 Integrate written and spoken texts in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.		
Periods: 30, 6 class periods per lesson		Weeks: 6
2. UNIT PLAN		
Skills and Performance Criteria		
Communication and Cultural Awareness EFL 4.1.1 Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures, and identify similarities, differences, and universal cultural themes. EFL 4.1.2 Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups, including the students' own.	Objectives: O.EFL 4.2 Appreciate and value English as an international language and a medium to interact globally. O.EFL 4.7 Use spoken and written literary texts in English such as poems, short stories, comic strips, short magazine articles and oral interviews on familiar subjects in order to inspire oral and written production. O.EFL 4.8 Integrate written and spoken texts in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.	Evaluation Criteria CE.EFL.4.1 Compare and contrast oral traditions and literature from Ecuador and beyond, in order to manifest an understanding of the relationship between cultural perspectives and practices and by sharing cross cultural experiences. CE.EFL.4.4 Demonstrate the ability to ask for and give information and assistance using appropriate language and interaction styles in a variety of social interactions. CE.EFL.4.7 Listening for Information: Follow and identify some main ideas and details in short and straightforward spoken or audio texts set in familiar contexts, when delivered slowly and with visuals to provide contextual support. Use spoken contributions in class as models for one's own speech. CE.EFL.4.10 Interaction – Interpersonal: Participate effectively in familiar and predictable conversational exchanges by asking and answering follow-up questions, provided there are opportunities to use repair strategies and sustain conversational exchanges in pairs to complete a task, satisfy a need or handle a simple transaction. CE.EFL.4.11 Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text. CE.EFL.4.16 Make use of simple learning resources, including those created by one's self, in order to compare and contrast information, and choose appropriate resources according to the value, purpose and audience of each. CE.EFL.4.20 Create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts.
Reading EFL 4.3.2 Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types. Writing EFL 4.4.2 Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic. Language through the Arts EFL 4.5.11 Participate in creative thinking through brainstorming, working in groups, games and problem-solving tasks by showing the ability to accept a variety of ideas and capitalize on other people's strengths.	Resources • Student's Book <i>English A1.1</i> (including interactive version) • Audio CD • Teacher's Guide • Photocopiable worksheets (TG) • Quiz Time (SB)	Performance Indicators Communication and Cultural Awareness I.EFL.4.1.1 Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.4.1 Learners can demonstrate an ability to give and ask for information and assistance
Methodological Strategies Communication and Cultural Awareness • Reading two stories from different regions in Ecuador and completing a chart to show the differences. • Reflecting on differences between people from other countries and regions. • Participating in short dialogues and role plays to practice target language. • Practicing the language needed to deal with a need through a mini role play. • Singing songs that practice helpful language.	Activities / Techniques / Instruments Activities • Identify pictures of famous people and their nationalities. • Exchange information using personal information: <i>Hello! I am Juan. What is your name?</i> • Ask for partners' nationalities: <i>Where are you from?</i> • Write profiles about famous people: <i>Lionel Messi is a soccer player. He is Argentinian and is 25 years old.</i>	



<p>Oral Communication: (Listening and Speaking)</p> <ul style="list-style-type: none"> Listening to a dialogue between two or more people and deciding if each statement is true or false. Watching a short video and then talking to a partner about whether or not they agree with the speaker or a statement. Giving learners language prompts to use during pair/group work. Asking classmates to repeat an answer or statement if needed to clarify something. Asking for help in class when necessary. <p>Reading</p> <ul style="list-style-type: none"> Reading a text and answering information questions. Choosing from a list of words to complete gaps from a reading. Reading a short story from the Internet and highlighting interesting facts, then comparing them with those of a partner. Reading a biography and putting events on a timeline. <p>Writing</p> <ul style="list-style-type: none"> Making posters in small groups of new phrases and expressions in order to display in the classroom. Finding a variety of online references to practice a grammar structure, then recommending the best one to the class. Making flashcards for new words and using them to quiz a partner. Writing about a topic and choosing words for a glossary and writing the definitions. <p>Language through the Arts</p> <ul style="list-style-type: none"> Sharing learners' stories in pairs or small groups and choosing to represent some through a role play. Reading a myth from Ecuador and writing a song about it. 	<p>using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)</p> <p>Oral Communication</p> <p>I.EFL.4.7.1 Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. Learners can use other classmates' contributions in class as models for their own. (I.2, I.3, S.4)</p> <p>I.EFL.4.10.1 Learners can effectively participate in familiar and predictable everyday conversational exchanges in order to complete a task, satisfy a need or handle a simple transaction, using a range of repair strategies. (I.3, J.3, J.4)</p> <p>Reading</p> <p>I.EFL.4.1.1 Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (I.2, I.4)</p> <p>Writing</p> <p>I.EFL.4.16.1 Learners can use and make simple learning resources, both online and in print, in order to compare and contrast information. Learners can choose appropriate resources and critically evaluate the information in these resources, according to the value, purpose and audience of each. (I.1, I.3, I.4, J.2, J.4)</p> <p>Language through the Arts</p> <p>I.EFL.4.20.1 Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	<ul style="list-style-type: none"> Create profiles of family members. Get materials to create a profile (Project): cardboard, magazines, glue, markers, scissors. Get cutouts from magazines of a famous person and write a profile. Oral presentation of the project: <i>Talk about...</i> (famous person). Identify <i>True/False</i> statements when reading a profile of a famous person. Identify mistakes in a dialog. <p>Techniques</p> <ul style="list-style-type: none"> Scan a text to find its topic sentence. <p>Reading</p> <ul style="list-style-type: none"> Listen for specific information in an interview. <p>Listening</p> <ul style="list-style-type: none"> Use expressions to encourage someone to participate in a conversation. <p>Speaking</p> <ul style="list-style-type: none"> Use words in a glossary to enrich a text about a specific topic. <p>Writing</p> <ul style="list-style-type: none"> Projects and presentations Oral interviews in pairs Gap activities in pairs Game: Units Writing Quiz Glossary activities
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3. ADAPTED CURRICULUM

<p>Students with Special Needs</p> <p>Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.</p>	<p>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>GLJL Components</p> <p>Science / Technology / Arts: Describe a famous person's profile.</p>	
<p>Prepared by</p> <p>Teacher: _____</p> <p>Signature: _____</p> <p>Date: _____</p>	
<p>Revised by</p> <p>Teacher: _____</p> <p>Signature: _____</p> <p>Date: _____</p>	
<p>Approved by</p> <p>Teacher: _____</p> <p>Signature: _____</p> <p>Date: _____</p>	



MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		
Teacher:	Area: English as a Foreign Language	Class:
Book: English A1.1	Unit: 2 People I Love	Grade / Course: 8 th EGB
Objectives: O.EFL 4.2 Appreciate and value English as an international language and a medium to interact globally. O.EFL 4.6 Write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought. O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.		
Periods: 30, 6 class periods per lesson		Weeks: 6

2. UNIT PLAN		Evaluation Criteria
Skills and Performance Criteria		
Communication and Cultural Awareness		
EFL 4.1.1 Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes.		CE.EFL.4.1 Compare and contrast oral traditions and literature from Ecuador and beyond in order to manifest an understanding of the relationship between cultural perspectives and practices and by sharing cross cultural experiences.
EFL 4.1.10 Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation.		CE.EFL.4.4 Demonstrate the ability to ask for and give information and assistance using appropriate language and interaction styles in a variety of social interactions.
Oral Communication: (Listening and Speaking)		
EFL 4.2.2 Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.).		CE.EFL.4.7 Listening for Information: Follow and identify some main ideas and details in short and straightforward spoken or audio texts set in familiar contexts, when delivered slowly and with visuals to provide contextual support. Use spoken contributions in class as models for one's own speech.
Reading		
EFL 4.3.1 Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)		CE.EFL.4.11 Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.
EFL 4.3.2 Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.		CE.EFL.4.12 Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas.
Writing		
EFL 4.4.2 Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic.		CE.EFL.4.15 Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing.
Language through the Arts		
EFL 4.5.11 Participate in creative thinking through brainstorming, working in groups, games and problem-solving tasks by showing the ability to accept a variety of ideas and capitalize on other people's strengths.		CE.EFL.4.20 Create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts.
Methodological Strategies	Resources	Performance Indicators
Communication and Cultural Awareness <ul style="list-style-type: none"> Reflecting on differences between different members of a family. Sharing a cross-cultural experience (such as traveling, trying a new food, meeting someone from another country) in pairs or as a class. Comparing answers in pairs or small groups. Working in small groups to create a chart about differences in heights and weights from members of a family. Oral Communication: (Listening and Speaking) <ul style="list-style-type: none"> Listening to instructions for a short task and carrying them out. Listening to spoken or recorded descriptions of familiar scenes, 	Student's Book English A1.1 (including interactive version) <ul style="list-style-type: none"> Audio CD Teacher's Guide Photocopiable worksheets (TG) Quiz Time (SB) 	Communication and Cultural Awareness <ul style="list-style-type: none"> EFL.4.1.1 Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) EFL.4.4.1 Learners can demonstrate an ability
Activities / Techniques / Instruments	Activities <ul style="list-style-type: none"> Draw a family tree for each student to locate their corresponding relative. Identify different family members. Have students describe their relatives using <i>What does he / she look like?</i> Pair work activity: Students ask each other <i>Are you tall? / Is she young?</i>, etc. Play the audio to identify people's physical descriptions. 	



<p>and marking the words you hear.</p> <ul style="list-style-type: none"> • Listening to a dialogue between two or more people and deciding if each statement is true or false. • Watching a short video about a family situation and writing three new things they learned. <p>Reading</p> <ul style="list-style-type: none"> • Reading a text and answering information questions. • Choosing from a list of words to complete gaps from a reading. • Reading a short story from the Internet and highlighting interesting facts, then comparing them with those of a partner. <p>Writing</p> <ul style="list-style-type: none"> • Listening to a celebrity interview and writing three more interview questions. • Writing your own answers to interview questions. • Writing an email to a friend describing your ideal friend. <p>Language through the Arts</p> <ul style="list-style-type: none"> • Sharing learners' stories in pairs or small groups and choosing to represent some through a role play. • Reading a myth from Ecuador and writing a song about it. 	<p>to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)</p> <p>Oral Communication</p> <p>I.EFL.4.7.1 Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. Learners can use other classmates' contributions in class as models for their own. (I.2, I.3, S.4)</p> <p>Reading</p> <p>I.EFL.4.11.1 Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (I.2, I.4)</p> <p>I.EFL.4.12.1 Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)</p> <p>Writing</p> <p>I.EFL.4.15.1 Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>Language through the Arts</p> <p>I.EFL.4.20.1 Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	<ul style="list-style-type: none"> • Students read and identify the adjectives in the paragraph. • Students write a description using their personal information. • Get materials to create a scrapbook. • Oral presentation of the project: <i>This is my...</i> (relative) <p>Techniques</p> <p>Reading</p> <ul style="list-style-type: none"> • Look for context clues to understand new vocabulary. <p>Listening</p> <ul style="list-style-type: none"> • Take notes while listening to descriptions of familiar scenes. <p>Speaking</p> <ul style="list-style-type: none"> • Use expressions learned from a video to describe a family situation. <p>Writing</p> <ul style="list-style-type: none"> • Write information questions based on a model to interview a partner. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> • Projects and presentations • Oral interviews in pairs • Gap activities in pairs • Game • Writing Quiz • Glossary activities • Portfolio • Scrapbook
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3. ADAPTED CURRICULUM

Students with Special Needs

Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.

CLIL Components

Science / Technology / Arts: Describe a member of the family, a friend, or a partner.

Revised by

Teacher:

Signature:

Date:

Teacher:

Signature:

Date:

Specifications of the Material to Be Applied

It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.

Transversal Axes

Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.

Approved by

Teacher:

Signature:

Date:



MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		
Teacher:	Area: English as a Foreign Language	Class:
Book: English A1.1	Unit: 3 Leisure Activities	Grade / Course: 8 th EGB
Objectives: O.EFL 4.1 Identify the main ideas, some details and inferences of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts. O.EFL 4.2 Appreciate and value English as an international language and a medium to interact globally. O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.		
Periods: 30, 6 class periods per lesson		Weeks: 6

2. UNIT PLAN		Evaluation Criteria	
Skills and Performance Criteria			
Communication and Cultural Awareness			
EFL 4.1.1 Compare and contrast oral traditions, myths, folktales and literature from Ecuador and beyond in order to manifest an understanding of the relationship between cultural perspectives and practices and by sharing cross cultural experiences.			
CE.EFL.4.2 Recognize and demonstrate an appreciation of commonalities between cultures as well as the consequences of one's actions while exhibiting socially responsible behaviors.			
Oral Communication: (Listening and Speaking)			
EFL 4.2.2 Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class.			
Reading			
EFL 4.3.2 Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.			
Writing			
EFL 4.4.1 Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to audience and purpose.			
Language through the arts			
EFL 4.5.1 Make use of main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support.			
Methodological Strategies	Resources	Performance Indicators	
Communication and Cultural Awareness	<ul style="list-style-type: none"> Student's Book English A1.1 (including interactive version) Audio CD Teacher's Guide Cover pages of movies. Pictures about cultural events. CD with songs of TV programs Photocopiable worksheets (TG) Quiz Time (SB) 	Activities / Instruments	
<ul style="list-style-type: none"> Finding events from other cultures and regions and then sharing them in class. Reading two stories from different regions in Ecuador and completing a chart to show the differences. Reading a story from another region/culture and sharing a similar experience. Reflecting on differences between people from other countries and regions. 		<ul style="list-style-type: none"> Ask for schedules of TV programs. Mention times and dates of specific events. Talk about favorite movies and TV programs. Identify the type of program in a dialog. Mention dates of some festivals in the country. Identify True / False statements in a paragraph. Use key words to recall information. Presentation of a project about a cultural event. 	
Oral Communication: (Listening and Speaking)	<ul style="list-style-type: none"> Listening to a set of instructions and matching them to the corresponding picture. Listening to and following class commands. Listening to a simple, straightforward story and correcting false statements. 		

<ul style="list-style-type: none"> 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"> Reading a text and answering information questions. Choosing from a list of words to complete gaps from a reading. Reading a short story from the internet and highlighting interesting facts, then comparing them with those of a partner. Reading a biography and putting events on a timeline. <p>Writing</p> <ul style="list-style-type: none"> Making posters in small groups of the day and time of favorite TV programs. Finding a variety of online references to practice prepositions of time for dates. Creating charts for new expressions. <p>Language through the Arts</p> <ul style="list-style-type: none"> Sharing learners' stories of a tradition in a city in Ecuador in pairs or small groups and choosing to represent some through a role play. Reading a myth from Ecuador and writing a song about it. Doing free writing on a topic suggested by another learner. 	<p>I.1)</p> <p>Oral Communication</p> <p>IEFL.4.6.1 Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support.</p> <p>(I.3. S.1, J.4)</p> <p>Reading</p> <p>IEFL.4.11.1 Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (I.2, I.4)</p> <p>Writing</p> <p>IEFL.4.15.1 Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>Language through the Arts</p> <p>IEFL.4.20.1 Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	<p>Techniques</p> <p>Reading</p> <ul style="list-style-type: none"> Highlight the topic sentence and supporting ideas in a text. <p>Listening</p> <ul style="list-style-type: none"> Listen to a recording to identify new words and expressions and match them with pictures. <p>Speaking</p> <ul style="list-style-type: none"> Use expressions to ask for clarification when talking to a partner. <p>Writing</p> <ul style="list-style-type: none"> Write short advertisement pieces to promote leisure activities. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> Projects and presentations Oral interviews in pairs Gap activities in pairs Game Writing Quiz Glossary activities Portfolio
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3. ADAPTED CURRICULUM

Students with Special Needs

Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.

CLIL Components

Science / Technology / Arts: Make posters to promote leisure activities.

Prepared by	Revised by
Teacher:	Teacher:
Signature:	Signature:
Date:	Date:

Specifications of the Material to Be Applied

It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.

Transversal Axes

Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.

Approved by
Teacher:
Signature:
Date:



MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		Area: English as a Foreign Language	Grade / Course: 8 th EGB	Class:
Teacher:	Unit: 4 Street Life	Objectives: O.EFL 4.4 Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision making. O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.		
Periods: 30, 6 class periods per lesson			Weeks: 6	
2. UNIT PLAN				
Skills and Performance Criteria			Evaluation Criteria	
<p>Communication and Cultural Awareness</p> <p>EFL 4.1.2 Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own.</p> <p>EFL 4.1.5 Apply self-correcting and self-monitoring strategies in social and classroom interactions.</p>			<p>CE.EFL.4.1 Compare and contrast oral traditions and literature from Ecuador and beyond in order to manifest an understanding of the relationship between cultural perspectives and practices and by sharing cross cultural experiences.</p> <p>CE.EFL.4.3 Interact with others using self-monitoring and self-correcting strategies as well as appropriate nonverbal and oral communication features.</p>	
<p>Oral Communication: (Listening and Speaking)</p> <p>EFL 4.2.1 Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated.</p> <p>EFL 4.2.2 Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.).</p>			<p>CE.EFL.4.6 Listening for Meaning: Understand and follow the main idea in spoken texts set in familiar everyday contexts, provided speech is clear and articulate, and deduce the meanings of unfamiliar words and phrases using context clues and/or prior knowledge.</p> <p>CE.EFL.4.8 Production – Accuracy and Intelligibility: Communicate needs and information clearly and in simple terms, using grammatical structures learned in class (although there may be frequent errors), effectively and without undue effort. Demonstrate an ability to make appropriate use of new words and expressions in social interactions.</p>	
<p>Reading</p> <p>EFL 4.3.2 Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.</p>			<p>CE.EFL.4.11 Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.</p>	
<p>Writing</p> <p>EFL 4.4.4 Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)</p>			<p>CE.EFL.4.15 Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing.</p>	
<p>Language through the arts</p> <p>EFL 4.5.1 Make use of main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support.</p>			<p>CE.EFL.4.20 Create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts.</p>	
Methodological Strategies	Resources	Performance Indicators	Activities / Techniques / Instruments	
<p>Communication and Cultural Awareness</p> <ul style="list-style-type: none"> Finding clothes from other cultures and regions and then sharing them in class. Completing a Venn diagram about clothes in the coast and in the highlands. Participating in short role plays using a range of verbal and nonverbal communication. Listening to a dialogue and identifying errors in speech or problems for communication. <p>Oral Communication: (Listening and Speaking)</p> <ul style="list-style-type: none"> Listening to a set of instructions and matching them to the corresponding picture. Listening to and following class commands. 	<ul style="list-style-type: none"> Student's Book <i>English A1.1</i> (including interactive version) Audio CD Teacher's Guide Photocopiable worksheets (TG) Quiz Time (SB) 	<p>Communication and Cultural Awareness</p> <p>I.EFL.4.1.1 Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures to demonstrate an understanding of the relationship between cultural practices and perspectives. (I.2, S.1, S.2, J.1)</p> <p>I.EFL.4.3.1 Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4)</p> <p>Oral Communication</p>	<p>Activities</p> <ul style="list-style-type: none"> Classify singular and plural clothing items. Describe clothes using demonstrative pronouns. Mention activities people are doing and clothes they are wearing. Talk about the weather. Interview a classmate asking kinds of clothes and weather. Create a collage of different places, the kinds of weather and clothes they wear. Group work: create a fashion poster and talk about it. 	

<p>Listening to a simple, straightforward story and correcting false statements.</p> <ul style="list-style-type: none"> Listening to a short conversation between two speakers and deciding who is speaking, what they are doing how they feel. <p>Reading</p> <ul style="list-style-type: none"> Reading a short story from the Internet and highlighting interesting facts related to cities and their weather, then comparing them with those of a partner. Predicting main ideas by reading the title and using other contextual clues. Reading a short news article and completing an outline. Reading a blog post and writing a comment. <p>Writing</p> <ul style="list-style-type: none"> Making posters in small groups of the day and time of favorite TV programs. Finding a variety of online references to practice prepositions of time for dates. Creating charts for new expressions. <p>Language through the Arts</p> <ul style="list-style-type: none"> Sharing learners' stories of a tradition in a city in Ecuador in pairs or small groups and choosing to represent some through a role play. Reading a myth from Ecuador and writing a song about it. Doing free writing on a topic suggested by another learner. 	<p>IEFL 4.6.1 Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3. S.1, J.4)</p> <p>IEFL.4.8.1 Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, 1.2, 1.3, S.1)</p> <p>Reading</p> <p>IEFL.4.11.1 Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information (I.2, I.4)</p> <p>Writing</p> <p>IEFL.4.15.1 Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>Language through the Arts</p> <p>IEFL.4.20.1 Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p>	<p>Techniques</p> <p>Reading</p> <ul style="list-style-type: none"> Scan a text for specific information. <p>Listening</p> <ul style="list-style-type: none"> Listen to background sounds to identify the context of a conversation. <p>Speaking</p> <ul style="list-style-type: none"> Participate in class discussions. <p>Writing</p> <ul style="list-style-type: none"> Use words in a glossary to enrich a text. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> Projects and presentations Oral interviews in pairs Gap activities in pairs Game Writing Quiz Glossary activities Portfolio
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3. ADAPTED CURRICULUM

<p>Students with Special Needs</p> <p>Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.</p>	<p>Specifications of the Material to Be Applied</p> <p>It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.</p>
<p>CLIL Components</p> <p>Science / Technology / Arts : Promote a local art festival.</p>	
<p>Prepared by</p>	
<p>Teacher:</p>	<p>Revised by</p>
<p>Signature:</p>	<p>Teacher:</p>
<p>Date:</p>	<p>Signature:</p>
<p>Date:</p>	<p>Date:</p>



MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA	
Teacher:	Area: English as a Foreign Language
Book: <i>English A1.1</i>	Unit: 5 Amazing Places
Objectives: O.EFL. 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner. O.EFL. 4.9 Create a sense of awareness in terms of accuracy when learners interact in English using high-frequency and level-appropriate expressions in order to reach an effective command of spoken language.	
Periods: 30, 6 class periods per lesson Weeks: 6	
Class:	

2. UNIT PLAN		Evaluation Criteria	ACTIVITIES / TECHNIQUES / INSTRUMENTS
Skills and Performance Criteria Communication and Cultural Awareness EFL 4.1.2 Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. EFL 4.1.5 Apply self-correcting and self-monitoring strategies in social and classroom interactions. Oral Communication: (Listening and Speaking) EFL 4.2.2 Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.). Reading EFL 4.3.2 Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types. Writing EFL 4.4.5 Recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Language through the arts EFL 4.5.2 Compare and present personal and formal responses to and interpretation of published literary works and the works of peers, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)		CE.EFL.4.1 Compare and contrast oral traditions and literature from Ecuador and beyond in order to manifest an understanding of the relationship between cultural perspectives and practices and by sharing cross cultural experiences. CE.EFL.4.3 Interact with others using self-monitoring and self-correcting strategies as well as appropriate nonverbal and oral communication features. CE.EFL.4.8 Production – Accuracy and Intelligibility: Communicate needs and information clearly and in simple terms, using grammatical structures learned in class (although there may be frequent errors), effectively and without undue effort. Demonstrate an ability to make appropriate use of new words and expressions in social interactions. CE.EFL.4.11 Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text. CE.EFL.4.15 Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. CE.EFL.4.19 Find and identify literary elements and techniques and relate those elements to the learner's own experiences and to other works, including one's peers, in order to present personal responses and interpretations.	Activities <ul style="list-style-type: none"> • Talk about places in a city. • Observe a map and identify places in a city • Ask for and give directions to go to a place • Identify True / False statements about directions. • Role play: Give directions to a tourist. • Identify specific information in a reading. • Write a description about a city. • Create a brochure promoting a city in your country.
METHODOLOGICAL STRATEGIES Communication and Cultural Awareness <ul style="list-style-type: none"> • Hearing a story from another country and finding similarities with a story from Ecuador. • Reading a paragraph about <i>The future city</i> and reflecting on differences between people from other countries. • Watching a video about places in a city, and taking notes on the cultural practices mentioned. • Talking in pairs about a video learners have watched using only English. Oral Communication: (Listening and Speaking) <ul style="list-style-type: none"> • Listening to spoken or recorded descriptions of familiar scenes, 		PERFORMANCE INDICATORS Communication and Cultural Awareness I.EFL.4.1 Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.3.1 Learners can employ a range of self-monitoring and self-correcting strategies and	PERFORMANCE INDICATORS Communication and Cultural Awareness I.EFL.4.1 Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.3.1 Learners can employ a range of self-monitoring and self-correcting strategies and
RESOURCES <ul style="list-style-type: none"> • Student's Book <i>English A1.1</i> (including interactive version) • Audio CD • Teacher's Guide • Pictures of signs: Turn left, turn right, and go straight. • Photocopiable worksheets of a city(TG) • Quiz Time (SB) 		RESOURCES <ul style="list-style-type: none"> • Student's Book <i>English A1.1</i> (including interactive version) • Audio CD • Teacher's Guide • Pictures of signs: Turn left, turn right, and go straight. • Photocopiable worksheets of a city(TG) • Quiz Time (SB) 	RESOURCES <ul style="list-style-type: none"> • Student's Book <i>English A1.1</i> (including interactive version) • Audio CD • Teacher's Guide • Pictures of signs: Turn left, turn right, and go straight. • Photocopiable worksheets of a city(TG) • Quiz Time (SB)



<p>and marking the words you hear.</p> <ul style="list-style-type: none"> Listening to a dialogue between two or more people and deciding if each statement is true or false. Listening to a short dialogue and then writing and acting out a similar dialogue, using some of the same phrases and expressions. <p>Reading</p> <ul style="list-style-type: none"> Reading a text and answering information questions. Choosing from a list of words to complete gaps from a reading. Reading a paragraph about <i>The future city</i> and highlighting interesting facts. Reading a short news article and completing an outline. <p>Writing</p> <ul style="list-style-type: none"> Watching a video about a controversial topic and writing a short response giving your own opinion. Writing an email to a friend about a place you visited. Looking at a picture and writing a description of what you see or how it makes you feel, then comparing descriptions in pairs. <p>Language through the Arts</p> <ul style="list-style-type: none"> Brainstorming features and conventions of a genre and then reading an example in order to locate each one. Underlining literary elements in a peer's text and then comparing them to those in one's own writing. Writing comments to peer's blog posts. 	<p>interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4)</p> <p>Oral Communication</p> <p>I.EFL.4.8.1 Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1)</p> <p>Reading</p> <p>I.EFL.4.11.1 Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (I.2, I.4)</p> <p>Writing</p> <p>I.EFL.4.15.1 Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>Language through the Arts</p> <p>I.EFL.4.19.1 Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (I.3, S.3, J.4)</p>	<p>Techniques</p> <p>Reading</p> <ul style="list-style-type: none"> Identify the topic sentence in a text. <p>Listening</p> <ul style="list-style-type: none"> Take notes while listening to a recording. <p>Speaking</p> <ul style="list-style-type: none"> Practice a dialogue with a partner prior to class. <p>Writing</p> <ul style="list-style-type: none"> Use fixed expressions to write a dialogue. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> Projects and presentations Oral interviews in pairs Role Play Game Writing Quiz Glossary activities Portfolio
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3. ADAPTED CURRICULUM

Students with Special Needs	Specifications of the Material to Be Applied
<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>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</p> <p>Science / Technology / Arts: Describe a touristic city in your country.</p>	<p>Transversal Axes</p> <p>Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.</p>
<p>Prepared by</p> <p>Teacher:</p>	<p>Approved by</p> <p>Teacher:</p>
<p>Signature:</p> <p>Date:</p>	<p>Signature:</p> <p>Date:</p>



MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

School's Name: _____ Year: _____

1. INFORMATIVE DATA		
Teacher:	Area: English as a Foreign Language	Grade / Course: 8 th EGB
Book: <i>English A1.1</i>	Unit: 6 Daily Routines	Class:
Objectives: O.EFL 4.1 Identify the main ideas, some details and inferences of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts. O.EFL 4.2 Appreciate and value English as an international language and a medium to interact globally.		
Periods: 30, 6 class periods per lesson	Weeks: 6	

2. UNIT PLAN		Evaluation Criteria	
Skills and Performance Criteria	RESOURCES	ACTIVITIES / TECHNIQUES / INSTRUMENTS	
<p>Communication and Cultural Awareness EFL 4.1.2 Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. EFL 4.1.6 Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes.</p> <p>Oral Communication: (Listening and Speaking) EFL 4.2.1 Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) EFL 4.2.10 Sustain a conversational exchange on a familiar, everyday subject when carrying out a collaborative/paired learning activity in which there are specific instructions for a task.</p> <p>Reading EFL 4.3.2 Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify, and understand relevant information in written level-appropriate text types.</p> <p>Writing EFL 4.4.8 Convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing.</p> <p>Language through the arts EFL 4.5.2 Compare and present personal and formal responses to and interpretation of published literary works and the works of peers, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)</p>	<p>RESOURCES</p> <ul style="list-style-type: none"> • Student's Book <i>English A1.1</i> (including interactive version) • Audio CD • Teacher's Guide • Photocopiable worksheets of a schedule. • Quiz Time (SB) 	<p>PERFORMANCE INDICATORS</p> <p>Communication and Cultural Awareness I.EFL.4.1.1 Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. (I.2, S.1, S.2, J.1)</p> <p>I.EFL.4.4.1 Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction</p>	<p>ACTIVITIES / TECHNIQUES / INSTRUMENTS</p> <p>Activities</p> <ul style="list-style-type: none"> • Talk about people's routines. • Describe lifestyles. • Refer to a famous person daily activities. • Answer questions related to routines • Identify main ideas in a paragraph. • Create a graphic organizer to sequence events of actions. • Write a paragraph about routines. • Write questions for an interview asking about
<p>Communication and Cultural Awareness CE.EFL.4.1 Compare and contrast oral traditions and literature from Ecuador and beyond in order to manifest an understanding of the relationship between cultural perspectives and practices and by sharing cross cultural experiences. CE.EFL.4.4 Demonstrate the ability to ask for and give information and assistance using appropriate language and interaction styles in a variety of social interactions. CE.EFL.4.6 Listening for Meaning: Understand and follow the main idea in spoken texts set in familiar everyday contexts, provided speech is clear and articulate, and deduce the meanings of unfamiliar words and phrases using context clues and/or prior CE.EFL.4.9 Production – Fluency: Use simple language to describe, compare and make statements about familiar everyday topics such as objects, possessions and routines in structured situations and short conversations. Interaction is with reasonable ease, provided speech is given clearly, slowly and directly. CE.EFL.4.11 Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.</p> <p>CE.EFL.4.15 Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. CE.EFL.4.17 Show an ability to convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity.</p>			



<ul style="list-style-type: none"> Listening to and following class commands. Listening for specific words in a conversation and trying to guess the meaning from the context. Listening to a dialogue and writing the main idea and setting. <p>Reading</p> <ul style="list-style-type: none"> Reading a text and answering information questions. Choosing from a list of words to complete gaps from a reading. Reading a short story about <i>The dog Whisperer</i> and highlighting interesting facts, then comparing them with those of a partner. <p>Writing</p> <ul style="list-style-type: none"> Listening to a celebrity interview and writing three more interview questions. Writing answers to interview questions. Writing a letter describing a typical day. Identifying the text type according to writing features and vocabulary. <p>Language through the Arts</p> <ul style="list-style-type: none"> Completing the gaps in a sentence. Reading a biography and identifying common linguistic features, such as use of the present simple and routines. Learners use the same features to write their own review of a movie they've seen. Sequencing sentences by adding words. (Example: <i>I wake up. I eat breakfast. → First I wake up. Then I eat breakfast, etc.</i>) Adding pictures to a group presentation. 	<p>styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)</p> <p>Oral Communication</p> <p>I.EFL.4.6.1 Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4)</p> <p>I.EFL.4.9.1 Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)</p> <p>Reading</p> <p>I.EFL.4.11.1 Learners can understand main ideas and some details in short simple online or print texts on familiar subjects. (I.2, I.4)</p> <p>Writing</p> <p>I.EFL.4.15.1 Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>Language through the Arts</p> <p>I.EFL.4.17.1 Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4)</p>	<p>routines.</p> <p>Reading</p> <ul style="list-style-type: none"> Scan a text for specific information about daily routines. <p>Listening</p> <ul style="list-style-type: none"> Listen to an interview and take notes about specific details. <p>Speaking</p> <ul style="list-style-type: none"> Use expressions to ask for clarification when needed. <p>Writing</p> <ul style="list-style-type: none"> Use connectors to link ideas in a text. <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> Projects and presentations Oral interviews in pairs Role Play Game Writing Quiz Glossary activities Portfolio 	<p>Techniques</p>
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3. ADAPTED CURRICULUM

Students with Special Needs

Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results, and adapt the corresponding activities.

CLIL Components

Science / Technology / Arts: Interview a friend or relative about their lifestyles and customs.

Revised by

Teacher: _____
 Signature: _____
 Date: _____

Approved by

Teacher: _____
 Signature: _____
 Date: _____

Specifications of the Material to Be Applied

It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.

Transversal Axes

Intercultural awareness, tolerance, respect, multiculturalism, responsibility, solidarity, etc.



Useful Websites Suggested Online Resources

Unit 1

- * The World We Want
http://www.unicef.org/post2015/files/TWWW_A4_Single_Page_LowRes_English.pdf
- * At School
<https://www.youtube.com/watch?v=oROsbaxWHoM>

Unit 2

- * Family <https://learnenglishkids.britishcouncil.org/en/category/topics/family>
- * Young People and Social Media
<https://backchannel.com/a-teenagers-view-on-social-media-1df945cogac6#.6c0wt4jl2>

Unit 3

- * About Leisure
<http://learnenglish.britishcouncil.org/en/uk-culture/leisure>
- * Free Time for Kids <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/free-time>

UNIT 4

- * English Culture
<https://www.teachingenglish.org.uk/teaching-teens>
- * Style
<http://www.kidzworld.com/me/style>

Unit 5

- * American Cities
<http://theculturetrip.com/north-america/usa/articles/10-most-beautiful-cities-in-the-usa/>
- * Beautiful Places and Cities of the World
<https://www.youtube.com/watch?v=2GtLvz67LQs>
- * 22 Beautiful Cities
<https://www.youtube.com/watch?v=mVLNw23S1-A>

Unit 6

- * Routines
http://www.vocabulary.cl/Lists/Daily_Routines.htm
- * Lifestyles
<http://www.listenaminute.com/l/lifestyle.html>

Students

- * www.bbc.co.uk/worldservice/learningenglish
- * esl.about.com/od/beginningenglish/u/start/htm
- * learnenglishteens.britishcouncil.org
- * www.eslpod.com
- * vocabsushi.com
- * www.examenglish.com
- * dictionary.cambridge.org
- * www.ello.org
- * www.nationalgeographic.com
- * education.nationalgeographic.com/education/st/?ar_a=4
- * www.youtube.com/user/CCProse
- * www.brainpop.com
- * www.discoveryeducation.com/students
- * www.phrasemix.com

Teachers / Parents

- * teachingenglish.org.uk
- * vocabsushi.com/pro/teachers
- * www.englishgrammar.org
- * education.nationalgeographic.com/education/?ar_a=1
- * education.nationalgeographic.com/education/fm/?ar_a=3
- * www.discoveryeducation.com/teachers
- * www.discoveryeducation.com/parents

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Most texts included in this book are the result of the authors' creativity and academic background. In specific cases, the texts were based on the following sources:

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- * Gardner, H. (1983). *Frames of Mind. The Theory of Multiple Intelligences*. New York. Basic Books.
- * Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA. Kagan Publishing.
- * Kumaravadivelu, B. (2003). *Beyond Methods*. New Haven. Yale University Press. E lessons.
- * Oxford, R. (1990) *Language Learning Strategies: What Every Teacher Should Know*, Heinle Cengage Learning.

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